

2011

South Dakota Office of Indian Education

Oceti Sakowin Essential Understandings and Standards

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South Dakota Office of Indian Education Oceti Sakowin Project History

The 2007 Indian Education Act mandated the development of course content for curriculum and coursework in South Dakota American Indian history and culture. As a result of this mandate, the South Dakota Office of Indian Education pursued funding in order to begin the development of materials. In 2008, the Indian Land Tenure Foundation awarded a grant to the South Dakota Office of Indian Education to begin the Oceti Sakowin Project. For the past three years, many talented and passionate educators worked together to develop the Oceti Sakowin Core Concepts, Essential Understandings and Standards. The project was completed in July 2011. Although much time and energy was put into the project, it is just the beginning and a small step towards the work that needs to be done in creating curriculum and course work in the history and culture of the Oceti Sakowin. *“The hope is that citizens who are well educated about the Oceti Sakowin history and culture will be more likely to make better decisions in the arena of Indian issues and to get along better with one another”, (Dr. Craig Howe 2010).*

Core Concept Work Group

The Core Concept development was the first phase of the project which began in 2008, and was completed in August 2010. The development team consisted of a diverse group of individuals from across the state. This included educators of American Indian students in public school districts with both a high and low population of American Indian students. In addition, there were experts in culture, history, oral traditions and language along with Department of Education staff. The goal of the first phase of the project was to identify core concepts that are essential to understanding and teaching of the Oceti Sakowin history and culture.

- Earl Bullhead- Lower Brule Community College
- Gladys Hawk- Wakpala
- Corrie Ann Campbell- Pierre School District
- Stephanie Charging Eagle- Dupree
- Danny Seaboy- Enemy Swim Day School
- Robert Two Crow- Shannon County School District
- Lydia Whirlwind Soldier- Rosebud
- Marcia Zephier- Sioux Falls School District
- Ann Robertson- Sioux Falls School District
- Stuart Zephier- Flandreau Indian School
- Dorothy LeBeau- Todd County School District
- Dorothy Kiyukan- Wagner Community School
- Terry Janis- Indian Land Tenure Foundation
- Brinda Kuhn- GEAR UP, Martin (Evaluator)
- Dr. Kim Cypher- Curriculum Specialist, South Dakota Department of Education
- Dr. Craig Howe- CAIRNS, Martin (Facilitator)
- Keith Moore- South Dakota Department of Education OIE, Director

Oceti Sakowin Essential Understandings and Standards

Essential Understandings and Standards Work Group

Upon completion of the identification of the Oceti Sakowin Core Concepts, a smaller work group was created to develop essential understandings and standards. The group was comprised of members of the original group who had experience in writing standards and one American Indian Studies teacher from a public school district that serves a high number of non-Native students. The group consulted with Montana's Office of Indian Education and the Indian Land Tenure Foundation's standards work. The format created for the development of the work was designed to provide compatibility to the South Dakota social studies standards. The essential understandings captured the core concepts that were developed by the larger group. Indicators, standards and activities were written to provide a framework for additional work and various forms of implementation. Culturally appropriate work created by other sources was identified to support suggested activities.

- Stephanie Charging Eagle
- Lydia Whirlwind Soldier
- Dorothy LeBeau
- Earl Bullhead
- Dan Snyder
- Corrie Ann Campbell, Mid-Central Education Cooperative (Facilitator)
- Roger Campbell, South Dakota Department of Education OIE, Director

Oceti Sakowin Essential Understandings and Standards

ESSENTIAL UNDERSTANDING 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.

Indicator 1: Analyze the land base and natural resources of the nine reservations in South Dakota.

Grade Level	Standard	Activity	Resources
K-2 nd (Applying)	Students are to identify the reservations boundaries and natural resources by map colors.	Kindergarten- Color a South Dakota map identifying reservations. Grade1 - label reservation map Grade 2- identify the reservation natural resources such as water, historic sites and other natural resources.	Indian Land Tenure: www.iltf.org Trail Tribes: Traditional and Contemporary Native Culture www.trailtribes.org Cheyenne River Sioux Tribe: www.sioux.org
3 rd -5 th (Remembering)	Students are able to describe the land loss of the Oceti Sakowin from 1800- present.	Compare and contrast maps of Oceti Sakowin land lost from 1800-present day.	Flandreau Santee Sioux Tribe: www.fsst.org Lower Brule Sioux Tribe: www.lbst.org Oglala Sioux Tribe: www.oglalaLakotatian.org Rosebud Sioux Tribe: www.rosebudsiouxtribe-nsn.gov
6 th -8 th (Analyzing)	Students are able to explain communal ownership and stewardship of the Oceti Sakowin prior to European contact.	Research and develop a report on communal ownership prior to European contact.	Sisseton Wahpeton Oyate: www.swo-nsn.gov Standing Rock Sioux Tribe: www.standingrock.org South Dakota Tribal Relations: www.sdtribalrelations.com
9 th -12 th (Analyzing)	Students are able to identify the physical geographical changes to explain the causes that impacted the land base and boundaries.	Create a chart showing how the physical geography has changed over time.	

