

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

Fifth Grade:

- Culturally significant
- Confusing and frustrating due to lack of direction and organization with no objectives laid out.
- We are curious of the product of the workshop how will these lesson plans be used throughout the district
- Could have been more productive if we met at our prospective schools and met through v-tel.
- 7-8 grade teachers that were not reading/language arts were not incorporated efficiently
- We could of used this time to create an actual writing curriculum with teacher input throughout the district
- We could have used this time to discuss new reading curriculum

Unit: People, Past, Present

Lessons: 1 – Black Elk

Lessons: 2 – Dewey Beard

Lessons: 3 – Treaty of Fort Laramie and 1868 Treaty Comparison

A. OBJECTIVES

Lesson 1

TSWBAT identify the accomplishments of Black Elk (K-8 H.1.1D)

TSWBAT relate Black Elk’s accomplishments to their lives

TSWBAT write an informative essay on the accomplishments and life of Black Elk

(5.W.1.1. 5.W.1.2. 5.W.2.1. 5.W.2.2.)

Lesson 2

TWSBAT have a working knowledge of Dewey Beard (K-8 H.1.1D)

TSWBAT research and write a descriptive and informative essay on the life of Dewey Beard

(5.W.1.1. 5.W.1.2. 5.W.2.1. 5.W.2.2.)

Lesson 3

TSWBAT compare and contrast the Treaties of 1851 and 1868 (LS5C-1.3 LS5E-1.3)

Standards

K-8 H.1.1D

5.W.1.1. 5.W.1.2. 5.W.2.1. 5.W.2.2.

LS5H-1.2, LS5H-1.3, LS5H2-2.1, LS5C-1.3, LS5E-1.3

B. MATERIELS FOR LESSONS

Lesson 1: Computers, Promethean Board, prepared Power Point on Black Elk, prepared note cards with life accomplishments and categories on them, paper, pencils

Lesson 2: Computers, results of research, books with information on Dewey Beard, Speaker, Photos, Internet access, prepared Power Point, Videos, Magazines

Lesson 3: Computers, Internet access, paper and pencil

C. DEFINITIONS

Treaties

Treaty negotiation

Heyoka

D. PROCEDURE/ACTIVITIES

See Lessons 1-3

E. ASSESSMENTS

All will follow the rubric for fifth grade writing

Lesson Plan 1: Black Elk

Objectives

TSWBAT identify the accomplishments of Black Elk (K-8.H.1.1D)

TSWBAT relate Black Elk's accomplishments to their lives

TSWBAT write an informative essay on the accomplishments and life of Black Elk

(5.W.1.1. 5.W.1.2. 5.W.2.1. 5.W.2.2.)

Materials

Computers, Promethean Board, prepared Power Point on Black Elk, prepared note cards with life accomplishments and categories on them, paper, pencils, and grading rubric

Introduction (10 minutes):

1. Power Point/ flip chart summarizing the life of Black Elk and the importance of his life

Lesson (30 minutes):

2. The teacher will break up his life into categories and put on note cards
3. The teacher will distribute the cards to the students and have the students put his life together in a form of a timeline. Whole class.
4. Students will be introduced to the prompt: Write an informative essay on the life of Black Elk

Closure (10 minutes):

5. Students will present their essays and research to the class
6. The class will have a whole class discussion on the life and accomplishments of Black Elk

Assessment:

The teacher will grade the essay in the form of the (5th grade) writing rubric

Unit: Life of Dewey Beard (Iron Hail)

Objective

Students will have a working knowledge of Dewey Beard (Iron Hail), Lakota warrior, survivor of Little Big Horn and Wounded Knee Battles. They will be able to research and write descriptively and informatively on various aspects of his life.

(5.W.1.1. 5.W.1.2. 5.W.2.1. 5.W.2.2.)

Materials

Computer, results of their research

“As Long as the Grass Grows and the Water Flows”
Books with information about Dewey Beard (Iron Hail)

Procedure

Power Point presentation on the life of Dewey Beard

Learning Board prepared by teacher

Divide class into groups, collect information: early life, middle years, latter years, accomplishments, etc

Timeline of his life

Definitions: dugout, massacre, Ghost Dancing, keening

Students will write a descriptive paragraph on their research topic using a topic sentence, supporting details, and a conclusion

Assessment

Teacher will grade the essay using the 5th grade rubric

Treaty of Fort Laramie (1851)

Objective

Comparison of 1851 and 1868 Treaties

LS5C-1.3

LS5E-1.3

Introduction

What do you know about the Treaty of Fort Laramie? It was a Treaty between 10 nations. The U.S. and nine Indian tribes. Sioux, Cheyenne, Arapaho, Crow, Shoshone, Assiniboine, Mandan, Hidatsa, and Arikara Nations. This Treaty set traditional claims for the tribes as between themselves. The Indians guaranteed safe passage for settlers on the Oregon Trail in return for a promise of an annuity in the amount of \$50,000 for fifty years. The Native American nations also allowed roads and Forts to be build in their reservations.

Lesson

The U.S. ratified the Treaty adding seven articles to adjust compensation from fifty to ten years if the tribes accepted the changes. Acceptance from all tribes with the exception of the Crows, was procured. Several tribes never received the commodities promised as payments. The Treaty produced a brief period of peace but was broken by the mass immigration during the Pikes Peak Gold Rush into the territory set aside for the Indians.

This lesson relates to the Constitution, Article II, Section 2, Clause 2, the power to make treaties with foreign nations.

In the spring of 1868, a conference was held at Fort Laramie, in present day Wyoming, this resulted in a Treaty with the Sioux. This Treaty was to bring peace between the whites and Sioux who agreed to settle within the Black Hills reservation in the Dakota Territory.

The Black Hills of Dakota are sacred to the Sioux Indians. In the 1868, the U.S. recognized the Black Hills as part of the Great Sioux Nation until 187. General George Custer lead an expedition into the Black Hills accompanied by miners who were seeking gold.

Closing

One gold was discovered in the Black Hills, miners were soon moving into Sioux hunting grounds and demanded protection from the U.S. Army. Soon, the Army was ordered to move against wondering bands of Sioux.

In 1876, Custer leading an Army detachment encountered Indians at Little Big Horn River. Custer’s detachment was anniated but the U.S. Government has continued to fight and confiscated the land in 1877. And to this day ownership of the Black Hills remains a subject of legal dispute between the Sioux and U.S. Government.

Assessment

Read and write a paragraph on the information you can find.

[Place writing rubric here]

Instructional staff member names:

1. Marleen Stout
2. James Stiff Arm
3. Lowell Phillips
4. Rhonda Roach
5. Andrea Thompson
6. Renae Dahl
7. Deb Yankton
8. Mia Whirlwind Horse
9. Diana Ellis
10. Ruth Anne Ridgeway