South Dakota Oceti Sakowin

Grades Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Adopted 2018

Lands & Environment EU.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.** 1.1
   a. Color a South Dakota map identifying reservations 1.1.A
   b. Label a reservation map 1.1.B
   c. Identify the reservation natural resources such as water, historic sites and other natural resources 1.1.C

2. **Describe traditional and contemporary Oceti Sakowin perspectives on communal stewardship of land and natural resources (flora, fauna, geographic and sacred features).** 1.2
   a. Create a compare and contrast map of Oceti Sakowin land lost from 1800-present day 1.2.A
   b. Research and develop a report on communal ownership prior to European contact 1.2.B
   c. Create a chart showing how the physical geography of South Dakota lands, within and outside of reservation boundaries, have changed over time 1.2.C

3. **Demonstrate understanding of the interrelationships of Oceti Sakowin people, places, and environments within all tribal lands in South Dakota.** 1.3
   a. Research and report on the diversity of Oceti Sakowin such as language, lifestyle, economics and survival skills 1.3.A
   b. Create a brochure that shows Oceti Sakowin bands of the plains and woodland lifestyles 1.3.B
   c. Construct diagrams or charts to show dialects, woodland lifestyle, plains lifestyle, governments, social systems, economics and resources 1.3.C

4. **Identify and explain contemporary environmental issues facing Oceti Sakowin lands.** 1.4
   a. Design and carry out recycling projects, planting projects or clean-up projects 1.4.A
   b. Investigate and report on water project offices in tribal communities 1.4.B

Skip to main content

c. Investigate and report on tribal waste management projects 1.4.C

d. Attend and participate in a science fair 1.4.D

5. **Examine strategies the tribal governments and other tribal leaders are taking to improve the lands and natural gifts of Oceti Sakowin people.** 1.5

a. Investigate and report on a water table in or along river systems and analyze the impact on tribal communities 1.5.A

b. Investigate and report on tribal land management practices 1.5.B

c. Investigate and report on natural control 1.5.C

d. Study natural medicinal herbs and other indigenous plants on tribal lands 1.5.D

Identity & Resiliency EU.2

1. **Demonstrate knowledge of the Oceti Sakowin people's understanding of the interrelationship of spiritual, physical, social and emotional health.** 2.1

a. Visualize and discuss a picture of their perspective on the Oceti Sakowin creation story. Have oral story tellers make presentations. Create a chronological order of story 2.1.A

b. Create a medicine wheel, either Cangleska or Cangdeska 2.1.B

c. Read and discuss Oceti Sakowin stories, such as Iktomi stories and historical lore stories 2.1.C

d. Create a dream catcher 2.1.D

e. Interview an Elder or resource person, on one of the Oceti Sakowin origins stories 2.1.E

f. Identify Wolakota attributes, including: kinship systems, eight behavioral patterns, and codes of respect 2.1.F

g. Interview project with Elders, regarding spiritual, physical, social and emotional health 2.1.G

h. Draw and create a representation of the Oceti Sakowin creation story 2.1.H

i. Identify lifestyles of how each tribe evolved 2.1.I

2. **Describe the impact of Euro-American ideals, values, rights, philosophy, and beliefs, upon Oceti Sakowin people as tribal, state, and US citizens.** 2.2

a. Identify and describe the Concept of Tob Tob Kin and The Concept of One Out of Many, or Out of Many, One 2.2.A

b. Discuss early Euro-American peoples and their stories (i.e. Irish). 2.2.B

c. Research boarding schools 2.2.C

d. Simulate assimilation experiences, including: conversion of groups to individualism 2.2.D

