

<http://tie.link/OSEU1>



Read the **OSEU**, View the **linked interview**, then, have a conversation with your group, sharing your thoughts about one of the **Learn From** questions

**Learn FROM**  
(deep sharing, transformation)

1. Who has provided for me... a Grandmother? Grandfather? Mother? Father? Other? What kind of relationship develops when someone becomes a provider?
2. Have I ever felt like a place or a region was my provider? Why or why not?
3. What's an appropriate response to a provider? How should the one being cared for show appreciation?
4. What might appreciation look like if "mother earth" is my provider?

## OSEU 1: Lands & Environment

The original land base and natural resources of the *Oceti Sakowin* [oh-CHEH-tee shaw-KOH-we] were under communal stewardship prior to immigrant settlement. *Oceti Sakowin* have a distinct and unique interrelationship with the environment that is essential to South Dakota.

### *Oceti Sakowin* Essential Understanding 1, PK-12 Standards

- **Standard 1.1** – Identify changes from the historic land base to the contemporary nine-reservation South Dakota land base of the *Oceti Sakowin*, and analyze the causes and implication of those changes.
- **Standard 1.2**- Describe traditional and contemporary *Oceti Sakowin* perspectives on communal stewardship of land and natural resources (flora, fauna, geographic and sacred features).
- **Standard 1.3** – Demonstrate understanding of the interrelationships of *Oceti Sakowin* people, places, and environments within all tribal lands in South Dakota.
- **Standard 1.4** - Identify and explain contemporary environmental issues facing *Oceti Sakowin* lands (i.e. Dakota Pipeline, etc.).
- **Standard 1.5** – Examine strategies the tribal governments and other tribal leaders are taking to improve the lands and natural gifts of *Oceti Sakowin* people.

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<http://tie.link/OSEU2>



Read the **OSEU**, View the **linked interview**, then, have a conversation with your group, sharing your thoughts about one of the **Learn From** questions

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1. What are examples of values my family holds as important and defining?
2. How does the government impact me and my family? Locally? State? Nationally?
3. Does society mirror my personal values? Why or why not? How do I hold true to the values that are important to me?

## OSEU 2: Identity & Resiliency

There is variety and resiliency among individuals within the *Oceti Sakowin* [oh-CHEH-tee shaw-KOH-we] *Oyate* [oh-YAH-tay] (people) as identity is developed, defined and redefined by entities, by organization, and by people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no “generic American Indian.”

### *Oceti Sakowin Essential Understanding 2, PK-12 Standards*

- **Standard 2.1** –Demonstrate knowledge of the *Oceti Sakowin* people's understanding of the interrelationship of spiritual, physical, social and emotional health.
- **Standard 2.2** –Describe the impact of Euro-American ideals, values, rights, philosophy, and beliefs, upon *Oceti Sakowin* people as tribal, state, and US citizens.
- **Standard 2.3** --Recognize that there is a continuum of tribal identity, ranging from assimilated to traditional lifestyle, that includes each unique subculture or individual member within the *Oceti Sakowin*.

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1. Have you learned any languages other than English? Have you learned a language any of your ancestors spoke as a first language? What was that experience like for you?
2. How do you feel about governmental policies that are designed to police or eliminate certain languages? Why do you think this was done?
3. Have you ever had to “go underground” about something? Are you willing to share that openly now? What was that experience like?
4. How do you feel about the preservation of endangered languages? How important is this issue for the native speakers? How important is it for the larger, global community?

<http://tie.link/OSEU3>



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## OSEU 3: Culture & Language

The origin, thought and philosophy of the *Oceti Sakowin* [oh-CHEH-tee shaw-KOH-we] continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and observed by many Tribal members both on and off the reservations.

### *Oceti Sakowin Essential Understanding 3, PK-12 Standards*

- **Standard 3.1** –Identify similarities and differences among the *Lakota/Dakota/Nakota* language dialects.
- **Standard 3.2**- Describe efforts made by Tribal members on and off the reservation to revitalize *Oceti Sakowin* languages.
- **Standard 3.3** –Recall *Oceti Sakowin* sacred sites, creation stories, and star knowledge and describe how they relate to each other, and how they are still used today on and off the reservation.
- **Standard 3.4** - Identify *Oceti Sakowin* songs and categorize them by appropriate context (ceremony songs, honoring / celebration songs, and *wacipi* / powwow songs).

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1. What value is there in making “family” of people other than my blood relatives?
2. What happens when people are committed ONLY to their own “blood” relatives?
3. What people in my life might be “hunka relatives” in some way?
4. What might it mean in my life to have a “sacred” or “spiritual” relationship with someone?
5. Am I a person who makes and keeps commitments?

<http://tie.link/OSEU4>



Read the **OSEU**, View the **linked interview**, then, have a conversation with your group, sharing your thoughts about one of the **Learn From** questions

## OSEU 4: Kinship & Harmony

*Oceti Sakowin* [oh-CHEH-tee shaw-KOH-we] kinship systems provide a framework for both individual and group behavior. Its unwritten rules promote harmony, compromise, a sense of order, and group cohesion.

