

SHANNON COUNTY SCHOOL DISTRICT
209 School Street – PO Box 109
Batesland, South Dakota 57716-0109

District Professional Development
4-12th Instructional Staff
Wolf Creek School

To strengthen the Lakota identity and values of students and to assure their overall well-being and academic success

November 12, 2009
Professional Development Results

Building not ready (no communication between school-administration); Professional development topic (writing prompt), "We already have writing prompts in place;" "Is this another add on?" "Are we changing the writing prompt for January?" Other local student experiences to consider: Wounded Knee Ride, Crazy Horse Ride, and/or Little Big Horn.

The "Big Question:" Teachers wanted an explanation as to why integration wasn't embedded all along.

Overall comments (Eileen Grinnell, Facilitator): I am excited about this; I am scared; there was a positive atmosphere. Question on the definition of "fidelity reading resources."

GRADE LEVEL EVALUATIONS: Constructive Criticism

4th Grade – Concerns:

- Where are the Lakota Studies Staff that is hired to help with this as far as the materials, etc?
- Did this go to the BLT, Writing Committee, or Social Studies Committee?
- Will this be included in the DDN?
- More time needed to dig in on lesson plan – too big to do in a couple of hours.
- The Lakota coaches should be more involved.
- How do we incorporate this in an already packed day and how do we connect this and still show fidelity to the curriculum? If we are going to be doing a project like this, it would have been nice to have time to research prior to meeting.
- Do Lakota studies teacher enjoy working just with curriculum or would they rather be in the classroom more interacting with the students?
- Could it be possible to have a grade level meeting with the Lakota studies people on a monthly basis to discuss standards and how to meet them?

Positives:

- We enjoyed the in person grade level discussions about this topic that is much needed.
- Collaboration with Para-pros was excellent!
- Eileen did a great job putting this together last minute.
- Well spent time with colleges to discuss ways to integrate the material.
- It was time well spent.

CROSS-CURRICULAR LESSON PLAN FOR 4TH GRADE

Instructor: Sandra Blacksmith	Start Date: 11/12/09	End Date: 11/12/09
Resource: Internet, speakers, college centers		Standards
Book: Unknown at this time		4.R.5.1
Unit: 1851 Treaty		Students can use organizational features of text
Title: 1851 Treaty		4.R.5.2
Pages: Unknown at this time		Students can research a topic by gathering information from at least two sources

OBJECTIVE

Students are able to describe how Lakota conflicts/Treaties affected the Lakota way of life LS4H2-1.1

MODELING

Teacher models ways to find information on Treaties

SHARED DEMONSTRATION

Introduce the 1851 Treaty. Set purpose to find information about the 1851 Treaty to describe the influence(s) of the 1851 Treaty. Develop list of possible resources to find information such as people, books, movies, Internet, newspapers, etc. Share website and search engines to find information relevant to the topic.

GUIDED PRACTICE

Using a graphic organizer students will add information that they find from their research to share with the class. Using an open map students will map original boundaries from the 1851. They will extend to current day land bases and note differences. Students will share ideas of why and how this drastic decrease occurred.

INDEPENDENT PRACTICE

Students will take information from web to develop at least one paragraph that describes the influence(s) of the 1851 Treaty. Students will develop their own map of original boundaries and current boundaries.

REPONSE AND FEEDBACK

ASSESSMENT

Relevant paragraph(s) that are made of topic sentence, detail sentences, and summary sentence that identify nouns. Sources must be noted. Completed map.

ACCOMODATION/MODIFICATION

Additional support for IEP student and opportunity to extend lesson to other Treaties using the tools we developed for this lesson.