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ESSENTIAL UNDERSTANDING 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.

Indicator 2: Analyze the interrelationships of the Oceti Sakowin people, places, and the environment as they relate to all reservations in South Dakota.

Grade Level	Standard	Activity	Resources
K-2 nd (Remembering)	Students are able to identify the interrelationships of people, places and the environment.	<p>Read Oceti Sakowin stories that demonstrate how all things are related.</p> <ul style="list-style-type: none"> Iktomi stories: focus on the stories that relate to etiquette. Ella Deloria story about prairie chicken song, love song and deer song. Paul Goble: <i>The Great Race of the Birds and Animals</i>, <i>Her Seven Brothers</i> and <i>Star Boy</i>. 	<p>South Dakota Historical Society Education Kits</p> <p>Tribal Cultural preservation programs, Tribal Universities and Colleges.</p> <p><i>Oceti Sakowin: The People of the Seven Council Fires</i> by PBS (DVD)</p> <p><i>Star Knowledge</i> by Ronald Goodman</p> <p><i>Dream Keeper</i> (Movie)</p>
3 rd -5 th (Analyzing)	Students are able to explain the creation of reservations.	<p>Guest speaker talk about Mitakuye Oyasin interrelationship with all of creation.</p> <p>Guest speaker to talk about the creations of reservations.</p>	<p><i>Dakota Texts</i> by Ella Deloria</p> <p><i>The Great Race of the Birds and Animals</i> by Paul Goble</p> <p><i>The Lakota Way: Stories & Lessons for Living</i> by Joseph Marshall III</p>
6 th -8 th (Analyzing)	Students are able to differentiate cultural characteristics within the Oceti Sakowin.	<p>Research and report on the diversity of Oceti Sakowin such as language, life style, economics and survival skills.</p> <p>Create a brochure that shows Oceti Sakowin bands of the plains and woodland lifestyles.</p>	<p><i>Waterlily</i> by Ella Deloria</p>
9 th -12 th (Creating)	Students are able to construct diagrams and charts that convey differences and similarities of the Oceti Sakowin.	<p>Construct diagrams or charts to show dialects, lifestyles: woodland vs. plains, governments, social systems, economics and resources.</p> <p>Note: <i>Oceti Sakowin: The People of the Seven Council Fires</i> DVD by PBS</p>	

Oceti Sakowin Essential Understandings and Standards

ESSENTIAL UNDERSTANDING 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.

Indicator 3: Evaluate the strategies in which the tribal governments and other leaders are taking action to improve the lands and natural gifts.

Grade Level	Standard	Activity	Resources
K-2 nd (Remembering)	Students are able to identify examples of stewardship.	Recycling projects Planting projects Clean up projects	Oglala Lakota College Sinte Gleska University
3 rd -5 th (Understanding)	Students are able to describe the cause and effect of pollution on the environment.	Investigate water project offices in Tribal communities. Investigate waste management projects. Attend and participate in a science fair.	Sitting Bull College Sisseton-Wahpeton College EROS Data Center Tribal land management offices
6 th -8 th (Analyzing)	Students will investigate a water table in or along river systems and analyze the impact on tribal communities.	Test water quality and investigate what tribal governments are doing to improve water quality. Book report on <i>To You We Shall Return: Lessons about Our Planet from the Lakota</i> , Joseph Marshall III Attend and participate in a science fair.	Waste management programs http://www.usda.gov/wps/portal/usda/usdahome Local extension offices Center for American Indian Research and Native Studies: CAIRNS.org
9 th -12 th (Evaluating)	Students are able to identify and explain how a tribal government manages the ecosystem and its natural gifts.	(select one reservation of the nine) EROS Maps to identify erosion Ecosystem Investigate land management Tribal land management practices Investigate natural control Study natural medicinal herbs and other indigenous plants.	<i>To You We Shall Return: Lessons about Our Planet from the Lakota</i> by Joseph M. Marshall III <i>Oceti Sakowin: The People of the Seven Council Fires</i> by PBS (DVD) Sinte Gleska University: Lakota Studies Department <i>The Sioux: Life and Customs of a Warrior Society</i> by Royal B. Hassrick

Oceti Sakowin Essential Understandings and Standards

ESSENTIAL UNDERSTANDING 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”.

Indicator 1: Analyze the impact of Euro-American ideals, values, rights, philosophy, and beliefs of Oceti Sakowin people as tribal, state, and US citizens.

