



OSEU Thematic Conversations Outline

Intro: The Oseti Sakowin People

- Key Concepts:
 - The Oseti Sakowin means “The Seven Fireplaces”
 - Families gathered and cooked around fires
 - There were 7 very large groups, all related who stayed in touch with each other in SD and beyond
 - The seven family groups had names that connected with the areas they lived such as “leaf shooters” or “forest dwellers”
- OSEU Document Link: https://www.wolakotaproject.org/wp-content/uploads/2018/04/OSEU-BOESAdopted_March19_2018.zip (See page 27)
- SDPB Video Link: <https://watch.sdpb.org/video/south-dakota-documentaries-oceti-sakowin-seven-council-fires/>

OSEU 1- Lands and Environment

- OSEU 1 – **What is a Reservation?** (Nations – 9 different nations inside our state)
 - Key Concepts:
 - People live in different nations, i.e. the US, Canada, Mexico, etc.
 - SD has nations inside its boundaries
 - These nations existed long before the “US” existed
 - There are 9 recognized nations inside SD
 - The Oseti Sakowin people are citizens of those 9 nations and also the US
 - Those 9 nations are called reservations
 - Map on page 31 of OSEU document
 - Specific video links:
 - <https://youtu.be/TAHQp6WnGnU?list=PLs8d38Q6863saOcWSMPySUK7IE1j6iL-j>
 - https://youtu.be/3kxR-cPYa_s
 - <http://www.wolakotaproject.org/oseu-two/oseu-two-interview-with-gladys-hawk/>
- OSEU 1 – **Land Stewardship of Unci Maka**
 - Key Concepts:
 - The Oseti Sakowin people felt a strong responsibility to care for the land and the animals and plants





- The land and the plants and the animals took care of the Oceti Sakowin people by providing food, clothing, shelter, etc.
- They considered the land to be a relative, Unci Maka (Grandmother Earth)
- They considered plants, rocks, animals to also be relatives and members of other “nations”
- Specific video links:
 - <http://www.wolakotaproject.org/oceti-sakowin-essential-understanding-one/oseu-one-interview-with-jace-decory/>
 - <http://www.wolakotaproject.org/oceti-sakowin-essential-understanding-one/oseu-one-interview-with-joseph-marshall-iii/>
 - <http://www.wolakotaproject.org/oceti-sakowin-essential-understanding-one/oseu-one-interview-with-stephanie-charging-eagle/>
 - <http://www.wolakotaproject.org/oceti-sakowin-essential-understanding-one/oseu-one-interview-with-gladys-hawk/>

OSEU 2- Identity and Resiliency

- OSEU 2 – **What are Origin Stories?**
 - Key Concepts:
 - All people tell stories about where they have come from
 - These stories also help people to remember the important things about themselves
 - There are many different origin stories among the Oceti Sakowin people
 - One story is about the people coming from Wind Cave in the Black Hills
 - Text and all videos: <https://www.wolakotaproject.org/oseu-two/>
 - Specific video links:
 - <http://www.wolakotaproject.org/oseu-5-origin-story-with-duane-hollow-horn-bear/>
- OSEU 2 – **What is the Medicine Wheel?**
 - Key Concepts:
 - Details of the medicine wheel (colors, directions, etc.)
 - The medicine wheel represents balance
 - The circle represents how everything happens in a cycle
 - Specific video links:
 - <http://www.wolakotaproject.org/educator-pd-velma-kills-back-teaching-the-medicine-wheel/>
 - <http://www.wolakotaproject.org/educator-pd-velma-kills-back-the-colors-of-the-medicine-wheel/>





- <http://www.wolakotaproject.org/educator-pd-velma-kills-back-identity-in-the-classroom/>

OSEU 1 & 2 Discussion:

1. In what ways might the themes expressed here impact your instruction with students?
2. How might knowledge of these themes related to the OSEU assist you with the development of your curriculum and the creation of your learning environment?
3. What sorts of connections do you see between the OSEU and student-centered/student-led engagement in your learning environment? What benefits might these connections offer for your students?
4. How might engagement with the OSEU lead to personal transformation for not only your students, but also for you as their leader?

