

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

Sixth Grade

- It was helpful to come together as a group and collaborate with different ideas. There was a need for more direction and demonstrations.
- The writing prompts they wanted to choose from had nothing to do with Lakota studies. It was good to try to incorporate Lakota studies into the curriculum, but working on this is not included in the curriculum, but as an extra material added into the current curriculum. We would have appreciated the opportunity to add Lakota studies to the curriculum we are currently using. Working on this writing prompt activity does not go in with what we are currently using in our Literature and writing. What do we take out in order to put this in instead when we are told to focus on reading and math to get ready for the state test.

Staff members:

1. Robert Lockhart
2. Monte Briggs
3. Richie Bear
4. Loren Waters
5. Tell Jacobs
6. Nagi Apikiyapi

Five staff member signatures are unreadable

Staff members:

1. Donna Jumping Eagle (RF)
2. Phoebe Running Hawk (RF)
3. Eldeen Yellow Boy (RF)
4. Katie Brotherten (WC)
5. Carol Peneaux (RF)
6. Mike Curran
7. Nona Jackson

(Not sure if there were two groups for this grade level)

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