

“Marking History Using Pictures or Words” | OSEU 5: Oral Tradition & Story

“Marking History Using Pictures or Words” | OSEU 6: Sovereignty & Treaties

Compelling Question	How did the people of the Oceti Sakowin record their history, and how does that compare to the typical Western way of recording history?		
Standards and Practices	OSEU 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. OSEU 6.1 – Identify historic eras as recorded through Oceti Sakowin Winter Counts, petroglyphs, and shirt wearers’ shirts (1700-1870) 4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) 4.MA.Re.8.1 Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.		
Staging Question	How is it possible to record history without words?		
Supporting Question 1		Supporting Question 2	Supporting Question 3
What was the role and importance of The Keeper to the people of the Oceti Sakowin?		What are the various ways the people of the Oceti Sakowin remembered using pictures?	How can I follow the example of the people of the Oceti Sakowin in recording my own history in pictures?
Formative Performance Task		Formative Performance Task	Formative Performance Task
Students will watch the introductory video, listen to the song, read/sing along with the captioned words, and discuss the supporting question as a class.		The teacher will select grade-appropriate slides from the Winter Count source below and discuss the picture forms used to recount Oceti Sakowin history. Prepare students to write a summary suitable to be shared later with a first grade audience.	In a class discussion, students and teacher will select picture forms from the slides to create a generic bank of symbols. Using these symbols and/or individual ones, each student creates a personal winter count depicting one important life event on a paper bag softened by hand crumpling to simulate hide.

Featured Sources		Featured Sources	Featured Sources
https://youtu.be/J7H7BCgSgMQ		Waniyetu Wowapi: Winter Count by Victor Douville at http://goo.gl/OjoeA7	
Summative Performance Task	Argument	Write summary paragraph addressing how the people of the Oceti Sakowin recorded history using pictures and explaining how that is different from the typical Western way of recording history. Each student will share the summary with a partner and will also retell events on his or her personal winter count in preparation for sharing beyond the classroom.	
	Extension		
Taking Informed Action	The fourth grade class will pair with a first or second grade class to share summaries and personal winter counts. Each fourth grade student will share both summary and winter count with one first grade student.		

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