

## “Identity” | OSEU 2: Identity & Resiliency

<p><b>Compelling Question</b></p>	<p>How do the <i>Oceti Sakowin</i> people identify themselves and how do they interpret their diversity in the past, today and the future?</p>	
<p><b>Standards and Practices</b></p>	<p>OSEUS 2.1: Demonstrate knowledge of the <i>Oceti Sakowin</i> people’s understanding of the interrelationship of spiritual, physical, social and emotional health.</p> <p>OSEUS 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 <i>Oceti Sakowin</i>.</p> <p>SS 9-12.G.3.1: Analyze the cultural and physical processes that make a place unique.</p> <p>SS 9-12.G.2.2: Describe a given region or area utilizing the five themes of geography.</p>	
<p><b>Staging the Question</b></p>	<p>What are the reasons for the creation of the <i>Oceti Sakowin</i> confederacy and are these reasons valid today?</p> <p>All organizations need prerequisites in order to establish a confederacy, what prerequisites were needed to establish the <i>Oceti Sakowin</i>?</p> <p>Identify how this <i>Oceti Sakowin</i> confederation has been organized and how it functions.</p> <p>Compare how <i>Oceti Sakowin</i> language dialects, their bands or groups, their territory and origin stories, evolved diversely but remained as one.</p> <p>Compare and contrast primary and secondary sources to identify multiple perspectives of <i>Oceti Sakowin</i> lifestyles.</p> <p>Use primary and secondary sources that are authentic to tell the story of the true identity and diversity of the <i>Oceti Sakowin</i>.</p>	
<p><b>Supporting Question 1</b></p>	<p><b>Supporting Question 2</b></p>	<p><b>Supporting Question 3</b></p>
<p>How was the <i>Oceti Sakowin</i> alliance created?</p>	<p>All organizations need prerequisites in order to establish an alliance or confederacy; what prerequisites were needed to establish the <i>Oceti Sakowin</i>?</p>	<p>What might the future hold of the <i>Oceti Sakowin</i>?</p>
<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>
<p>Interview a local elder. See video by PBS on the <i>Oceti Sakowin</i>.</p>	<p>View literature on the Iroquois confederacy or the 5 League of Nations and the <i>Oceti Sakowin</i>.</p>	<p>View natural resources on classroom map and see what resources were available to the various tribes, especially the <i>Oceti Sakowin</i>. Make sure they are in the appropriate</p>

		culture areas that the <i>Oceti Sakowin</i> had been.
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>
<a href="http://watch.sdpb.org/video/1472853204/">http://watch.sdpb.org/video/1472853204/</a>	Victor Douville, Oceti Sakowin Kin, Sinte Gleska University Victor Douville, Oceti Sakowin (Ppt.), Sinte Gleska University	Victor Douville, Oceti Sakowin Kin, Sinte Gleska University
<b>Summative Performance Task</b>	<b>Argument</b>	Present a case for a need to form a confederacy for the Oceti Sakowin members. Make sure you argue this case for the past, present and future.
	<b>Extension</b>	Create a chart with all of the appropriate data regarding the Oceti Sakowin. This should entail the members, the dialects, the lifestyles and territories (the original territory of each group and the present reservation systems of the <i>Oceti Sakowin</i> )
<b>Taking Informed Action</b>	Almost all of the <i>Oceti Sakowin</i> are committing themselves to improve the lives of the <i>Oceti Sakowin</i> . Students should contact one or more of the representative of each reservation and offer to help strengthen the identity of the <i>Oceti Sakowin</i> by sharing the information students have found.	