Grade Level	Standard	Activity	Resources
K-2 nd (Understanding)	Students will be able to explain the values learned through stories.	Read and discuss Iktomi stories with a focus on Lakota values.	<i>The Lakota Way: Stories & Lessons for Living</i> by Joseph Marshall III
3 rd -5 th (Understanding)	Students will be able to compare and contrast Oceti Sakowin traditional family roles and responsibilities to contemporary societies.	Create a representation (collage, picture, chart or family tree) of kinship responsibilities. Read <i>Home of the Nomadic Buffalo Hunters</i> , by Paul Goble.	<i>Keep Going: the Art of Perseverance</i> by Joseph Marshall III <i>Waterlily</i> by Ella Deloria http://www.oyate.org/ <i>Oceti Sakowin: The People of the Seven Council Fires</i> by PBS (DVD)
6 th -8 th (Analyzing)	Students are able to identify two of the values, rights, philosophy, and beliefs of Oceti Sakowin people.	Book Report on <i>Waterlily</i> , by Ella Deloria Read <i>The Lakota Way: Stories & Lessons for Living</i> by Joseph Marshall III	Sinte Gleska University: Lakota Studies Department <i>We Shall Remain: Wounded Knee</i> by PBS <i>The Sioux: Life and Customs of a Warrior Society</i> by Royal B. Hassrick
9 th -12 th (Evaluating)	Students are able to personalize topics on assimilation; examples are boarding schools, relocation, religion, etc.	Research impact of boarding school Simulate assimilation experiences View <i>We Shall Remain: Wounded Knee</i> DVD by PBS Research 1968 Native American Bill of Rights	<i>Lakota Myth</i> , by James R. Walker

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ESSENTIAL UNDERSTANDING 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”.

Indicator 2: Analyze the knowledge and understanding of the relationship between spiritual, physical, social and emotional health of the Oceti Sakowin.

Grade Level	Standard	Activity	Resources
K-2 nd (Remembering)	Students are able to identify a medicine wheel using the appropriate dialect. Lakota- Cangleska Dakota/Nakota - Cangdeska	Cangleska or Cangdeska (medicine wheel) project Hands on art project constructing Cangleska or Cangdeska (medicine wheel)	<i>The Lakota Way: Stories & Lessons for Living</i> by Joseph Marshall III <i>Tatanka And the Lakota People: A Creation Story</i> by Donald F. Montileaux
3 rd -5 th (Understanding)	Students are able to summarize one origin story of the Oceti Sakowin.	Interview elder or resource person on one of the origins stories of the Oceti Sakowin.	<i>The Sioux: Life and Customs of a Warrior Society</i> by Royal B. Hassrick <i>Teaching the Native American, Third Edition</i> by Hap Gilliland
6 th -8 th (Creating)	Students are able to create a project on wellness.	Interview project with Elders regarding spiritual, physical, social and emotional health. Research health programs on reservations.	<i>Walking with Grandfather: The Wisdom of Lakota Elders</i> by Joseph Marshall III <i>Keep Going: the Art of Perseverance</i> by Joseph Marshall III
9 th -12 th (Evaluating)	Students are able to evaluate the importance of spiritual, physical, social and emotional health.	Read <i>The Lakota Way: Stories & Lessons for Living</i> by Joseph Marshall III Read <i>Keep Going: the Art of Perseverance</i> by Joseph Marshall III Compare and contrast holistic and liner views.	

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ESSENTIAL UNDERSTANDING 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.

Indicator 1: Evaluate the different forms of Lakota/Dakota/Nakota language dialects.

Grade Level	Outcome	Activity	Resources
K-2 nd (Remembering)	Students will explain the significance of the language to the Oceti Sakowin.	Develop a poster of Oceti Sakowin and name each band and dialects.	<i>Oceti Sakowin: The People of the Seven Council Fires</i> by PBS (DVD) <i>Reading and Writing the Lakota Language</i> by Albert White Hat Sr.
3 rd -5 th (Remembering)	Students are able to describe the Oceti Sakowin camp circle, the three dialects and their relationship to contemporary reservations.	Create and display a poster of the Oceti Sakowin camp circle. Identify the three dialects and the locations on contemporary reservations.	<i>Standing in the Light: A Lakota Way of Seeing (American Indian Lives)</i> by Severt Young Bear and R. D. Theisz
6 th -8 th (Understanding)	Students are able summarize the value of the kinship system in how it is depicted through the Oceti Sakowin language.	Bring local resource person to discuss values and kinship system.	
9 th -12 th (Evaluating)	Students will explain why the philosophy of the language is significant to Oceti Sakowin.	Bring local resource person to discuss language and the philosophy. Discuss the history of the boarding school and the effects on the Oceti Sakowin language.	

