

THE SCULPTURE PROJECT

PASSAGE OF WIND & WATER

Essential Question for this lesson:

Why should I show my original thinking to others?

The Sculpture Project: Passage of Wind and Water is a public sculpture that gives people new ideas every time they look at it. Public art can help people talk about their ideas. People should share ideas about what is important to them.

Sometimes people think that others won't listen to their ideas. Your ideas are important, and people want to know what you think. You can share your original thinking with others in this lesson.

When you read new texts and look at art, you get new ideas. You could draw your ideas to show them to others. You could also write about your ideas. After drawing and writing, you will be able to talk about the ideas you have. Other people will want to listen.

You should show other people your thinking, because you have a lot of good ideas to share. You make your community better when you show your original thinking. You help everybody learn when you show your thinking.

Original thinking: Your own thinking. The ideas that come into your mind when you read or see things.

Text: Something to read (a letter, a story, a recipe, an article...)

My name is...

I dream about....

I am good at...

I love...

I have a hard time with...

My favorite colors are...

My favorite foods are...

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Notes for Teachers

The lessons connected with *The Sculpture Project: Passage of Wind and Water* are designed to be used with students in many grade levels. You may need to provide scaffolding in order to help your students access the text. To help with this, we have included this vocabulary bank. This bank can be easily used with the existing word study procedures you use with students.

- public art
- original thinking
- ideas
- community

- sculpture
- text
- favorite

CCSS Language Arts Anchor Standards Addressed:

- R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite evidence when writing or speaking to support conclusions drawn from the text.
- R10: Read and comprehend complex informational texts independently and proficiently.
- W9: Draw evidence from informational texts to support analysis, reflection, and research.
- SL1: 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.
- L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials as appropriate.
- L6: 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.

South Dakota Oceti Sakowin Essential Understandings and Standards Addressed:

- EU 2: There is variety and resiliency among individual Tribal people as identity is developed. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no "generic American Indian."
- EU 7.2: Analyze actions taken by individuals and communities in an effort to bring about positive social change.

Note: This lesson affirms all thinkers and helps them examine and reveal their own thinking. When well-used, the lesson reinforces the value of each thinker and the value of appreciating the thinking of others. "We Show Our Thinking" has been used as a springboard for K-5 community-connected service projects that bring about positive social change. Students who are explicitly taught that their thinking is important can bring about positive social change at any age.

More Notes on the Standards and Student Work

The South Dakota Department of Education adopted the Oceti Sakowin Essential Understandings and Standards in 2011. The document is available on the SD DOE website under "Oceti Sakowin Project." All South Dakota teachers should be employing these standards across the curriculum. These standards represent essential learning for all South Dakotans.

*We have included here the reference numbers and a basic description of each Oceti Sakowin Essential Understanding and Standard that this lesson addresses. For full articulations of all of these cultural standards, please consult the official state document:
<http://indianeducation.sd.gov/documents/OcetiSakowinEUS.pdf>*

While this lesson was built for students in grades K-2, teachers will provide different levels of scaffolding for their students. Some teachers will project this text on a smartboard and read it aloud while students follow the text with their eyes. This lesson has been field tested with K-2 students in South Dakota with success.

Students in grades 3-5 can also engage with this lesson; we would rightly expect their thinking to be deeper and their written examples on the graphic organizers to be more specific.

This text and the accompanying critical thinking questions are considered informational texts. They are real-world texts about a current public art project and about thinking. The questions are designed to elicit high-level thinking and need no answer key.

If students are showing their original thinking, engaging with the topic and the ways in which they perceive the project, then they are doing good work. Teachers will have success when they encourage students to show and explain their thinking. Great student discussions can follow!

The next page contains a graphic organizer that can help thinkers prepare for their discussions. This process of preparing for and engaging in peer discussions addresses the CCSS Speaking and Listening Standard SL.1!

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Discussion: My thoughts about learning (Brainstorm for five minutes, then discuss!)

Learning is...

Learning
helps me...

Learning
makes...

Learning
feels...