### *Oceti Sakowin Essential Understanding 4, PK-12 Standards*

- **Standard 4.1** - Compare and contrast the traditional *Oceti Sakowin* family structure to contemporary family structures.
- **Standard 4.2** -Describe the traditional behavior patterns, codes of respect and values promoted within the *Oceti Sakowin tiospaye*.

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<http://tie.link/OSEU5>



Read the **OSEU**, View the **linked interview**, then, have a conversation with your group, sharing your thoughts about one of the **Learn From** questions

**Learn FROM**  
(deep sharing, transformation)

1. What memories of stories do you have from your childhood? When did you listen to or read these stories?
2. Who are people in your life who have special meaning for you related to your learning?
3. What memories do you have of sleeping over at your grandparent's house?
4. What helped you to fall asleep as a child?
5. What stories have you only learned or do you remember as being shared orally?

## OSEU 5: Oral Tradition & Story

History told from the *Oceti Sakowin* [oh-CHEH-tee shaw-KOH-we] perspective, through oral tradition and written accounts, frequently conflicts with the stories told by mainstream historians. An analysis of multiple perspectives reveals history in a more inclusive and accurate way.

### *Oceti Sakowin Essential Understanding 5, PK-12 Standards*

- **Standard 5.1** –Identify elements of *Oceti Sakowin* culture within oral tradition, written accounts and primary source information, and compare them to written accounts by mainstream historians.
- **Standard 5.2** –Understand and evaluate the impact of Colonialism and Manifest Destiny on the historic and contemporary culture of *Oceti Sakowin* people.
- **Standard 5.3** -- Compare the diverse cultures (woodlands, prairie, and plains) within the *Oceti Sakowin* through oral tradition and written accounts.

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<http://tie.link/OSEU6>



Read the **OSEU**, View the **linked interview**, then, have a conversation with your group, sharing your thoughts about one of the **Learn From** questions

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(deep sharing, transformation)

1. Can I think of any examples of how the ways indigenous people of this country live can impact how we live and work together?
2. Have I seen any examples (besides the Iroquois impact on the US Constitution) of contributions made by Native Americans to our mainstream society today?
3. How aware am I of the impacts of Native culture on contemporary society? How aware is most of society of these contributions?

## OSEU 6: Sovereignty & Treaties

Federal policies and treaties put into place throughout American history have affected *Oceti Sakowin* [oh-CHEH-tee shaw-KOH-we] people adversely. Tribes as sovereign nations have the authority to enter into government to government relationships. Currently, the relationship between each tribe, their state(s), and the federal government is not the same for each tribe.

### *Oceti Sakowin Essential Understanding 6, PK-12 Standards*

- **Standard 6.1** -- Identify historic eras as recorded through *Oceti Sakowin* Winter Counts, petroglyphs, and shirt wearer's shirts (1700-1870).
- **Standard 6.2** -- Describe how *Oceti Sakowin* land stewardship was impacted through the process of treaty-making and land ownership (1532-1828).
- **Standard 6.3** -- Analyze and define the historic and contemporary effects of US Removal and Relocation era policies on *Oceti Sakowin* people (1828-1887).
- **Standard 6.4** -- Identify and describe the impacts of US assimilation policies and programs on *Oceti Sakowin* people in education, language, culture civil rights and spiritual practice. (1887-1978).
- **Standard 6.5** -- Describe the Reorganization and Self-Governance time period of the *Oceti Sakowin* people (1928-1945).
- **Standard 6.6** -- Demonstrate an understanding of how *Oceti Sakowin* tribal governments participate differently with state(s) and the federal government (historically to the present).

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<http://tie.link/OSEU7a>



Read the **OSEU**, View the **linked interview**, then, have a conversation with your group, sharing your thoughts about one of the **Learn From** questions

### Learn FROM (deep sharing, transformation)

1. Has my family or I ever been responsible for the stewardship of a piece of land? How did we care for it?
2. Do elders and children come first in decision-making in my family? Why or why not?
3. What is my relationship to the land around me?

## OSEU 7: Way of Life & Development

The essential philosophy of the *Oceti Sakowin* [oh-CHEH-tee shaw-KOH-we] *wicoun* [wee-CHO] (way of life) is based on the values of the *Oceti Sakowin* which have created resiliency of the *Oyate* [oh-YAH-tay] (people). Tribal communities have put considerable effort into education and economic development, tribal universities and colleges, wellness centers, cultural traditions, and language revitalization.

### *Oceti Sakowin Essential Understanding 7, PK-12 Standards*

- **Standard 7.1** – Identify policies that were established during the Self Determination Era which created a change for tribal communities and reinforced the essential philosophy of the *Oceti Sakowin*, demonstrating resiliency.
- **Standard 7.2** –Examine and describe actions taken by *Oceti Sakowin* individuals and communities that bring about social change.
- **Standard 7.3** -- Students will identify ways that the *Oceti Sakowin* values provide resiliency in keeping the *Oceti Sakowin* way of life.

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