

“Winter Counts and Other Ways” | OSEU 6: Sovereignty and Treaties

Compelling Question	How else can we learn about the pre-written history of the <i>Oceti Sakowin</i> ?	
Standards and Practices	<p>OSEUS 6.1: Identify historic eras as recorded through <i>Oceti Sakowin</i> Winter Counts, petroglyphs, and shirt wearer’s shirts (1700-1870).</p> <p>K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.</p>	
Staging the Question	What do Winter Counts, petroglyphs, and shirt wearer’s shirts tell us about the <i>Oceti Sakowin</i> told about themselves before European immigrants arrived?	
Supporting Question 1	Supporting Question 2	Supporting Question 3
How did <i>Oceti Sakowin</i> people construct a Winter Count and information is on it?	What do petroglyphs tell us about the ancestors of the <i>Oceti Sakowin</i> ?	What are shirt wearer’s shirts and what can we learn about the <i>Oceti Sakowin</i> from them?
Formative Performance Task	Formative Performance Task	Formative Performance Task
<ol style="list-style-type: none"> 1. Visit Smithsonian Institute Website and read about Winter Counts. 2. Find other online sources about Winter Counts. 3. Create a graphic form depicting construction of a Winter Count. 4. Construct and explain a timeline showing a Winter Count’s events and events in United States history in approximate same times. Display it. 	<ol style="list-style-type: none"> 1. Explore online the Jefferson petroglyph website in Minnesota and view Vernell Wabasha’s video. 2. Explore online the Travel South Dakota website. 3. Explore websites for possible meanings for petroglyphs. 4. Discuss what the petroglyphs could tell us about the time before modern <i>Oceti Sakowin</i>. 5. Compose a painting using at least ten petroglyph symbols. Explain your painting. 	<ol style="list-style-type: none"> 1. Read online information about various leaders. 2. Read online information about characteristics of Lakota leaders. 3. Find other online resources that tell who other shirt wearers were and how they might have earned that honor. 4. Write and read to class an essay about what makes a great leader of the <i>Oceti Sakowin</i>. Use a modern day example or historic example from the <i>Oceti Sakowin</i> people for the leader.
Featured Sources	Featured Sources	Featured Sources
<p>http://wintercounts.si.edu/html_version/pdfs/lakotaTG_full.pdf</p> <p>(In above site, High School lessons are on pp 18-20)</p>	<p>http://sites.mnhs.org/historic-sites/jeffers-petroglyphs/history</p> <p>https://www.travelsouthdakota.com/explore-with-us/spotlights/ancient-art</p>	<p>http://www.ndstudies.org/resources/IndianStudies/standingrock/leaders_traditional.html</p> <p>http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1002&context=aglecdiss</p>
Summative	Argument	Debate topic: “ Great leaders are born, not made.”

Performance Task	Extension	Choose one of the three methods of pre-written history of the <i>Oceti Sakowin</i> and create a ten-minute presentation on it. Include pictures, maybe short video, music, poetry, get creative.
Taking Informed Action	Contact a Cultural Preservation Office at a South Dakota tribe and ask what they might have concerning Winter Counts, Petroglyphs, or Shirt Wearer's Shirts. If a tribe does have something concerning these topics, share that information with the class in a short (15 minutes or less) speech that includes written resources. If one tribe does not have that information, then contact another tribe or a cultural museum or other institution.	