OSEU 3- Culture and Language

- OSEU 3 – **What are the Languages of the Oceti Sakowin People?**
 - Key Concepts:
 - The Oceti Sakowin people all speak the same language
 - They speak different dialects which means they say certain words differently
 - The best example of this is the name of the three “language groups”
 - Lakota, Dakota, Nakota
 - Many people can no longer speak or understand these languages
 - A lot of people are trying to make sure that young people learn these languages so they don’t disappear
 - Text and all videos: <https://www.wolakotaproject.org/oseu-three/>
 - Specific video links:
 - <http://www.wolakotaproject.org/oseu-three/oseu-three-jace-decory-part-1-language-identity/>
 - <http://www.wolakotaproject.org/oseu-three-language-loss-lydia-whirlwind-soldier/>
- OSEU 3 – **Oceti Sakowin Songs and Dance**
 - Key Concepts:
 - Many songs and dances are very important to the Oceti Sakowin people
 - The three main kinds of songs and dances are for celebrations or honorings, ceremonies, and wacipis or powwows
 - Specific video links:
 - <http://www.wolakotaproject.org/oseu-three-april-fallis-respect-dancing-pow-wows/>
 - More information is needed for this





OSEU 4- Kinship and Harmony

- OSEU 4 – **What Does Kinship Mean?**
 - Key Concepts:
 - Kinship has to do with the ways we relate to family members
 - Different families have different ways of interacting and respecting each other
 - The Oceti Sakowin people lived together with large families
 - They had very specific ways or “rules” for getting along well with each other
 - Oceti Sakowin people usually addressed each other with kinship terms
 - Text and all videos: <https://www.wolakotaproject.org/oseu-four/>
 - Specific video links:
 - <http://www.wolakotaproject.org/oseu-four/oseu-four-interview-with-vernon-ashely/>
 - <http://www.wolakotaproject.org/oseu-four-kinship-ways-victor-douville/>
 - <http://www.wolakotaproject.org/oseu-four-drs-sherry-johnson-nadine-eastman-traditional-kinship-roles/>
- OSEU 4 – **Mitakuye Oyasin**
 - Key Concepts:
 - The Oceti Sakowin people practiced Mitakuye Oyasin which means “All My Relatives”
 - They believed that because we are all related, we should treat one another in respectful ways
 - The Oceti Sakowin people have a way of creating relatives when someone might need family...this is called a hunka relative
 - Specific video links:
 - <http://www.wolakotaproject.org/oseu-four-interview-with-joseph-marshall-iii/>
 - <http://www.wolakotaproject.org/oseu-four/oseu-four-interview-with-stephanie-charging-eagle/>
 - <http://www.wolakotaproject.org/oseu-four-lowell-amiotte-family-is-always-there/>
 - <http://www.wolakotaproject.org/oseu-six-mitakuye-oyasin-ricky-gray-grass/>





OSEU 5- Oral Tradition and Story

- OSEU 5 – **Who is Iktomi?**
 - Key Concepts:
 - Iktomi is a spider, but also takes other forms in stories from the Oceti Sakowin people
 - He is known as a trickster
 - These stories help teach us lessons about ourselves and how life works
 - Text and all videos: <https://www.wolakotaproject.org/oseu-five/>
 - Specific video links:
 - https://www.wolakotaproject.org/storytelling_duane_hollow_horn_bear/
 - <http://www.wolakotaproject.org/oseu-five/the-story-of-iktomi-and-the-ducks-with-velma-kills-back/>
- OSEU 5 – **What is a Winter Count?**
 - Key Concepts:
 - Each winter large family groups called tiospaye who were part of the Oceti Sakowin, added to their winter count
 - Traditionally winter counts were done on buffalo hides, but some were also done on paper or other types of hides
 - Each year has a picture of a memorable event selected by members of the tiospaye
 - The keeper of the winter count would add the new picture and then tell the stories of all the pictures going back through the years
 - This way, all the people knew their history and knew the important events that happened to their tiospaye
 - Specific video links:
 - <https://www.wolakotaproject.org/winter-count-language-arts-social-science-lesson/>
 - <http://www.lc-triballegacy.org/video.php?vid=957&query=Winter%20Counts>
 - <https://www.youtube.com/watch?v=VyK1Oqogcg8&t=130s>

OSEU 3, 4 & 5 Discussion:

1. In what ways might the themes expressed here impact your instruction with students?
2. How might knowledge of these themes related to the OSEU assist you with the development of your curriculum and the creation of your learning environment?
3. What sorts of connections do you see between the OSEU and student-centered/student-led engagement in your learning environment? What benefits might these connections offer for your students?
4. How might engagement with the OSEU lead to personal transformation for not only your students, but also for you as their leader?





