

“We Are All Relatives-Lesson 2 of 2 -Economy” | OSEU 4: Kinship & Harmony

Compelling Question	How did the circle of kinship that is important to the people of the Oceti Sakowin affect their early economy, and how does that economy differ from Western capitalism?		
Standards and Practices	OSEU 4.2 – Describe the traditional behavior patterns, codes of respect and values promoted within the Oceti Sakowin tiospaye. 4.SL.1 Engage effectively in a range of collaborative discussions. Economics 4.E.1.1 Discuss what factors (both positive and negative) influence individual choices.		
Staging the Question	Do you like to TRADE things? Can TRADING be the entire way families get what they need to live?		
Supporting Question 1		Supporting Question 2	Supporting Question 3
How do circle relationships differ from hierarchal relationships?		What is materialism, and how does Joseph Marshall say that differs from a trading economy?	What are the pros and cons of a trading economy and the pros and cons of a capitalistic economy?
Formative Performance Task		Formative Performance Task	Formative Performance Task
Watch the Joseph Marshall elder interview (link below) and discuss the circle of kinship using “Learn FROM” question 4 (provided below). Use a Venn diagram (overlapping circles) to compare and contrast the implications of circle relationships and the implications of hierarchal relationships.		Discuss the concept of “materialism” using “Learn ABOUT” question 1 and “Learn FROM” question 1. Discuss how the “circle of kinship” led to a trading economy. Discuss the meaning of “trading economy” using “Learn FROM” question 2 (provided below). If desired, the teacher could create a trading experience.	Create PRO/CON charts to explore pros and cons of TRADING ECONOMY and pros and cons of CAPITALISTIC ECONOMY.
Featured Sources		Featured Sources	Featured Sources
http://www.wolakotaproject.org/oseu-four-interview-with-joseph-marshall-iii/		Refer back to Joseph Marshall video.	Refer back to Joseph Marshall video.
Summative Performance Task	Argument	Students share with partners what they learned about how the circle of kinship led to a trading economy and refer to the class pros and cons charts to express their personal feelings about trading and capitalism. This reflection with partners will strengthen learning. The teacher walks around to do informal assessment based on listening to the reflections.	
	Extension		

Learn ABOUT
(deep listening, *information*)

1. What is “Materialism”?
2. What things were traditionally owned by the women? What things were traditionally owned by the men?
3. What’s a “Trading” economy? How does it differ from a “Capitalistic” economy?
4. What are the various words and their meanings as connected with kinship?
5. What is Mitakuye Oyasin?
6. How does it change a community when the family connections are much more widely spread than just the biological, nuclear family?
7. How does the idea of “a village raising a child” play out today in Native communities? How does that impact families? How does it impact schools?



OSEU 4: INTERVIEW WITH JOSEPH MARSHALL III
WoLakota Project

Learn FROM
(deep sharing, *transformation*)

1. Would you consider yourself “Materialistic”? What role does “acquiring things” play in your life?
2. Have you ever “traded” with friends or others in your community to get the things or services you need? If so, what was that like? What are the benefits of trading?
3. How do you feel about “capitalism”? What are its strengths? What are its weaknesses?
4. What’s the difference, as you see it, between “circle” relationships and “hierarchical” relationships? What are the positives or negatives of each?
5. Are there any animals in your life that you feel are a true part of your family?
6. Are there people you see as a parent or grandparent who aren’t your biological parent or grandparent? How did that relationship develop?
7. Do you have any friends who feel like brothers or sisters to you?
8. Are there any children that you know (who are not your own) that you feel some responsibility for “raising” along with others?

Lakota Female	English Kinship Relations	Lakota Male
Unci	Grandmother	Unci
Tunkasila	Grandfather	Tunkasila
Ina	Mother [and her sisters]	Ina
Ate	Father [and his brothers]	Ate
Tunwin	Aunt [father's sisters, father's brother's wife, and mother's brother's wife]	Tunwin
Leksi	Uncle [mother's brother, mother's sister's husband, and father's sister's husband]	Leksi
Cepansi	Female cousin [daughters of mother's brothers and father's sisters]	Hankasi
Sicesi	Male cousin [sons of mother's brothers and father's sisters]	Tahansi
Cuwe	Older sister [and older daughters of mother's sisters and father's brothers]	Tanke
Tiblo	Older brother [and older sons of mother's sisters and father's brothers]	Ciye
Tanka	Younger sister [and younger daughters of mother's sisters and father's brothers]	Tanksi
Misun	Younger brother [and younger sons of mother's sisters and father's brothers]	Misun
Sicepan	Sister-in-law [a woman's husband's sister or her sister's husband; a man's wife's sister or his brother's wife]	Hanka
Sice	Brother-in-law [a woman's husband's brother or her sister's husband; a man's wife's brother or his sister's husband]	Tanhan
Cunksi	Daughter [and daughters of a woman's sisters or a man's brothers]	Cunksi
Cinksi	Son [and sons of a woman's sisters or a man's brothers]	Cinksi
Tojan	Niece	Tonjan
Toska	Nephew	Tonska
Uncisi	Mother-in-law	Uncisi
Tunkan	Father-in-law	Tunkan
Wakanyeya	Child	Wakanyeya
Takoja	Grandchild	Takoja

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