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.** 2.3

Skip to main content

a. Research the various treaties between the Oceti Sakowin and United States 2.3.A

b. Discuss Oceti Sakowin treaties and Euro-American treaties 2.3.B

c. Research health programs on reservations 2.3.C

d. Create a "Black Hills Are Not For Sale" proposal 2.3.D

e. Create a "What if…scenario- What would the Black Hills have been like had treaties NOT been signed?" 2.3.E

f. Research 1968 Native American Bill of Rights 2.3.F

Culture & Language EU.3

1. **Identify similarities and differences among the Lakota/Dakota/Nakota language dialects.** 3.1

   a. Read Home to Medicine Mountain by Chiori Santiago and reflect on the impact of boarding schools on the Oceti Sakowin languages 3.1.A

   b. Develop a poster of Oceti Sakowin and name each band and dialects 3.1.B

   c. Create a diagram depicting the annual camp circle of the Oceti Sakowin bands in their assigned locations 3.1.C

   d. Identify where the student's community would be located at the annual camp circle of the Oceti Sakowin and the dialect spoken by that community 3.1.D

   e. Identify the dialect(s) and sub-dialect(s) spoken on contemporary reservations 3.1.E

2. **Describe efforts made by tribal members on and off the reservation to revitalize Oceti Sakowin languages.** 3.2

   a. Create a poster illustrating the meaning of the student's name 3.2.A

   b. Research names, English and Lakota/Dakota/Nakota, of Oceti Sakowin leaders and describe the meanings and origins of those names 3.2.B

   c. Develop a dictionary of contemporary words and phrases. Who uses these words/phrases that we are coming up with? Us today? Past lingo? (i.e. slang, text message language, etc.) 3.2.C

   d. Investigate and report on educational efforts to revitalize Oceti Sakowin languages (i.e. collegiate, immersion schools, etc.) 3.2.D

   e. Create a Lakota/Dakota/Nakota word, referring to standard Lakota dictionaries and the Dictionary of Modern Lakota by Edward Starr (add The Dictionary of Modern Lakota by Edward Starr to resources) 3.2.E

   f. Read the introduction of Reading and Writing the Lakota Language by Albert White Hat Sr. and create a timeline based on influences and changes to Oceti Sakowin languages over time 3.2.F

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.** 3.3

Skip to main content

a. Read the story The Great Race of the Birds and Animals by Paul Goble, and have students draw a picture from the story (Suggestion- do not let students see the illustrations as you read the story. That way students come up with their own picture ideas) 3.3.A

4. **Identify Oceti Sakowin songs and categorize them by appropriate context (ceremony songs, honoring/celebration songs, and wacipi/ powwow songs).** 3.4

a. Organize the 8 songs in the OSEUS document into a contextualized chart that includes 1) celebration/honoring, 2) ceremony, and 3) powwow (wacipi). 3.4.A

b. Research and create another Context Chart of other Oceti Sakowin songs. 3.4.B

Kinship & Harmony EU.4

1. **Compare and contrast the traditional Oceti Sakowin family structure to contemporary family structures.** 4.1

a. Draw 2 pictures- 1) Illustrate a family picture (their own) and discuss each person's role in the family, 2) Illustrate a picture of the traditional Oceti Sakowin family and discuss each person's role; discuss similarities/differences between the two pictures 4.1.A

b. Identify kinship terms 4.1.B

c. Read and discuss Home of the Nomadic Buffalo Hunters, by Paul Goble 4.1.C

d. Research and record family tree and explore how relationships are made 4.1.D

e. Explain the extended family structure through blood, marriages and adoption 4.1.E

f. Invite a speaker to present on male/female rites of passage/discuss 4.1.F

g. Research and report traditional child rearing practices and walking in a sacred manner 4.1.G

2. **Describe the traditional behavior patterns, codes of respect and values promoted within the Oceti Sakowin tiospaye.** 4.2

a. Role play for proper greetings and respectful greeting 4.2.A

b. Demonstrate personal space and parameters 4.2.B

c. Read and discuss Iktomi stories that discourage inappropriate behavior and discuss what was inappropriate and what could make that behavior better 4.2.C

d. Read and discuss The Lakota Way: Stories and Lessons for Living, Joseph Marshall III 4.2.D

e. Explore the concepts and explain the model individual roles and how personal action affects the Tiwahe 4.2.E

f. Compare/contrast Euro-American values to Oceti Sakowin values and report on your findings 4.2.F

g. Create a three act play, song, TV commercial, or write an Iktomi story demonstrating how a society is cohesive 4.2.G

