

“Stories” | OSEU 2: Identity & Resiliency

“Stories” | OSEU 5: Oral Tradition & Story

Compelling Question	How are stories told differently?	
Standards and Practices	<p>OSEUS 2.2 Describe the impact of Euro-American ideals, values, rights, philosophy and beliefs upon Oceti Sakowin people as tribal, state and US citizens.</p> <p>OSEUS 5.1 Identify elements of Oceti Sakowin culture citizens with oral, written accounts and primary source information, and compare them to written accounts by mainstream historians.</p> <p>8.H.2.2 Analyze how westward expansion was motivated by economic gain and Manifest Destiny.</p> <p>8.H.4.7 Describe ways in which migration led to conflicts between Anglo-European and Native American culture.</p> <p>8.C.1.2 Explain how government decisions impact people, places, and history.</p>	
Staging the Question	Do people tell the same story differently? Why does this happen?	
Supporting Question 1	Supporting Question 2	Supporting Question 3
How do the accounts of the Trail of Tears vary between the Cherokee, Creek, Choctaw and the US Army?	What arguments were made in favor and opposing the relocation of the Oceti Sakowin people?	How did laws made by the US government impact the Oceti Sakowin people?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will be reading accounts of the Trail of Tears using primary sources from different perspectives and compare and contrast those stories. Students will be broken up into 4 different groups and asked to share how the story of the group they read about	Read excerpts from the Congressional debate on the Indian Removal Act and identify 5 arguments made in favor of the act and 5 against the act	Watch the interview with David Bald Eagle and listen to how laws made by Europeans effected the Oceti Sakowin people. Develop a list of 3 laws that directly affected the Oceti Sakowin people and give a brief 3-5 sentence summary of how they were perceived by the Oceti Sakowin people and other Americans
Featured Sources	Featured Sources	Featured Sources
<p>Primary Source Documents:</p> <p>I Think US History: Manifest Destiny pages 57-61</p> <p>http://www.learnnc.org/lp/editions/nchist-newnation/4532</p>	<p>Primary Source Documents:</p> <p>https://www.loc.gov/rr/progrm/bib/ourdocs/Indian.html</p>	<p>Video Source: Interview with David Bald Eagle</p> <p>http://www.wolakotaproject.org/oseu-two/oseu-two-interview-with-david-bald-eagle/</p>

Summative Performance Task	Argument	Create an argument opposing the Indian Relocation Act citing information and accounts mentioned in the primary source material.
	Extension	Research other laws passed by the US government and write a report that discusses how these laws impacted the Oceti Sakowin people.
Taking Informed Action	Have students share the stories of these groups (Cherokee, Creek, Choctaw or US Soldiers) on the Trail of Tears with a family member and come up with a news story from today that is similar and present it to the class.	