Oceti Sakowin Essential Understandings and Standards

ESSENTIAL UNDERSTANDING 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.

Indicator 2: Analyze the Oceti Sakowin sacred sites, creation stories, star knowledge and how they relate to each other.

Grade Level	Standard	Activity	Resources
K-2 nd (Remembering)	Students are able to identify sacred sites on a map.	Read the story <i>The Great Race of the Birds and Animals</i> by Paul Goble	<i>Star Knowledge</i> by Ronald Goodman EROS Data satellite posters
3 rd -5 th (Remembering)	Students are able to describe the relationship between the sacred sites, star knowledge and creation stories.	Read the story <i>Star Boy</i> by Paul Goble. Utilize Discovery Center Star Knowledge dome. Research local sacred sites and accurate Oceti Sakowin name.	Sinte Gleska: Victor Douville, Star Knowledge presentations Oglala Lakota College Sinte Gleska University Sitting Bull College
6 th -8 th (Creating)	Students are able to use geographic tools to design a map of sacred sites.	Research local sacred sites and accurate Oceti Sakowin name. Contact EROS data center for GPS maps of sacred sites.	Sisseton-Wahpeton College The Discovery Center located in Pierre South Dakota <i>The Great Race of the Birds and Animals</i> by Paul Goble
9 th -12 th (Evaluating)	Students are able to use the star knowledge to identify the sacred sites within the Black Hills.	Research the origin stories. Utilize Discovery Center Star Knowledge dome to identify Oceti Sakowin sacred sites. Identify all the sacred sites within the Black Hills and how they relate to the stars. Accurate translation, pronunciation and spelling of sacred sites.	<i>Star Boy</i> by Paul Goble

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ESSENTIAL UNDERSTANDING 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.

Indicator one: Analyze the importance of the Oceti Sakowin family structure and extended family.

Grade Level	Standard	Activity	Resources
K-2 nd (Understanding)	Students are able to identify examples of kinship terms.	<p>Story about family structure and relationships.</p> <p>Identify kinship terms.</p> <p>Read <i>Home of the Nomadic Buffalo Hunters</i>, by Paul Goble</p> <p>Illustrate family and roles.</p>	<p><i>The Journey of Crazy Horse: A Lakota History</i> by Joseph Marshall III</p> <p><i>The Lakota Way: Stories & Lessons for Living</i> by Joseph Marshall III</p> <p><i>Reading and Writing the Lakota Language</i> by Albert White Hat Sr.</p>
3 rd -5 th (Analyzing)	Students are able to compare and contrast Oceti Sakowin to mainstream societies' family structure.	<p>Research and record family tree and explore how relationships are made.</p> <p>Understand the extended family structure through blood, marriages and adoption.</p> <p>Explore the concepts and explain and model individual roles and how personal action affects the Tiwahe.</p>	<p>Donovin Sprague books: <i>Cheyenne River Sioux</i>, <i>Rosebud Sioux</i>, <i>Pine Ridge Reservation</i> and <i>Standing Rock Sioux</i></p> <p><i>Waterlily</i> by Ella Deloria</p> <p><i>Walking in the Sacred Manner: Healers, Dreamers, and Pipe Carriers--Medicine Women of the Plains Indians</i> by Mark St. Pierre and Tilda Long Soldier</p>
6 th -8 th (Analyzing)	Students are able to explain respect, privacy and the rites of passage.	<p>Have male and female speaker come and present on the rites of passage.</p> <p><i>The Lakota Way: Stories & Lessons for Living</i>, by Joseph Marshall III</p>	
9 th -12 th (Evaluating)	Students will describe the Oceti Sakowin family structure including extended family.	<p>Research traditional child rearing practices and walking in a sacred manner.</p> <p><i>Walking in the Sacred Manner: Healers, Dreamers, and Pipe Carriers--Medicine Women of the Plains Indians</i> by Mark St. Pierre and Tilda Long Soldier</p>	

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ESSENTIAL UNDERSTANDING 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.

Indicator two: Analyze the Oceti Sakowin social etiquette, proper behavior and values.

Grade Level	Standard	Activity	Resources
K-2 nd (Remembering)	Students are able to identify the Oceti Sakowin protocol for social etiquette.	Role play for proper greetings and respectful greeting. Understand personal space and parameters.	<i>Walking with Grandfather: The Wisdom of Lakota Elders</i> by Joseph Marshall III <i>Indian Boyhood</i> by Charles A. Eastman <i>DakotaTexts</i> by Ella Deloria (note: <i>Iktomi</i> stories)
3 rd -5 th (Understanding)	Students are able to identify the Oceti Sakowin proper behavior through stories.	Read Iktomi stories that discourage inappropriate behavior.	<i>Reading and Writing the Lakota Language</i> by Albert White Hat Sr. <i>Teaching American Indian Students</i> by Jon Reyhner <i>Teaching the Native American, Third Edition</i> by Hap Gilliland
6 th -8 th (Creating)	Students are able to compare and contrast Euro-American values to Oceti Sakowin values.	Construct a chart that illustrates Euro-American values compared to Oceti Sakowin values.	<i>Collected Wisdom: American Indian Education</i> by Thomas Peacock
9 th -12 th (Creating)	Evaluate how the Oceti Sakowin values create a cohesive society.	Create a three act play, song, TV commercial or write an Iktomi story demonstrating how a society is cohesive.	

