OSEU 1: Lands & Environment

The original land base and natural resources of the Oceti Sakowin [oh-CHEH-tee shaw-KOH-we] were under communal stewardship prior to immigrant settlement. Oceti Sakowin have a distinct and unique interrelationship with the environment that is essential to South Dakota.

Oceti Sakowin Essential Understanding 1, PK-12 Standards

- **Standard 1.1** – Identify changes from the historic land base to the contemporary nine-reservation South Dakota land base of the Oceti Sakowin, and analyze the causes and implication of those changes.
- **Standard 1.2** – Describe traditional and contemporary Oceti Sakowin perspectives on communal stewardship of land and natural resources (flora, fauna, geographic and sacred features).
- **Standard 1.3** – Demonstrate understanding of the interrelationships of Oceti Sakowin people, places, and environments within all tribal lands in South Dakota.
- **Standard 1.4** – Identify and explain contemporary environmental issues facing Oceti Sakowin lands (i.e. Dakota Pipeline, etc.).
- **Standard 1.5** – Examine strategies the tribal governments and other tribal leaders are taking to improve the lands and natural gifts of Oceti Sakowin people.

NOW share with the group how an idea from THIS OSEU might fit in with something you ALREADY teach...
OSEU 2: Identity & Resiliency

There is variety and resiliency among individuals within the Oceti Sakowin [oh-CHEH-tee shaw-KOH-we] Oyate [oh-YAH-tay] (people) as identity is developed, defined and redefined by entities, by organization, and by people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no “generic American Indian.”

Oceti Sakowin Essential Understanding 2, PK-12 Standards

- **Standard 2.1** – Demonstrate knowledge of the Oceti Sakowin people’s understanding of the interrelationship of spiritual, physical, social and emotional health.
- **Standard 2.2** – Describe the impact of Euro-American ideals, values, rights, philosophy, and beliefs, upon Oceti Sakowin people as tribal, state, and US citizens.
- **Standard 2.3** – Recognize that there is a continuum of tribal identity, ranging from assimilated to traditional lifestyle, that includes each unique subculture or individual member within the Oceti Sakowin.

NOW share with the group how an idea from THIS OSEU might fit in with something you ALREADY teach...
OSEU 3: Culture & Language

The origin, thought and philosophy of the Oceti Sakowin [oh-CHEH-tee shaw-KOH-we] continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and observed by many Tribal members both on and off the reservations.

Oceti Sakowin Essential Understanding 3, PK-12 Standards

- **Standard 3.1** - Identify similarities and differences among the Lakota/Dakota/Nakota language dialects.
- **Standard 3.2** - Describe efforts made by Tribal members on and off the reservation to revitalize Oceti Sakowin languages.
- **Standard 3.3** - Recall Oceti Sakowin sacred sites, creation stories, and star knowledge and describe how they relate to each other, and how they are still used today on and off the reservation.
- **Standard 3.4** - Identify Oceti Sakowin songs and categorize them by appropriate context (ceremony songs, honoring / celebration songs, and wacipi / powwow songs).

Learn FROM
(deep sharing, transformation)

1. Have you learned any languages other than English? Have you learned a language any of your ancestors spoke as a first language? What was that experience like for you?
2. How do you feel about governmental policies that are designed to police or eliminate certain languages? Why do you think this was done?
3. Have you ever had to “go underground” about something? Are you willing to share that openly now? What was that experience like?
4. How do you feel about the preservation of endangered languages? How important is this issue for the native speakers? How important is it for the larger, global community?

NOW share with the group how an idea from THIS OSEU might fit in with something you ALREADY teach...
OSEU 4: Kinship & Harmony

Oceti Sakowin [oh-CHEH-tee shaw-KOH-we] kinship systems provide a framework for both individual and group behavior. Its unwritten rules promote harmony, compromise, a sense of order, and group cohesion.

