



# 25 School-wide Activities

to Celebrate 125 Years of Statehood

THE SOUTH DAKOTA STATE LIBRARY, A DIVISION OF THE SOUTH DAKOTA DEPARTMENT OF EDUCATION

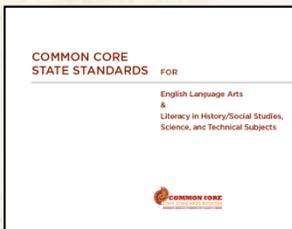
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## INTRODUCTION:

Over the past 125 years, there have been countless changes in education including the resources and technology tools available to educators. Just think of the changes that have been made since South Dakota's Centennial in 1989. Whether it be the internet, ebooks, mp3s, online databases and classes, or encyclopedias that no longer occupy bookshelves, the past 25 years have moved at a very fast pace. One can only speculate what the next 25 will bring to the face of education. Nonetheless, it is sure to be filled with many more exciting opportunities.

To commemorate South Dakota's Quasiquicentennial, the State Library Division of the Department of Education has developed 125 school and classroom activities that include some of the resources currently available to teachers and students in South Dakota: Common Core State Standards, Oceti Sakowin Essential Understandings and Standards, and subscription electronic resources from the South Dakota State Library. The activities are arranged by grade span (K-2, 3-5, 6-8, and 9-12) with additional school-wide projects including map, field trip, and guest speaker ideas. Many activities can be adapted across grade levels and cover the spectrum of higher order thinking skills. These activities may lead to further projects and actions that allow students to question and explore the world in which they live.



All activities have been aligned to college and career readiness anchor standards (CCR) for the **Common Core State Standards** for literacy as an example of how they can be used in the classroom. Teachers are encouraged to consider the classroom objective and purpose by viewing the specific standards for their grade as they implement these activities. Visit [doe.sd.gov/octe/commoncoreStandards.aspx](http://doe.sd.gov/octe/commoncoreStandards.aspx) to view the Common Core State Standards for Literacy and other content area standards at [doe.sd.gov/ContentStandards/index.aspx](http://doe.sd.gov/ContentStandards/index.aspx).



Students need to have both a window and mirror to the world in order to find meaning and belonging. The **Oceti Sakowin Essential Understandings and Standards (OSEU)** outline course content for curriculum and coursework in South Dakota American Indian history and culture. These 125 activities have been aligned to the essential understandings to imbed this multi-cultural perspective for all South Dakota students through classroom instruction. Visit [indianeducation.sd.gov/ocetisakowin.aspx](http://indianeducation.sd.gov/ocetisakowin.aspx) to view a copy of the Oceti Sakowin Essential Understandings and Standards. Additional information is also available through the WoLakota Project at [wolakotaproject.org](http://wolakotaproject.org).



It is significantly important for students to make decisions that are grounded in evidence as they grow to be active, productive citizens of their community and South Dakota. The activities for the four grade spans also include suggested electronic resources that are subscribed to by the **South Dakota State Library (SDSL)**. Many of these resources can also be used for the school-wide projects including map, field trip, and guest speaker ideas. Direct yourself to the resources that are appropriate for your specific grade level.

The online resources provide access to vetted information and are a great starting point for establishing background knowledge. Each school has free, direct access to the SDSL online resources. Visit [library.sd.gov/LIB/ERD/onlineresources.aspx](http://library.sd.gov/LIB/ERD/onlineresources.aspx) to access these resources. Suggested grade levels are provided for many of the resources that are ideal for classroom use.

Additional resources for each activity may be needed. These may be available through your school library, public library, local museums, the SD Historical Society ([history.sd.gov](http://history.sd.gov)) and SD Hall of Fame ([sdhalloffame.com/](http://sdhalloffame.com/)) and SDSL print collections ([library.sd.gov](http://library.sd.gov)).



## 25 School-wide Activities

1. Host a Battle of the Books event between you and another school in your area. Use the Prairie Bud, Prairie Pasque, and YARP archives to create reading lists for each grade. For more details about these book awards: [library.sd.gov/LIB/CYS/index.aspx#Book](http://library.sd.gov/LIB/CYS/index.aspx#Book).

**CCR for Reading 10 – Range of Reading and Level of Text Complexity:** Read and comprehend complex literary and informational texts independently and proficiently.

**OSEU 7:** The essential philosophy of the Oceti Sakowin wicoun (way of life) is based on the values of the Oceti Sakowin which has created resiliency of the Oyate. Tribal communities have put considerable efforts into economic development ventures, Tribal universities, alternative education, wellness centers, cultural, traditions and language revitalization.

2. Publish a "Did you know?" column in the school or community paper on events in South Dakota history. Designate a different class/grade-level to write the column each week or month.

**CCR for Writing 5 – Production and Distribution of Writing:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**OSEU 5:** History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.

3. Produce a commemorative Centennial newspaper issue during the 2014-15 school year.

**CCR for Language 1 – Conventions of Standard English:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**OSEU 3:** The origin, thought and philosophy of the Oceti Sakowin continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and are observed by many Tribal members both on and off the reservations.