Oceti Sakowin Essential Understandings and Standards

ESSENTIAL UNDERSTANDING 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.

Indicator one: Analyze the Oceti Sakowin culture through oral tradition, written accounts and unbiased information.

Grade Level	Standard	Activity	Resources
K-2 nd (Understanding)	Students are able to identify the characteristics of Oceti Sakowin culture.	Explore Oceti Sakowin culture through multimedia, museum field trip, speakers, cultural celebrations and activities.	Books by Joseph Marshall III <ul style="list-style-type: none"> • <i>Soldiers Falling into Camp: The Battles at the Rosebud and the Little Big Horn</i> • <i>Winter of the Holy Iron</i> • <i>On Behalf of the Wolf and the First Peoples</i> • <i>The Dance House: Stories from Rosebud</i> • <i>The Lakota Way: Stories & Lessons for Living</i> • <i>The Journey of Crazy Horse: A Lakota History</i> • <i>Walking with Grandfather: The Wisdom of Lakota Elders</i> • <i>To You We Shall Return: Lessons About Our Planet from the Lakota</i> • <i>The Power of Four: Leadership Lessons of Crazy Horse</i> • <i>The Long Knives are Crying</i> • <i>Hundred in the Hand: A Novel</i> • <i>The Day the World Ended at Little Bighorn: A Lakota History</i> • <i>Keep Going: The Art of Perseverance</i>
3 rd -5 th (Applying)	Students are able to interpret the cultural beliefs of the Oceti Sakowin.	Oceti Sakowin belief system: fortitude, generosity, wisdom, humility, perseverance, respect, honor, sacrifice, truth, compassion and bravery. Bring local resource person to discuss cultural beliefs of the Oceti Sakowin.	
6 th -8 th (Applying)	Students are able to defend the cultural beliefs of the Oceti Sakowin and how they are demonstrated.	Oceti Sakowin belief system: fortitude, generosity, wisdom, humility, perseverance, respect, honor, sacrifice, truth, compassion and bravery. Read <i>Keep Going: The Art of Perseverance</i> by Joseph Marshall Bring local resource person to discuss cultural beliefs of the Oceti Sakowin.	
9 th -12 th (Creating)	Students are able to formulate the importance of cultural beliefs to the Oceti Sakowin.	Read <i>The Lakota Way: Stories & Lessons for Living</i> by Joseph Marshall Bring local resource person to discuss cultural beliefs of the Oceti Sakowin.	

Oceti Sakowin Essential Understandings and Standards

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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.

Indicator two: Analyze the impact of Imperialism and Manifest Destiny and its impact on the culture of the Oceti Sakowin.

Grade Level	Standard	Activity	Resources
K-2 nd	(Mastery of this skill does not emerge until sixth grade)		<i>This Stretch of River</i> by Oak Lake Writers' Society <i>My Life Among the Indians</i> by George Catlin (ed. by N. G. Humphreys, 1909)
3 rd -5 th	(Mastery of this skill does not emerge until sixth grade)		
6 th -8 th (Understanding)	Students will be able to explain how Manifest Destiny and Imperialism affected the Oceti Sakowin.	Write a short essay about Manifest Destiny and Imperialism.	
9 th -12 th (Creating)	Students are able to evaluate the influence of Manifest Destiny and Imperialism on major interactions between the Oceti Sakowin and the United States government.	Research the different views of General Harney, Lewis and Clark and George Catlin. Research the role of interpreters between tribes and government officials. Examples: Fort Laramie Treaty and others. Research the different perspective on the battle vs. massacre at Wounded Knee and other conflicts. Research names of sites that have both Lakota and English names.	

Oceti Sakowin Essential Understandings and Standards

ESSENTIAL UNDERSTANDING 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 State are not the same for each tribe.

Indicator one: Analyze the Oceti Sakowin historical eras recorded through Oceti Sakowin Winter Counts.

