

"My Communities and Me" | OSEU 7: Way of Life & Development

Compelling Question	What are my COMMUNITIES and what are my responsibilities in each?	
Standards and Practices	OSEU 7.3 – Students will identify ways that the Oceti Sakowin values provide resiliency in keeping the Oceti Sakowin way of life. CIVICS/GOVERNMENT 4.C.3.1 Explain how groups of people make rules to create responsibilities and protect freedoms.	
Staging the Question	Am I part of something bigger than myself?	
Supporting Question 1		Supporting Question 2
How does the Oceti Sakowin circle honor both the individual and the community?		What is a community, and what are my communities?
Supporting Question 3		What are my responsibilities in each of my communities?
Formative Performance Task		Formative Performance Task
Watch the video (link below) and discuss "Learn ABOUT" questions 1, 2, and 3 (provided below). Discuss "Learn FROM" question 3.		The teacher will use a V graphic to illustrate broadening from the community closest to the student (self, family, classroom) upward and outward to other communities (school, neighborhood, town, state, country, world). Remind students that we are individuals and members of multiple communities at the same time. Students brainstorm while the teacher records their thoughts on a class chart. List each community and write down student suggestions of responsibilities they might have in that community. Discuss "Learn FROM" questions 1 and 2 (provided below) as applicable.
Featured Sources		Featured Sources
http://www.wolakotaproject.org/oseu-seven/oseu-seven-interview-with-stephanie-charging-eagle/		
Summative Performance Task	Argument	Referring to the class chart as needed, each student creates a personal responsibilities chart. It might be in column form, circle form, or use a more creative design. The student will select three communities on which to focus. For each, students will list 3-4 SPECIFIC personal responsibilities to which they are personally committed. Charts may be shared verbally with partners for reflection and reinforcement.
	Extension	

**Taking Informed
Action**

Each student keeps his or her personal responsibilities chart for a designated length of time, periodically self-evaluating and “checking off” when those responsibilities have been fulfilled.

Learn ABOUT
(deep listening, *information*)

1. How does the Oceti Sakowin circle honor both the individual and the community?
2. How do individuals make the whole circle stronger through these teachings?
3. What has kept so many Native and Non-Native South Dakotans from being able to understand each other?



OSEU 7: INTERVIEW WITH STEPHANIE CHARGING EAGLE
WoLakota Project

Learn FROM
(deep sharing, *transformation*)

1. What community or communities am I a part of that I feel responsible for? What are my responsibilities to my communities? Do I carry through with my individual commitments to my communities?
2. Have I been a part of a community that has fallen apart because of the actions or lack of actions of individuals? What lessons have I learned from this?
3. What does it mean to "understand" another person or group of people? How do we grow in our understanding of others? What is my role in this process?
4. If the state of South Dakota is a community made up of many different people, in what ways is it healthy? In what ways does the South Dakota community need to become healthier? What is MY individual responsibility in this process?
5. Do I honor each other individual in the communities or circles of which I am a part?