

Sicangu Akicita Owicaha Tribal Veterans Cemetery

By Logan Tucker

Grade Level: 5th

Curriculum: Lakota Culture, Rosebud Background, Lakota Flag Song, Native Americans in the Military.

Purpose: The purpose of this unit is to educate the students about the rich history and background behind the Sicangu Akicita Owicaha Tribal Veterans Cemetery, as well as the veterans entombed there. This will be done by introducing the students to the Oceti Sakowin culture, explaining the history of the Rosebud Sioux Reservation, and demonstrating the critical roles Native Americans have served in the armed forces throughout the history of the United States. All of this information is scaffolded to give the students the information they need to understand, and appreciate all of the rich history and background of the cemetery.



Concept Web: See File.

Lesson Description:

Lesson 1: Smart board/power point about Lakota culture. Science Buffalo lesson. Recycling? It is important that the students understand the culture and values of the men and women buried at the cemetery. This day the students will work with you as you go through a Smart Board slide show that introduces the students to the important values, traditions, and life styles of the Sicangu Oyate (Lakota Sioux). The lesson will focus heavily on the importance of the buffalo, and how the Sicangu Oyate were one of the first recycles: they didn't waste anything, and they took care of the environment. After the slide show is over, the students will work in groups to create recycling plans for their community. They will finish the lesson by presenting to the rest of the class.

Concepts: Recycling, Local History, Local Native American culture, Oceti Sakowin information, pollution.

Materials: Smart Notebook, Smart Board.

Lesson 2: See attached lesson plan. Students will learn about the Lakota Flag Song, and how it represents the history of the Sicangu Oyate's military service. We will then talk about writing something that is truly important to you. The assignment will be for the students to write something their own "anthem" for something that is truly important to them. They will then work with shoulder partners to create a final draft using proper edit/revision techniques.

Concepts: Editing, Revising, Creative Writing, Visual Language, Local Native American history.

Materials: Computers, word processor, printer, writing journal, pencil, Internet access, Smart Board, over head projector, Flag Song lyrics handout, edit/revision handout.

Lesson 3: The purpose of this day is to help the students see how many Native Americans contributed in the various wars that the USA has battled in. Native Americans have played a critical role in all of these wars, and the students will receive a handout explaining the war, as well as the amount of Native American's who served in these wars. Unfortunately, it is difficult to find numbers that strictly cover the Sicangu Oyate's services. They will be assigned to figure out the percentage of soldiers in each war that were Native American.

Concepts: Percentages, American Revolution, Civil War, WWI, WWII, Vietnam War, Korean War, Gulf War, Iraq War, decimals, rounding.

Materials: Native Americans in the military handout, pencil.

Lesson 4: This lesson will begin with the teacher discussing the active role American Indians play, and played, in the US Military. Considering American Indian and Alaska Native Veterans have served in every branch of the U.S. Military for well over the past 200 years, it goes without saying that their efforts and histories of distinguished services should be recognized.

The teacher will read the following two articles from Indian Country Today:

[A Brief History of American Indian Military Service](#)
[Natives & the Military: 10 Facts You Might Not Know](#)

During the reading the teacher will have the students record important information in a graphic organizer. After the reading is over, the students will use their graphic organizers to lead a full class discussion about the history of Native Americans in the military.

Concepts: Reading Comprehension, listening and speaking skills.

Materials: *On-line articles (hyperlinked)*, Graphic Organizer, pencil.

Lesson 5: On this day, the students will learn about the formation, history, and current status of the Rosebud Sioux Reservation—which is where the cemetery is located. The teacher will use a KWL chart on the Smart Board Notebook activity to activate prior knowledge, and assess progress. The teacher will then present the attached Power Point, and provide opportunities for the students to discuss. At the end, the teacher will work with the students to fill out a Smart Note Book activity timeline. The assessment will be a

Kahoot. <https://create.kahoot.it/#quiz/ecec2073-1c69-49b3-b679-1bce3969a07a>

Concepts: Creation of reservations, land loss of the Oceti Sakowin, timeline of the reservation, current life on the reservation, differentiation of the Sicangu Oyate.

Materials: Computer or device, internet access, Kahoot access, Smartboard, KWL Smart Notebook, Smart Notebook timeline activity, PowerPoint, KWL chart printout, Cornell Notes Handout.

Lesson 6: The purpose of this lesson is to introduce the students to the cemetery background. The Rosebud Sioux reservation had to write a grant to receive the funding. It is a beautiful memorial, and the first tribal veterans cemetery. The students will then have to write a grant to the School Board or Town Council to get something built that they think will benefit the school or community. This will fall in line with the non-fiction writing standards at the fifth grade level.

Concepts: Opinion piece writing, informative text, Sicangu Akicita Owicaha Tribal Veterans Cemetery history and formation.

Lesson 7: This will be the final unit assignment. Each student, or group of students, will be assigned a veteran who is buried at the Sicangu Akicita Owicaha Tribal Veterans Cemetery. The class will then take a trip to the cemetery and visit the graves of the veterans. The lesson will end with the student or the group presenting a report about their assigned Veteran.

Unit Goals, Standards,

Unit Goals:

1. The goal for this unit is for students to develop a better understanding of the Oceti Sakowin culture, and how it has added to American history.
2. The 2nd unit goal is to help illustrate the significant role the Oceti Sakowin, and other Native American groups have served in the United States Armed Forces.

Standards:

CCSS.MATH.CONTENT.5.NBT.A.1- Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

CCSS.MATH.CONTENT.5.NBT.A.4-Use place value understanding to round decimals to any place.

5-ESS3-1- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. (SEP:8; DCI: ESS3.C; CCC: Systems)

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

5.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrasts, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Oceti Sakowin 1.1 Students are able to describe the land loss of the Oceti Sakowin from 1800- present.

Oceti Sakowin 1.2 Students are able to explain the creation of reservations.