

Title

Oceti Sakowin Oyate

Grade Level

High School – 10th Grade

Theme

Where do we come from? Where are we going?

Duration

This will be part of a series of lesson plans that I hope to implement during my time as Sophomore Class Advisor. We will be meeting once a month for 50 minutes until summer vacation and I want to use that time to explore with them where they came from (culturally) and what they want to do after high school (through college planning/applications/visits/etc.)

Goal

Students will understand where they “came from” and will use their knowledge of their history to set up a successful trajectory for themselves to carry them through high school graduation and whatever post-secondary plans they currently have in mind. Students will become more aware of their cultural identity and the impact it has had on their relationships and dealings with society. Students will feel comfortable discussing their identity and will work on uncovering their interests, passions, strengths and weaknesses – “what makes you, you?”

Objectives

By the end of the year, students will be able to:

- Identify the 7 Oceti Sakowin oyates and label their places in the camp circle as well as the reasons why they sit there
- Name the 7 Lakota oyates and connect their own histories with these groups
- Tell the origin story of the Lakota people (wind cave) and draw out the genealogy charts of Wakan Tanka Waste, of Ite, and of their own families
- Articulate their plans for graduation and post-graduation success along with solid concrete steps of how they are going to get there

Cultural Concept

Understanding their history and where they come from and using that to feel confident in their identity and to become knowledgeable in their culture beyond just “being Lakota.”

Cultural Background

[Provide enough cultural background so that an uninformed educator could understand the Lakota context that informed the development of your lesson plan.]

Student Activities

-Have students complete a pre-test at the start of our meeting time to see what they know about

- 1) Oceti Sakowin and the arrangement of the camp circle,
- 2) the Lakota oyates,
- 3) the South Dakota tribes, reservations, and reservation capitals,
- 4) Lakota origin stories and spiritual genealogies

-Students will review their answers (whole class) and what they know and will be broken into groups to further research and then present on:

- 1) the Oceti Sakowin oyates and their place in the camp circle,
- 2) the Lakota oyates and their place in the camp circle,
- 3) the South Dakota tribes, reservations, reservation capitals, and the Lakota oyates that make up the majority of those reservation populations,
- 4) Lakota origin stories and spiritual genealogies. Have students create their own genealogy charts (using Lakota names for different relatives/relationships) (*This would be an interesting time to pull in community members to help students map out their family*)

-Have students present their findings to the class (powerpoint presentations/posters?) This could be taken a step further – students could present their work at a parent night/pair with Lakota culture class/teach to younger students

Resources

- Pre-test for each section
- Introductory Powerpoint for each section
- Copies of articles for students to read through
- Laptops for student research
- chart paper and markers to make posters

Assessment

Use student products for assessment

References

Center for American Indian Research and Native Studies. *Oceti Sakowin Origins and Development*. Martin, SD: CAIRNS, 2012.

Date

October 11, 2014