Time Period: Winter Counts 1700-1870

Grade Level	Standard	Activity	Resources
K-2 nd (Understanding)	Students will understand the passing of time through lineage.	Create a picture of your family or your life. Recording the passing of times through classroom activities.	<i>Ruralfacts: A Brief History of U.S. Laws Applied to American Indian</i>
3 rd -5 th (Applying)	Students are able to demonstrate knowledge of the fundamentals of a Winter Count.	Create a Winter Count	http://rtc.ruralinstitute.umd.edu/Indian/Factsheets/AIDL/History.htm http://wintercounts.si.edu/
6 th -8 th (Analyzing)	Students are able to compare events recorded on Winter Counts to dates in American history.	Example: Year of the hundred horses Crazy Horse's birthday 1840-1841. In 1841 the first wagon train leaves Independence, Missouri to California. Research and examine Winter count (select one or more) American Horse Winter Count, 1775-1878 American Horse Winter Count, 1775-1811 Baptiste Good Winter Count, 900-1700 and 1700-1879 Cloud Shield Winter Count, 1777-1878 The Flame Winter Count, 1786-1876 Lone Dog Winter Count, 1800-1870 Long Soldier Winter Count, 1798-1902 Rosebud Winter Count, 1752-1888 The White Swan Winter Count, 1800-1870	<i>The Year the Stars Fell</i> edited by Candace Greene & Russell Thornton <i>Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong</i> by James W. Loewen
9 th -12 th (Creating)	Students are able to describe the accuracy of historical eras recorded through Oceti Sakowin Winter Counts.	Students will find facts that are recorded in Winter Counts, but not recorded in their history books.	

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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 State are not the same for each tribe.

Indicator two: Analyze how land stewardship began to change through the process of treaty-making to land ownership.

Time Period: Discovery, Conquest and Treaty Making 1532-1828

Grade Level	Standard	Activity	Resources
K-2 nd (Creating)	Students are able to identify the basic components of negotiation and compromise used throughout society.	Create classroom or playground rules using negotiation and compromise.	<i>Indian Water 1985: Collected Essays</i> by Christine L. Miklas & Steven J. Shupe
3 rd -5 th (Creating)	Students are able to describe the process of treaty making with tribal nations.	Divide a classroom into two groups and design a simulation of the treaty making process. Topics include land, trade and laws.	
6 th -8 th (Applying)	Students are able to explain how treaties affected the Oceti Sakowin in current tribal and urban societies.	Student will develop an essay on the effects of treaty rights violation.	
9 th -12 th (Analyzing)	Students will examine how Manifest Destiny affected the treaty making process.	Select one treaty from 1851-1868 and interpret the issues arising from Manifest Destiny.	

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Indicator three: Analyze the historical eras of the Oceti Sakowin to examine the connection between the cause/effect relationships during the Removal and Relocation era.

Time Period: Removal and Relocation 1828-1887

Grade Level	Standard	Activity	Resources
K-2 nd (Understanding)	Students will understand the passing of time through their lineage.	Create a picture of your family or your life. Recording the passing of times through classroom activities.	<i>Bury My Heart at Wounded Knee</i> by Dee Brown <i>Irredeemable America: The Indians' Estate and Land Claims</i> by Imre Sutton <i>Ruralfacts: A Brief History of U.S. Laws Applied to American Indians</i> http://rtc.ruralinstitute.umn.edu/Indian/Factsheets/AIDLHistory.htm
3 rd -5 th (Understanding)	Students will identify the effects of the Indian Removal Act of 1830 and analyze the impact on the lives of Native Americans.	Guest speaker on the Indian Removal Act of 1830. Activity to explore the concept of removal.	<i>Into the West</i> -2007 mini-series by Steven Spielberg with teacher's guide <i>Bury My Heart at Wounded Knee</i> 2007 HBO Film http://wintercounts.si.edu/
6 th -8 th (Evaluating)	Students are able to evaluate the causes and effects of the Removal and Relocation: 1828-1887 time periods on the Oceti Sakowin.	Research the boarding school history as it pertains to Oceti Sakowin. View film <i>Into the West</i> -2007 mini-series by Steven Spielberg with teachers guide	<i>The Year the Stars Fell: Lakota Winter Counts at the Smithsonian</i> Edited by Candace S. Greene and Russell Thornton
9 th -12 th (Analyzing)	Students will be able to analyze the cause and effect on loss of cultural identity of the Oceti Sakowin.	Research the following periods as they relate to the Oceti Sakowin: Indian Removal Act of 1830 Colonization Period 1850 Treaty Period 1851-1868 Boarding Schools 1879-1968 Major Crimes 1885 Allotment Period/Dawes 1887	

Oceti Sakowin Essential Understandings and Standards

ESSENTIAL UNDERSTANDING 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 State are not the same for each tribe.

Indicator four: Analyze the reorganization and self-governance time period of the Oceti Sakowin.