Skip to main content

Oral Tradition & Story EU.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.** 5.1
   a. Create a personal winter count (i.e. life, summer activities, etc.) 5.1.A
   b. Reflect and create a visual demonstration of an oral tradition (i.e. film trailer, presentation, painting, etc.) 5.1.B
   c. Compare and contrast Oceti Sakowin accounts and mainstream historical accounts of events (i.e. Battle of the Little Bighorn, treaty-making, etc.) 5.1.C
   d. Read The Lakota Way: Stories & Lessons for Living by Joseph Marshall and reflect on its implications within the student's lives 5.1.D

2. **Understand and evaluate the impact of Colonialism and Manifest Destiny on the historic and contemporary culture of Oceti Sakowin people.** 5.2
   a. Read Home to Medicine Mountain by Chiori Santiago and reflect on life during and after boarding schools 5.2.A
   b. Create a chart that illustrates the names of sites that have both Oceti Sakowin and English names 5.2.B
   c. Write a 5 paragraph essay about Manifest Destiny and Colonialism. 5.2.C
   d. Compare and contrast the different views of General Harney, Lewis and Clark and George Catlin 5.2.D
   e. Research and demonstrate the role of interpreters between tribes and government officials (i.e. Fort Laramie Treaty, etc.) 5.2.E

3. **Compare the diverse cultures (woodlands, prairie, and plains) within the Oceti Sakowin through oral tradition and written accounts.** 5.3
   a. Create a diorama that represents the woodland, prairie, and plains cultures 5.3.A
   b. Create a diagram depicting the annual camp circle of the Oceti Sakowin bands in their assigned locations 5.3.B
   c. Compare and contrast the evolution of written traditions within the three cultures (woodlands, prairie, and plains) of the Oceti Sakowin 5.3.C

Sovereignty & Treaties EU.6

1. **Identify historic eras as recorded through Oceti Sakowin Winter Counts, petroglyphs, and shirt wearer's shirts (1700-1870).** 6.1
   a. Identify and describe Winter Counts, petroglyphs, and shirt wearer's shirts (war shirt) 6.1.A
   b. Create a classroom (large group) Winter Count by choosing important activities throughout the year to portray (by consensus to add an event to the Winter Count) 6.1.B
   c. Compare events recorded on Winter Counts to dates in American history 6.1.C
   d. Find facts that are recorded in Winter Counts, and not in history books, and then describe the accuracy of the events (connected to Understanding 5) 6.1.D

Skip to main content

2. **Describe how Oceti Sakowin land stewardship was impacted through the process of treaty-making and land ownership (1532-1828).** 6.2
    a. Create classroom/playground rules using negotiation and compromise 6.2.A
    b. Divide a classroom into two groups and design a simulation of the treaty making process. Topics include land, trade, and laws 6.2.B
    c. Develop an essay on the effects of treaty rights violation on the Oceti Sakowin 6.2.C
    d. Select one treaty from 1851-1868 and interpret the issues arising from Manifest Destiny 6.2.D

3. **Analyze and define the historic and contemporary effects of US Removal and Relocation era policies on Oceti Sakowin people (1828-1887).** 6.3
    a. Define relocation and removal 6.3.A
    b. Role play the relocation/removal process 6.3.B
    c. On a map, label and identify relocation routes of the Oceti Sakowin (1828-1887) 6.3.C
    d. Research/report the boarding school history as it pertains to Oceti Sakowin 6.3.D
    e. Analyze the cause and effect on loss of cultural identity of the Oceti Sakowin by researching the following periods of US government encroachment including but not limited to:
Indian Removal Act 1830
Colonization Period 1850
Minnesota-Dakota War 1862
Treaty Period 1805-1871
Boarding Schools 1879-1968
Major Crimes 1885
Allotment Period/Dawes Act 1887
Wounded Knee 1890 6.3.E

4. **Identify and describe the impacts of US assimilation policies and programs on Oceti Sakowin people in education, language, culture civil rights & spiritual practice. (1887-1978).** 6.4
    a. Research and report on the US Boarding School project supported by the US government with the goal of "Killing the Indian to Save the Man." 6.4.A
    b. Watch and discuss Native Elder interviews concerning boarding school experiences. 6.4.B
    c. Explore data on the loss of Indigenous languages during this time period. 6.4.C
    d. Read, discuss and report on books and novels by Native American Renaissance writers. 6.4.D
    e. Research the American Indian Religious Freedom Act (AIRFA- 1978) Research how this has impacted ceremonial practices of the Oceti Sakowin people. 6.4.E