Oceti Sakowin Essential Understanding 4, PK-12 Standards
- **Standard 4.1** - Compare and contrast the traditional Oceti Sakowin family structure to contemporary family structures.
- **Standard 4.2** - Describe the traditional behavior patterns, codes of respect and values promoted within the Oceti Sakowin tiospaye.

NOW share with the group how an idea from THIS OSEU might fit in with something you ALREADY teach...
OSEU 5: Oral Tradition & Story

History told from the *Oceti Sakowin* [oh-CHEH-tee shaw-KOH-we] perspective, through oral tradition and written accounts, frequently conflicts with the stories told by mainstream historians. An analysis of multiple perspectives reveals history in a more inclusive and accurate way.

*Oceti Sakowin Essential Understanding 5, PK-12 Standards*

- **Standard 5.1** – Identify elements of *Oceti Sakowin* culture within oral tradition, written accounts and primary source information, and compare them to written accounts by mainstream historians.
- **Standard 5.2** – Understand and evaluate the impact of Colonialism and Manifest Destiny on the historic and contemporary culture of *Oceti Sakowin* people.
- **Standard 5.3** – Compare the diverse cultures (woodlands, prairie, and plains) within the *Oceti Sakowin* through oral tradition and written accounts.

NOW share with the group how an idea from THIS OSEU might fit in with something you ALREADY teach...
OSEU 6: Sovereignty & Treaties

Federal policies and treaties put into place throughout American history have affected *Oceti Sakowin* [oh-CHEH-tee shaw-KOH-we] people adversely. Tribes as sovereign nations have the authority to enter into government to government relationships. Currently, the relationship between each tribe, their state(s), and the federal government is not the same for each tribe.

*Oceti Sakowin Essential Understanding 6, PK-12 Standards*

- **Standard 6.1** -- Identify historic eras as recorded through *Oceti Sakowin* Winter Counts, petroglyphs, and shirt wearer’s shirts (1700-1870).
- **Standard 6.2** – Describe how *Oceti Sakowin* land stewardship was impacted through the process of treaty-making and land ownership (1532-1828).
- **Standard 6.3** -- Analyze and define the historic and contemporary effects of US Removal and Relocation era policies on *Oceti Sakowin* people (1828-1887).
- **Standard 6.4** – Identify and describe the impacts of US assimilation policies and programs on *Oceti Sakowin* people in education, language, culture civil rights and spiritual practice. (1887-1978).
- **Standard 6.5** – Describe the Reorganization and Self-Governance time period of the *Oceti Sakowin* people (1928-1945).
- **Standard 6.6** – Demonstrate an understanding of how *Oceti Sakowin* tribal governments participate differently with state(s) and the federal government (historically to the present).

NOW share with the group how an idea from THIS OSEU might fit in with something you ALREADY teach...
Read the OSEU, View the linked interview, then, have a conversation with your group, sharing your thoughts about one of the Learn From questions.

OSEU 7: Way of Life & Development

The essential philosophy of the Oceti Sakowin [oh-CHEH-tee shaw-KOH-we] wicoun [wee-CHO] (way of life) is based on the values of the Oceti Sakowin which have created resiliency of the Oyate [oh-YAH-tay] (people). Tribal communities have put considerable effort into education and economic development, tribal universities and colleges, wellness centers, cultural traditions, and language revitalization.

Oceti Sakowin Essential Understanding 7, PK-12 Standards

- **Standard 7.1** – Identify policies that were established during the Self Determination Era which created a change for tribal communities and reinforced the essential philosophy of the Oceti Sakowin, demonstrating resiliency.
- **Standard 7.2** – Examine and describe actions taken by Oceti Sakowin individuals and communities that bring about social change.
- **Standard 7.3** – Students will identify ways that the Oceti Sakowin values provide resiliency in keeping the Oceti Sakowin way of life.

NOW share with the group how an idea from THIS OSEU might fit in with something you ALREADY teach...