Time Period: Reorganization and self-government 1928-1945

Grade Level	Standard	Activity	Resources
K-2 nd (Understanding)	Students are able to explain citizenship. (second grade)	Do activity on citizenship. Depict (state, federal and tribal citizenship)	<i>Organizing the Lakota: The Political Economy of the New Deal on the Pine Ridge and Rosebud Reservations</i> by Thomas Biolsi
3 rd -5 th (Evaluating)	Students are able to explain Tribal, United States, and State citizenship of the Oceti Sakowin.	Define, recognize and interpret terms such as civil rights, freedoms and responsibilities and how this affects their lives.	<i>Contemporary Native American Political Issues</i> by Troy Johnson
6 th -8 th (Creating)	Students are able to explain the time-line of the events during the reorganization and self-government: 1928-1945 time periods on the Oceti Sakowin.	Construct a time-line of following Federal Acts: <ul style="list-style-type: none"> • Research Indian Citizen Act of 1924, Public Law 280, New Deal Act/ Indian Reorganization Act/ Howard Wheeler Act of 1934 • Pick-Sloan Act of 1944 • Indian Removal Act of 1930 	<i>Trusteeship in Change: Toward Tribal Autonomy in Resource Management (Women's West)</i> by Richmond L. Clow (Author, Editor), Imre Sutton (Editor) <i>This Stretch of the River</i> by Oak Lake writers
9 th -12 th (Analyzing)	Students are able to analyze the causes and effect of the reorganization and self-government: 1928-1945 time periods on the Oceti Sakowin.	Research the following periods as they relate to the Oceti Sakowin <ul style="list-style-type: none"> • Indian Citizen Act of 1924 • New Deal Act/ Indian Reorganization Act/ Howard Wheeler Act of 1934 • Pick-Sloan Act of 1944 • Indian Removal Act of 1930 	Tribal Law Journal www.tlj.unm.edu

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Indicator five: Analyze the historical development and contemporary roles of commerce, tribal economics and tribal infrastructure.

Time Period: Termination 1945-1961 and Self-Determination 1961-Present

Grade Level	Standards	Activity	Resources
K-2 nd (Understanding)	Students are able to identify a product produced in a Tribal community.	Introduce foods produced by local tribal community. Example: Lower Brule popcorn.	<i>Native Roots: How Indians Enriched America</i> by Jack Weatherford
3 rd -5 th (Understanding)	Students are able to identify the services available and provided by Tribal programs.	Identify the contemporary infrastructure of the Oceti Sakowin tribal communities. Examples: Tribal Government headquarters/ agencies, Tribal business, Tribal programs and compare and contrast to off-reservation community.	
6 th -8 th (Understanding)	Students are able to describe how different Acts affect Tribal programs.	Discuss how the Tribal Governments, health service, schools, casinos, Bureau of Indian Affairs BIA and Bureau of Indian Education (BIE) were affected by legislation and Acts.	
9 th -12 th (Analyzing)	Students are able to explain the causes and effects of the termination time periods 1945-1961 and self-determination 1961- time periods on the Oceti Sakowin.	Research the following periods as they relate to the Oceti Sakowin: <ul style="list-style-type: none"> • Termination-public law 280 of 1953 • Indian Relocation Act of 1956 • Native American Civil Rights of 1968 • American Indian Religious Freedom Act of 1970 • Indian Child Welfare Act of 1978 • Indian Self-determination and Education Assistant Act of 1975 • Indian Gaming Regulatory Act of 1988 • Native American Graves Protection and Repatriation Act of 1990 	

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ESSENTIAL UNDERSTANDING 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.

Indicator one: Analyze the policies that were established during the self-determination era to make a positive change for tribal communities.

Grade Level	Standard	Activity	Resources
K-2 nd (Understanding)	Students will identify actions that demonstrate self-determination.	Create classroom rules that promote student self-determination.	Indian Self-Determination and Education Assistance Act of 1975
3 rd -5 th (Analyzing)	Students will outline beliefs or actions that relate to self-determination.	Classroom activity that depicts why self-determination is important. Example: Research how personal rights are incorporated in self-determination.	
6 th -8 th (Creating)	Students will explain how changes were brought on by the American Indian civil rights movement.	Students will write a short essay on the American Indian Movement and events that led up to the occupation of Wounded Knee.	
9 th -12 th (Analyzing)	Students are able to analyze the impact of Indian Self-determination and Education Assistant Act of 1975 on tribal communities and the policies that were developed.	Construct a timeline with explanation of the impact of events that created change beginning with the self-determination era.	

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Indicator two: Analyze the actions taken by individuals and communities in an effort to bring about positive social change.