4. Include a historical or centennial related article, poem or drawing in every issue of the school paper in the next school year.

**CCR for Language 2 – Conventions of Standard English:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**OSEU 4:** The Oceti Sakowin kinship systems provide a framework for both individual and group behavior. Its unwritten rules promote harmony, compromise, a sense of order, and group cohesion.

5. Host a 125th birthday party on November 2, 2014. Decide which important community groups you would want to invite to the celebration. Give mini-presentations of classroom projects you are doing to commemorate South Dakota's 125 years of statehood.

**CCR for Speaking and Listening 4 – Presentation of Knowledge and Ideas:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**OSEU 5:** History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.

6. Form a student 125th Committee to create and develop activities for the 2014-15 school year. Present these activities to the school board.

**CCR for Speaking and Listening 1 – Comprehension and Collaboration:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**OSEU 5:** History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.



7. Designate the 2014 Homecoming theme as a 125th theme. Incorporate a variety of historical and cultural events throughout the week. Present your plans to the local community government to gather support and other involvement.

**CCR for Speaking and Listening 6 – Presentation of Knowledge and Ideas:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**OSEU 5:** History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.

8. Volunteer as individuals or as a class to help with a local community 125th project. Keep a log of your activities and what you have learned through the experience.

**CCR for Writing 10 – Range of Writing:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**OSEU 7:** The essential philosophy of the Oceti Sakowin wicoun (way of life) is based on the values of the Oceti Sakowin which has created resiliency of the Oyate. Tribal communities have put considerable efforts into economic development ventures, Tribal universities, alternative education, wellness centers, cultural, traditions and language revitalization.

9. "Adopt" a previous class from your school. Contact each member, tell them about the school as it is today, and invite them to participate in the 125th celebration or Homecoming in 2014.

**CCR for Writing 4 – Production and Distribution of Writing:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**OSEU 2:** There is variety and resiliency among individual Tribal people as identity is developed, defined and redefined by entities, organization and people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no "generic American Indian".

10. Encourage school clubs to take on a project to celebrate the 125th using their technology and digital literacy skills such as a website, blog, wiki, video, or podcast.

**CCR for Speaking and Listening 5 – Presentation of Knowledge and Ideas:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**OSEU 7:** The essential philosophy of the Oceti Sakowin wicoun (way of life) is based on the values of the Oceti Sakowin which has created resiliency of the Oyate. Tribal communities have put considerable efforts into economic development ventures, Tribal universities, alternative education, wellness centers, cultural, traditions and language revitalization.

11. Declare an 1889 Day at school. Based on research and evidence, use only the tools you would have had access to in 1889.

**CCR for Reading 1 – Key Ideas and Details:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**OSEU 5:** History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.

12. Organize a "South Dakota Quiz Bowl" based on South Dakota history. Gather appropriate questions from the research completed at each grade level. Include ethnic and cultural vocabulary unique to South Dakota.

**CCR for Language 4 – Vocabulary Acquisition and Use:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**OSEU 5:** History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.



13. Compile a collection of South Dakota songs. Include music from various groups and periods of South Dakota history. Research the origin of each song in the collection. This music can be the centerpiece of a concert where music from each decade is showcased. Share a video of the concert virtually.

**CCR for Reading 4 – Craft and Structure:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**OSEU 3:** The origin, thought and philosophy of the Oceti Sakowin continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and are observed by many Tribal members both on and off the reservations.

14. Hold an 1889 field day with planned games and activities researched by the students.

**CCR for Language 6 – Vocabulary Acquisition and Use:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**OSEU 3:** The origin, thought and philosophy of the Oceti Sakowin continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and are observed by many Tribal members both on and off the reservations.

15. Organize an "Ethnic Fair" where students learn about different ethnic groups in the state. Each class will have a booth which highlights the results of their inquiry about the ethnic group they selected.

**CCR for Reading 10 – Range of Reading and Level of Text Complexity:** Read and comprehend complex literary and informational texts independently and proficiently.

**OSEU 5:** History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.

16. Create banners or murals depicting historic events of South Dakota's past 125 years. Describe the historical significance of elements contained in the artwork.

**CCR for Writing 8 – Research to Build and Present Knowledge:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**OSEU 5:** History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.

17. Pull highlights out of previous year books to showcase past events on the school website for a Throwback Thursday weekly feature.

**CCR for Writing 4 – Production and Distribution of Writing:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**OSEU 2:** There is variety and resiliency among individual Tribal people as identity is developed, defined and redefined by entities, organization and people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no "generic American Indian".

18. Have each class select an item to include in a school-wide time capsule that symbolizes an important event for their class, community, or school. Include a description with the item.