OSEU 6- Sovereignty and Treaties

- OSEU 6 – **How Do We Get Along?**
 - Key Concepts
 - People don't always agree, so they have to make agreements
 - Treaties are agreements made between nations
 - The Oceti Sakowin people and the US Government made treaties with each other that had to do with land, hunting, food, education, health care, water and many other things
 - Some treaties brought good things and some treaties brought some bad things as well
 - Treaties are important parts of our laws and are still being studied today to make sure that the agreements are honored
 - Specific video links:
 - <https://youtu.be/N-Pcrfha408?list=PLs8d38Q6863saOcWSMPySUK7iE1j6iL-j>
 - <http://www.wolakotaproject.org/oseu-six/oseu-six-interview-with-stephanie-charging-eagle/>
 - <http://www.wolakotaproject.org/oseu-six-whitney-rencountre-working-together/>
- OSEU 6 – **What is a Boarding School?**
 - Key Concepts:
 - Boarding schools are places where children live and attend schools
 - In the late 1800s, the US government had made agreements with the Oceti Sakowin people to provide education
 - The US government not only wanted the Oceti Sakowin children to learn, but they also wanted them to be like other English speaking people in the US
 - These boarding schools made rules to keep the Oceti Sakowin children from speaking their language, from dressing and wearing their hair in their own traditional ways and even from thinking and worshipping in the ways they had learned from their parents
 - This was very hurtful to the children and to all of the Oceti Sakowin people
 - This caused some of the people to forget their language, forget their culture and stories, and to forget how wonderful their traditions were
 - Today, schools are more aware that learning important things doesn't mean forgetting who you are or any of the things that are important to your family
 - Text and all videos: <https://www.wolakotaproject.org/oseu-six/>
 - Specific video links:
 - [Boarding School 03a –“Leaving Home” with Sidney Byrd](#)
 - [Boarding School 03b–“A Friend on the Train” with Sidney Byrd](#)
 - [Boarding School 03c–“Arriving At School” with Sidney Byrd](#)
 - [Boarding School 03d–“Students Drilling” with Sidney Byrd](#)





[Boarding School 03e–“Rose Pumpkinseed” with Sidney Byrd](#)

[Boarding School 03f–“Draw Day” with Sidney Byrd](#)

[Boarding School 03g–“Returning Home” with Sidney Byrd](#)

- <http://www.wolakotaproject.org/oseu-six-vernon-ashley-boarding-school-oceti-sakowin-the-wheeler-howard-act/>

OSEU 7- Way of Life and Development

- OSEU 7 – What is the Woose Sakowin?
 - Key Concepts:
 - Woose Sakowin means “7 Sacred Laws”
 - These laws guide the Oceti Sakowin people in how to treat each other and everything else
 - Different groups within the Oceti Sakowin have different versions or understandings of the important laws, but most of them agree on the important elements
 - The Oglala Lakota version of these laws include:
 - Wacante Oganake: To help, to share, to give, to be generous.
 - Wowaunsila: Pity, compassion.
 - Wowauonihan: To respect, to honor.
 - Wowacintanka: Patience and tolerance.
 - Wowahwala: To be humble, to seek humility.
 - Woohitike: To be guided by your principles, disciplined, bravery and courage.
 - Woksape: Understanding and wisdom.
 - Specific links:
 - <https://www.wolakotaproject.org/woope-sakowin-web-brochure/>
 - <https://www.tie.net/woope-sakowin-classroom-management-using-seven-sacred-laws/>
- OSEU 7 – The Oceti Sakowin People Today (compare to movies and stereotypes – current issues)
 - Key Concepts:
 - In our history, movies and books about “Indians” have been very popular; they are often called “westerns”
 - These movies and books often didn’t tell the honest story about Native Americans—including the Oceti Sakowin people
 - These “westerns” sometimes made Native American people seem bad, or mean—using the word “savages”—and sometimes made it seem like they were all gone today, and only a part of “history”
 - Native American people are alive and well today; many who live in South Dakota are part of the Oceti Sakowin people





- The Oceti Sakowin people are very active in all aspects of life including government, education, sports, medicine, law, the military, the arts, and anything else you might think of
- The Oceti Sakowin people are very active in helping others to understand that they are not “gone” or simply a part of “history”
- The Oceti Sakowin people tell the story of themselves much better than someone else could tell it
- Text and all videos: <https://www.wolakotaproject.org/oseu-seven/>
- Specific video links:
 - <http://www.wolakotaproject.org/oseu-five-interview-with-joseph-marshall-iii/>
 - <http://www.wolakotaproject.org/oseu-seven/oseu-seven-interview-with-stephanie-charging-eagle/>
 - <http://www.wolakotaproject.org/oseu-seven-drs-sherry-johnson-nadine-eastman-addressing-misconceptions/>
 - <http://www.wolakotaproject.org/oseu-seven-whitney-rencontre-educational-self-determination/>
 - <http://www.wolakotaproject.org/oseu-7-heroes-technology-with-donald-montileaux/>

OSEU 6 & 7 Discussion:

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