5. **Describe the Reorganization and Self- Governance time period of the Oceti Sakowin people (1928-1945).** 6.5
    a. Define citizenship, civil rights, freedoms 6.5.A
    b. Compare/contrast rights to responsibilities 6.5.B

Skip to main content

c. Explain and construct a timeline of the following Federal Acts
Pick-Sloan Act of 1944
Indian Removal Act of 1930
Research Indian Citizen Act of 1924, Public Law 280, New Deal Act/Indian Reorganization Act/Howard Wheeler Act of 1934 6.5.C

d. Analyze the causes and effects of the reorganization and self-government periods of the Oceti Sakowin
Indian Citizen Act of 1924
Pick-Sloan Act of 1944
Indian Removal Act of 1930
New Deal Act/Indian Reorganization Act/Howard Wheeler Act of 1934 6.5.D

6. **Demonstrate an understanding of how Oceti Sakowin tribal governments participate differently with state(s) and the federal government (historically to the present).** 6.6

a. Create a map/color a map of community services 6.6.A

b. Identify the contemporary infrastructure of the Oceti Sakowin tribal communities (ex: Tribal government headquarters/agencies, Tribal businesses, Tribal programs & compare/contrast to off-reservation community) 6.6.B

c. Discuss how Tribal governments, health services, schools, casinos, Bureau of Indian Affairs (BIA) and Bureau of Indian Education were affected by legislation and Acts 6.6.C

d. Explain the causes and effects of the termination time periods 1945-1961 and Self Determination Era 1961-Present time periods of the Oceti Sakowin
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 Assistance Act of 1975
Indian Gaming Regulatory Act of 1988
Native American Graves Protection and Repatriation Act of 1990
Black Hills Land Claim 1980 6.6.D

Way Of Life & Development EU.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.** 7.1

a. Create classroom rules that promote student self-determination 7.1.A

b. Define resiliency and how it is present in nature (i.e. adaptation of plants and animals to changes over time) 7.1.B

c. Share a personal experience that exhibited the values of courage and/or fortitude 7.1.C

d. Research and document how personal rights are incorporated in self-determination 7.1.D

e. Write a 5 paragraph essay on the American Indian Movement and events that led up to the occupation of Wounded Knee 7.1.E

f. Construct timelines, linear and/or cyclical, with explanation of the impact of events that created change beginning with the Self Determination Era 7.1.F

Skip to main content

2. **Examine and describe actions taken by Oceti Sakowin individuals and communities that bring about social change.** 7.2

    a. Trace a student's personal development over time and identify similarities to changes within Oceti Sakowin communities 7.2.A

    b. Investigate a contemporary issue (i.e. social, environmental, etc.) and explain the response of Oceti Sakowin individuals and communities 7.2.B

    c. Compare and contrast the differences and similarities of tribal colleges and mainstream colleges and universities 7.2.C

    d. Research contemporary tribal people who have made or are making an impact and positive change within their community or state 7.2.D

    e. Identify, research, and present (i.e. PowerPoint presentation, report, film, etc.) on racial stereotypes, fallacies, and misconceptions versus reality (i.e. myths vs. truths) 7.2.E

3. **Students will identify ways that the Oceti Sakowin values provide resiliency in keeping the Oceti Sakowin way of life.** 7.3

    a. Reflect on an Iktomi (spider/the trickster) story 7.3.A

    b. Create a personalized tipi or parfleche 7.3.B

    c. Share a personal experience that exhibits each value of the Oceti Sakowin 7.3.C

    d. Identify themes and concepts presented in Oceti Sakowin oral traditions (i.e. behaviors in Iktomi stories, etc.) 7.3.D

    e. Research and explain the role of Oceti Sakowin societies within traditional social structure (i.e. warrior societies, law enforcement, accomplished artisans, etc.) 7.3.E