**CCR for Writing 6 – Production and Distribution of Writing:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**OSEU 7:** The essential philosophy of the Oceti Sakowin wicoun (way of life) is based on the values of the Oceti Sakowin which has created resiliency of the Oyate. Tribal communities have put considerable efforts into economic development ventures, Tribal universities, alternative education, wellness centers, cultural, traditions and language revitalization.



19. Take an all-school or all-district photo of the student body and staff spelling out the number 125. Each student could be wearing period dress from 1889, holding 125 items, their favorite book, or an obsolete item that used to be used in everyday life. In the classroom, students can give a brief explanation of why they selected the option they selected.

**CCR for Speaking and Listening 4 – Presentation of Knowledge and Ideas:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**OSEU 2:** There is variety and resiliency among individual Tribal people as identity is developed, defined and redefined by entities, organization and people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no “generic American Indian”.

20. Establish a school-wide historical society that will document and archive significant events and people related to the school district.

**CCR for Writing 2 – Text Types and Purposes:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**OSEU 5:** History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.

21. Create an audio history of the school trophy case. Interview members of the team, coaches, athletic directors, teachers and/or other community members who were present during that time.

**CCR for Speaking and Listening 5 – Presentation of Knowledge and Ideas:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**OSEU 5:** History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.

22. Adopt a sister school from another community in the state. Create a committee of students from each school that will design virtual events for both schools to participate in together.

**CCR for Language 3 – Knowledge of Language:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**OSEU 2:** There is variety and resiliency among individual Tribal people as identity is developed, defined and redefined by entities, organization and people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no “generic American Indian”.

23. Have a contest for the development of a branding campaign for your local 125th celebration. Entries must be presented as digital media and include a logo and slogan.

**CCR for Speaking and Listening 2 – Comprehension and Collaboration:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**OSEU 6:** Federal policies and treaties put into place throughout American history have affected Oceti Sakowin people adversely. Tribes as sovereign nations have the authority to enter into government to government relationships. Currently, the relationships with the States are not the same for each tribe.

24. Create an oral history of your school/district. Interview past and present students, teachers and other school staff, administrators, school board members, PTA members, and parents/grandparents. Collect interviews in a digital format that can be hosted on the school/district webpage.

**CCR for Speaking and Listening 5 – Presentation of Knowledge and Ideas:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**OSEU 5:** History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.



25. Research organizations that accept and are in need of donations. Select one as a school-wide collection project. Collect 125 items for the group explaining the significance of the number 125.

**CCR for Writing 7 – Research to Build and Present Knowledge:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**OSEU 7:** The essential philosophy of the Oceti Sakowin wicoun (way of life) is based on the values of the Oceti Sakowin which has created resiliency of the Oyate. Tribal communities have put considerable efforts into economic development ventures, Tribal universities, alternative education, wellness centers, cultural, traditions and language revitalization.

**Map, Field Trip, and Guest Speaker Ideas:** The map, field trip, and guest speaker ideas listed below can provide support and extension to many of the grade span activities.

Create a Hall of Maps that showcase various aspects of life and history in South Dakota. Maps could include the following topics:

- Native American Nations who have lived in South Dakota and/or current reservations.
- Where the various ethnic groups or nationalities settled in South Dakota.
- Listing all state colleges and universities
- Changing Dakota Territory boundaries, including dates.
- Showing the Black Hills, Badlands, Missouri River, Coteau and other land features.
- Indicating the paths and time periods of the glaciers.
- Locating all counties and county seats.
- Location of the largest cities and major rivers, hills, lakes, etc.
- Locations of all road-side historical markers in the state.

**CCR for Language 6 – Vocabulary Acquisition and Use:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**OSEU 1:** The original land base and natural resources of the Oceti Sakowin were under communal stewardship prior to immigrant settlement. The Oceti Sakowin tribes have a distinct and unique interrelationship with the environment that contributes to South Dakota

### Field Trips:

- The State Capitol
- Cultural Heritage Center
- The County Courthouse
- City Hall
- Tribal Council Chambers
- A country school
- Local museums
- A log cabin, dugout, sod house, or remains of a homestead
- A nearby historic site, landmark, or building
- A historical play/pageant/festival
- Tribal cultural centers and government offices
- The local public library
- The local historical society/archive

**CCR for Listening 2 – Comprehension and Collaboration:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**OSEU 1:** The original land base and natural resources of the Oceti Sakowin were under communal stewardship prior to immigrant settlement. The Oceti Sakowin tribes have a distinct and unique interrelationship with the environment that contributes to South Dakota.



### Guest Speakers:

- A grandparent, senior citizen, or elder
- The local historical society
- Local and state government (Game, Fish & Parks, etc.)
- Business leaders
- State legislators
- Ethnic organizations
- Former students (famous or not)
- A farmer/rancher
- Local artisans
- An author
- A retired teacher (from a country school)
- Veterans
- Scientists

**CCR for Listening 3 – Comprehension and Collaboration:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**OSEU 4:** The Oceti Sakowin kinship systems provide a framework for both individual and group behavior. Its unwritten rules promote harmony, compromise, a sense of order, and group cohesion.