

“Different Perspectives” | OSEU 5: Oral Tradition & Story

Compelling Question	Why is it important to understand that differing perspectives from trustworthy sources may be different but not wrong?	
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. HISTORY 4.H.5.1 Infer the intended audience and purpose of a historical source from information within the source itself	
Staging the Question	Is it “wrong” or is it just “different?”	
Supporting Question 1		Supporting Question 2
How is it possible to have two different perspectives of the same thing?		How does Jace DeCory say the people of the Oceti Sakowin viewed stories that were told a bit differently by trusted elders?
Formative Performance Task		Formative Performance Task
Each set of student partners is given the same picture. Students sit back to back. One student describes the picture to his or her partner while the partner sketches what is being described. Then they compare the sketch to the picture and note parts that were “understood” differently, resulting in different “perspectives.” Sketches across the classroom can be quickly compared, noting differences also. Partners reverse roles with new pictures and repeat the entire procedure. Differing perspectives could also be illustrated using the old “Gossip” game.		Watch the video and discuss the supporting question (above). Then discuss Learn ABOUT question 3 (provided below). Structure student role play to compare what can happen in the following two scenarios in a discussion: (1) Someone has the attitude that anyone who disagrees is WRONG; (2) Someone has the attitude that those who disagree just think DIFFERENTLY.
Featured Sources		Featured Sources
		http://www.wolakotaproject.org/oseu-five/oseu-five-interview-with-jace-decory/
Summative Performance Task	Argument	Each student writes on an EXIT TICKET (designed by the teacher) what he or she learned from the role play and/or other class activities. The goal is to see if students realize the importance of respecting differing perspectives that come from trustworthy sources.
	Extension	

Taking Informed
Action

Learn ABOUT
(deep listening, *information*)

1. What is a "Wasicu way" of seeing?
2. Why is it important to honor multiple versions of stories or ways of understanding?
3. How do you decide if a grandparent or elder story is just "different" or is actually "incorrect"?



Learn FROM
(deep sharing, *transformation*)

1. What are the unique "ways of seeing" that I or my family have? Am I aware of them?
2. Do I tend to see the differing perspectives of others as "wrong" or simply as "different"? What are the implications of these two attitudes?
3. What strategies for understanding do I take when I get differing perspectives from multiple trustworthy sources? How do I go about arriving at my own opinion, decision or choice?

OSEU 5: INTERVIEW WITH JACE DECORY
WoLakota Project