Grade Level	Standard	Activity	Resources
K-2 nd	(Mastery of this skill does not emerge until sixth grade)		www.Cradleboard.org <i>Running Strong</i> movie based on the life of Billy Mills Oglala Lakota College Sinte Gleska University Sitting Bull College Sisseton-Wahpeton College <i>Keep Going: The Art of Perseverance</i> by Joseph Marshall III
3 rd -5 th (Understanding)	Students will be able to understand the opportunities that change can bring.	Guest speakers from local community to talk about positive changes within their life.	
6 th -8 th (Creating)	Students are able to formulate the importance of the creation of tribal colleges/universities to their communities.	Visit a tribal college and visit with a resource person about the creation of that college.	
9 th -12 th (Analyzing)	Students are able to identify the positive effects that Tribal people have initiated for social change.	Research Tribal people who have made an impact and positive change within their community or state.	

Oceti Sakowin Essential Understandings and Standards

Glossary of Terms

Iktomi: Trickster

Imperialism: The creation and maintenance of an equal economic, cultural and territorial relationship between states and often in the form of an empire, based on domination and subordination. (Wikipedia 2011)

Manifest Destiny: Was the nineteenth Century belief that the United States was destined to expand across the North American continent to the Atlantic seaboard to the Pacific Ocean. (Wikipedia 2011)

Mitakuye Oyasin: All my relatives

Oceti Sakowin: (Camp Fires) (Seven) {Seven Council Fires}

Oyate: People

Reservation: a territory reserved by the tribes as a permanent tribal homeland. All reservations were created through treaties in South Dakota.

Sinte Gleska: Spotted Tail

Tiwahe: The immediate household or family

Treaty: An express agreement under international law entered into by actors in international law, mainly sovereign states and an international organization. A treaty may also be known as an international agreement, protocol, and covenant among other terms. Regardless of terminology all these forms of agreements are under international law equally considered treaties and rules are the same.

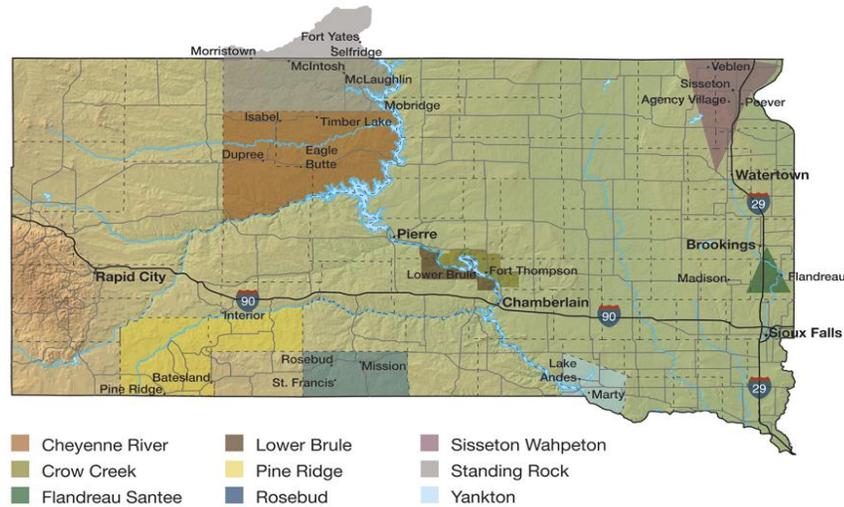
Treaty can be loosely compared to contracts; both are means of willing parties assuming obligation among themselves and a party that either fails to live up to their obligation can be held liable under international law. (Wikipedia 2011)

Tribal Sovereignty: Tribal sovereignty in the United States refers to the inherent authority of indigenous tribes to govern themselves within the borders of the United States. The federal government recognizes nations as “domestic dependent nations” and has established a number of laws attempting to clarify the federal, state and tribal governments. The constitution and later federal laws grant to local sovereignty to tribal nations yet do not grant full sovereign equivalent to foreign nations, hence the term “domestic dependent nations”. (Wikipedia 2011)

Winter Count: Are pictorial calendars or histories in which tribal records or events are recorded. (Wikipedia 2011- see for more)

Oceti Sakowin Essential Understandings and Standards

South Dakota Tribal Government Relations 2010- Reservation Map



Titunwan: Prairie Dwellers

Lakota (Friends and Allies)

Ospaye (Bands)

- Hohwoju-Planter by the water
- Sihasapa - Blackfeet
- Oohenunpa - Two Kettles
- Itazipcola - No Bow
- Oglala - Scatters their own
- Hunkpapa - End of the entrance
- Sicangu - Burnt Thighs

Dakota (Friends and Allies)

Ospaye (Bands)

- Mniwakantunwan/ Bdewakantunwan - People of the Spirit Lake
- Sissitun- People of the Swamp, Fish Hook Village
- Wahpekute - Shoots among the leaves
- Wahpetun - Dwells among the leaves

Nakota (Friends and Allies)

Ospaye (Bands)

- Ihanktunwanna (Lower) Sub-band of people of the end
- Ihanktunwan (Upper) People on the end