

**“19<sup>th</sup>-Century Voices on Sovereignty” | OSEU 6: Sovereignty & Treaties**

<b>Compelling Question</b>	What did 19 <sup>th</sup> -century <i>Oceti Sakowin</i> leaders think about the U.S. government’s dealings with their people?	
<b>Standards and Practices</b>	<p>OSEUS 6.3 – Analyze and define the historic and contemporary effects of US <u>Removal and Relocation</u> era policies on <i>Oceti Sakowin</i> people (1828-1887).</p> <p>SS 9-12 H.1.3 – Describe the causes and effects of the process of United States territorial expansion between the founding and the Civil War.</p>	
<b>Staging the Question</b>	<p>Why were <i>Oceti Sakowin</i> people removed from their lands in the 19<sup>th</sup> century if they didn’t want to leave?</p> <p>Watch “1851 Treaty, 1892 Agreement with Faith Spotted Eagle” on the Wolakota Project website  <a href="http://www.wolakotaproject.org/oseu-six/oseu-six-faith-spotted-eagle-part-5-1851-treaty-1892-agreement/">http://www.wolakotaproject.org/oseu-six/oseu-six-faith-spotted-eagle-part-5-1851-treaty-1892-agreement/</a></p>	
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>
Comparing the U.S. government with the <i>Oceti Sakowin</i> people, which entity wielded more power in treaty and land issues?	How did some <i>Oceti Sakowin</i> leaders try to convince people that the U.S. government could be trusted?	How did some <i>Oceti Sakowin</i> leaders try to convince people that the U. S. government could <u>not</u> be trusted?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Watch the interview listed and linked below, and read the speech of Little Crow, listed below. Discuss the balance of power revealed in these sources in 1-2 paragraphs.	Read the speeches from the <i>Oceti Sakowin</i> leaders listed below and use the graphic organizer attached to record your thinking about the speeches.	Read the speeches from the <i>Oceti Sakowin</i> leaders listed below and use the graphic organizer attached to record your thinking about the speeches.
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>
Watch “The Impact of Forced Treaties with Stephanie Charging Eagle” on the Wolakota Project website <a href="http://www.wolakotaproject.org/oseu-six/oseu-six-interview-with-stephanie-charging-eagle/">http://www.wolakotaproject.org/oseu-six/oseu-six-interview-with-stephanie-charging-eagle/</a>	These speeches are from the book <u>Great Speeches by Native Americans</u> , ed. Bob Blaisdell, Dover Publications, 2000. <a href="https://www.amazon.com/Speeches-Native-Americans-Thrift-Editions/dp/0486411222">https://www.amazon.com/Speeches-Native-Americans-Thrift-Editions/dp/0486411222</a>	These speeches are from the book <u>Great Speeches by Native Americans</u> , ed. Bob Blaisdell, Dover Publications, 2000. <a href="https://www.amazon.com/Speeches-Native-Americans-Thrift-Editions/dp/0486411222">https://www.amazon.com/Speeches-Native-Americans-Thrift-Editions/dp/0486411222</a>
		Struck by the Ree: “If we had been

<p>Little Crow: “Taoyateduta is not a coward, and he is not a fool!” from <u><a href="https://www.amazon.com/Speeches-Native-Americans-Thrift-Editions/dp/0486411222">Great Speeches by Native Americans</a></u>, ed. Bob Blaisdell, Dover Publications, page 122-123.</p> <p><a href="https://www.amazon.com/Speeches-Native-Americans-Thrift-Editions/dp/0486411222">https://www.amazon.com/Speeches-Native-Americans-Thrift-Editions/dp/0486411222</a></p> <p>(Please note that the introduction to this speech reflects old academic thinking. For example, the war referenced is called the Dakota War of 1862, not the Great Sioux Uprising, and the settler deaths were not the result of a “massacre” but the result of a two-sided war. Teachers should use the words of the <i>Oceti Sakowin</i> leaders but be wary of the editor’s words.)</p>	<p>Spotted Tail: “This strange white man—consider him, his gifts are manifold!” p. 134.</p> <p>Spotted Tail: “The people that you see before you are not men of a different country, but this is their country” pp 135-138.</p>	<p>learned all these things we could support ourselves” pp 124-129.</p> <p>Red Cloud: “Shall we permit ourselves to be driven to and fro?” p. 130.</p> <p>Red Cloud: “Dakotas, I am for war!” p. 131.</p> <p>Red Cloud: “The Great Spirit made us both” pp 132-133.</p> <p>Sitting Bull: “Behold, my friends, the spring is come” p. 166.</p> <p>Sitting Bull: “You come here to tell us lies, but we don’t want to hear them” pp 167-168.</p> <p>Sitting Bull: “The life my people want is a life of freedom” pp 169-170.</p> <p>Sitting Bull: “What treaty that the whites have kept has the red man broken? p. 175.</p>
<p>Summative Performance Task</p>	<p>Argument</p> <p>Extension</p>	<p>Using the speeches you have read as sources, write a brief essay answering the following question: “What specific actions of the U.S. government did <i>Oceti Sakowin</i> leaders deem unfair and illegal?”</p> <p>Answer the following question in a wall chart you create: In what ways did the actions of the U.S. Government violate the trust of <i>Oceti Sakowin</i> people during the Removal and Relocation era (1828-1887).</p>
<p>Taking Informed Action</p>	<p>Conduct interviews with community members who spend time on and off South Dakota reservations to find out what they see as positive and negative aspects of modern reservation life. Film the interviews or type transcripts of the interviews in order to share them with others.</p>	

See graphic organizer on next page

## Thinking About Sources

Please record your thinking in these boxes so you can discuss the source with others.

Who is the speaker?

Who is the audience?

2 main points the speaker makes:

1 possible objection the audience has:

**SL1: I can get ready to contribute my ideas to a discussion about a text (written or visual).**

**3**

**2**

**1**

Students can use graphic organizers to arrange their thinking about a text as they get ready to discuss it. They record their thinking in writing. They show in their work that they have made an effort to extend their thinking and record it.

Students can use graphic organizers to arrange their thinking about a text as they get ready to discuss it, but their writing on the graphic shows that they put forth minimal effort.

Students show in their writing on the graphic organizer that they do not yet understand the task \*or\* they do not understand the source. They may have neglected to write in some of the areas of the graphic organizer. Their writing about the sources may be sarcastic or disrespectful.