REFLECTION

Language Arts

Reading

Students can recognize and analyze words

Students can comprehend and fluently read text

Students can apply knowledge of text structures, literary devices, and literature

Students can interpret and respond to diverse, multicultural, and time periods

Students can access, analyze, synthesize, and evaluate informational texts

4.R.5.1 use organizational features of text

4.R.5.2 research a topic by gathering information from at least two sources

Writing

Students can apply the writing process to compose text

Students can apply Standard English conventions in their writing

LVS

Language & Literacy Effort

Social Studies

Social studies effort

History

CROSS-CURRICULAR LESSON PLAN FOR 4TH GRADE

Instructor: Sandra Blacksmith Start Date: 11/12/09 End Date: 11/12/09

Resource: Internet, speakers, college centers Standards

Book: Unknown at this time 4.R.5.1

Unit: Lakota Leaders Students can use organizational features of text

Title: Iron Hawk/Gall 4.R.5.2

Pages: Unknown at this time Students can research a topic by gathering information from at least two sources

OBJECTIVE

Students are able to describe the influence of notable Lakota people on the development of the reservation LS4H-2.3 (http://www.astonisher.com/archives/museum/index_sioux.htm)

MODELING

Teacher models own ancestry and family tree. Share written documentation about teacher's family. Associates concepts of name changes while retaining connections to ancestors. Shares ways that teacher found information.

SHARED DEMONSTRATION

Introduce the name Iron Hawk. Set purpose to find information about Iron Hawk to describe the influence(s) of Iron Hawk. Develop list of possible resources to find information such as people, books, movies, Internet, newspapers, etc. Share website and search engine to find information relevant to topic.

GUIDED PRACTICE

Using a graphic organizer students will add information that they find from their research to share with the class.

INDEPENDENT PRACTICE

Students will take information from web to develop at least one paragraph that describes the influence(s) of Iron Hawk.

REPONSE AND FEEDBACK

ASSESSMENT

Paragraph(s) that are made of topic sentence, detail sentences, and summary sentence that identify nouns. Sources must be noted.

ACCOMODATION/MODIFICATION

Additional support for IEP student and opportunity to extend lesson to one's own family.

REFLECTION

Language Arts

Reading

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4.R.5.1 use organizational features of text

4.R.5.2 research a topic by gathering information from at least two sources

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LVS

Language & Literacy Effort

Social Studies

Social studies effort

History

LESSON PLAN

CONTENT AREA: Lakota Warriors (Writing)

GRADE LEVEL: 6th Grade

TIME: 30 minutes a day (2 weeks long)

STANDARDS:

6.W.1.4: Students can summarize information from references to compose text

LS6H-1.1: Students are able to explain the development of past Lakota society prior to European contact

LS6H-2.1: Students are able to describe the structure of the early Lakota Tiospaye System

MATERIALS:

Elders

Computers/Internet

Books

Audio/Hand drum groups

Poster board

Midwest United States maps from the 1800s

LEARNING OUTCOMES

- Students will be able to create a research project on Lakota Warrior, showing his accomplishment and attributes of being a great leader
- Students will be able to identify the warrior's role in the warrior society and traditional governments
- Students will be able to compare and contrast early Lakota family systems to present day family systems

PROCEDURE

- Introduction – to introduce the topic, students will complete a K-W-L chart for prior knowledge
- Next students will use three types of resources to find information about a Lakota warrior. The three types of information are: Internet, printed references, and elders. They will use their elders to share the details that surround the Lakota warrior's life and learn the songs and stories using oral traditions
- Using the three types of information students will gather information and summarize information on the Lakota warrior. The research project will consist of two typed pages of information. Students will use the graphic organizer to help them brainstorm and organize the information that they gathered. Students will use a checklist covering the six traits of writing to help them accomplish the task

ASSESSMENT

K-W-L Chart

The writing a research project rubric

The first draft of the project

ACCOMMODATIONS

Students will have a reduced work load in which they focus on one aspect of the Lakota Warrior

List of staff members:

Donna Jumping Eagle (RF)

Phoebe Running Hawk (RF)

Eldeen Yellow Boy (RF)

Katie Brotherten (WC)

Carol Peneaux (RF)

Mike Curran

Nona Jackson