

**“History Through Stories” | OSEU 5: Oral Tradition & Story**

<b>Compelling Question</b>	How is <i>Oceti Sakowin</i> oral tradition and lore appropriate for historical analysis of the culture?	
<b>Standards and Practices</b>	<p>OSEUS 5.1 -- Identify elements of <i>Oceti Sakowin</i> culture within oral tradition, written accounts and primary source information, and compare them to written accounts by mainstream historians.</p> <p>OSEUS 5.2 -- Understand and evaluate the impact of Colonialism and Manifest Destiny on the historic and contemporary culture of <i>Oceti Sakowin</i> people.</p> <p>SS 9-12.H.2.7 -- Critique recent developments in the United States addressing the roles of people, ideas, and groups in terms of foreign &amp; domestic issues.</p> <p>9-12.H.5.4 -- Investigate the philosophical foundations, the causes, and the effects of the Revolutionary Era in American history.</p>	
<b>Staging the Question</b>	Is it appropriate to use <i>Oceti Sakowin</i> stories to tell us about history and how would that work?	
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>
What is oral tradition and cultural lore?	What other ways are there to pass down cultural traditions and lore?	What happens when we don't include oral tradition and lore of multiple cultures into the overall historical accounts of the mainstream culture?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Have students create their own oral tradition story, based on their family and its history. Students will present to the class.	Create a Winter Count based on the students' family histories.	Panel discussion on the merits of oral tradition and lore.
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>
<p>Video -- Joseph Marshall III:  <a href="http://www.wolakotaproject.org/oseu-five-interview-with-joseph-marshall-iii/">http://www.wolakotaproject.org/oseu-five-interview-with-joseph-marshall-iii/</a></p> <p>Video -- Faith Spotted Eagle:  <a href="http://www.wolakotaproject.org/oseu-five/oseu-five-interview-with-faith-spotted-eagle/">http://www.wolakotaproject.org/oseu-five/oseu-five-interview-with-faith-spotted-eagle/</a></p> <p>Web article:</p>	<p>Video resource:            Donald Montileaux  <a href="http://www.wolakotaproject.org/oseu-5-oral-history-ledger-art-with-donald-montileaux/">http://www.wolakotaproject.org/oseu-5-oral-history-ledger-art-with-donald-montileaux/</a></p> <p>Article &amp; resource (Smithsonian Inst.):  <a href="http://wintercounts.si.edu/html_verse/ion/pdfs/lakotaTG_full.pdf">http://wintercounts.si.edu/html_verse/ion/pdfs/lakotaTG_full.pdf</a></p>	<p>Video resource:  <a href="http://www.wolakotaproject.org/oseu-five-drs-sherry-johnson-nadine-eastman-biased-history-texts/">http://www.wolakotaproject.org/oseu-five-drs-sherry-johnson-nadine-eastman-biased-history-texts/</a></p>

<http://www.unesco.org/culture/ich/en/oral-traditions-and-expressions-00053>

<b>Summative Performance Task</b>	<b>Argument</b>	Write an argumentative essay supporting the use of oral tradition and lore (including devices such as Winter Counts, etc.) in historical accounts.
	<b>Extension</b>	What are at least three possible objections people might have to incorporating oral tradition into historical accounts? Create a chart that lists and refutes those objections.
<b>Taking Informed Action</b>		Have students from different cultures describe each other's cultures, highlighting how they are similar and different and describing how they feel about the other culture.