

Title

Emotions of Remembrance: The Dakota *Wokiksuye* Memorial Ride

Grade Level

Elementary School, 2nd Grade

Theme

Understanding the emotions of others.

Duration

1-2 Days

Goal

Students will use visual thinking strategies to analyze photographs of the Dakota 38 Riders to determine emotions shown and infer the reasons behind the emotions.

Objectives

Students will:

- Ask and answer questions such as *who, what, where, when, why, and how* about photographs.
- Infer and describe how the subjects of the photographs respond to a major event (The Dakota 38 Ride).
- Participate respectfully in class discussions.
- Ask for and provide evidence for their statements in the discussion.

South Dakota Standards

Reading: RL.2.1 Ask and answer questions such as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
RL.2.3 Describe how characters in a story respond to major events and challenges.

Speaking and Listening:

SL.2.1A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1B Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1C Ask for clarification and further explanation as needed about the topics and texts under discussion.

Cultural Concept

Learning through close observation is valued in *Oceti Sakowin* culture.

Cultural Background

In the film *Lakota Star Knowledge*, Craig Howe states, "...Lakota culture [are] astute observers and critical thinkers."

According to Ann Robertson, "Semi-structured, one-on-one interviews that used a series of open-ended questions provided an opportunity for the research participants to share their experiences, thoughts, feelings, observations, and perceptions regarding the way in which they learn most efficiently.

Despite a wide range of aptitude and interest among the American Indian middle school students who participated in this phenomenological study, analysis of the interview data identified five

themes that all held in common. First, students prefer to process information reflectively, needing time to consider a question before proffering an answer. Second, information presented visually provides opportunities for students to learn and retain new and difficult material most efficiently. Third, when visual material is reinforced through tactile/kinesthetic pathways, learning is increased. Fourth, working with a trusted partner, rather than alone, with a group of students, or with an adult, provides the best opportunity for academic success and social interaction. Finally, American Indian middle school students are task persistent and motivated to do well. As schools begin to understand and attend to the deep, rich cultural background from which American Indian students come, and accommodate learning style preference, students become confident and motivated to succeed.”

Student Activities

1. Teacher will introduce the word *wokiksuye*, or to have a remembrance of. Students will briefly discuss things that they do in their families or communities to remember events (i.e. birthdays, holidays, 5K races, ceremonies, etc...).
2. Students will observe and discuss 3-5 pictures of Dakota 38 Memorial Riders using visual thinking strategies (vts).
3. During the discussion, the teacher will list the emotions that are observed in the photographs. When all photographs have been viewed, re-visit the term *wokiksuye*. With remembrance in mind, discuss possible reasons behind the emotions observed.
4. Students will select 1 method to express the emotions that were listed in the previous step. They may choose to express the emotions through line drawings, color usage, or recorded dance/meaningful movement.
5. The finished products will be shared in a class museum. One half will be at their desks to present and explain their product to the other half of the class. When they are finished, the groups will switch places.

Resources

Photographs of Dakota 38 Memorial Riders, SmartBoard (or other medium to show photographs), paper, markers, and video recording/viewing devices (such as a tablet).

Assessment

Art presentations and participation in discussions.

References

. (n.d.). Retrieved July 22, 2014, from <http://vtshome.org/what-is-vts/method-curriculum--2>

Hurst, S. (Director). (2014). Lakota Star Knowledge: Explorations of the Lakota Universe : Museum Alliance of Rapid City, Inc.

Pewewardy, C. Learning Styles of American Indian/Alaska Native Students: A Review of the Literature and Implications for Practice. *Journal of American Indian Education*, 41. Retrieved July 22, 2014, from <http://jaie.asu.edu/v41/V41I3A2.pdf>

Robertson, A. (2012). The influence of culture on the learning style preference of Oceti Sakowin middle school student. University of South Dakota.

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Additional Resources

Visual Thinking Strategies (VTS):

The teacher will guide this discussion using open-ended questions such as:

- What's going on in this picture?
- What do you see that makes you say that?
- What more can we find?

While guiding the discussion the teacher must be sure to:

- Paraphrase comments neutrally
- Point at the area being discussed
- Link and frame student comments

The students will be expected to:

- Look carefully at works of art
- Talk about what they observe
- Back up their ideas with evidence
- Listen to and consider the views of others
- Discuss many possible interpretations