

“Part 3 Treaty and Law effects” | OSEU 6: Sovereignty & Treaties

“Part 3 Treaty and Law effects” | OSEU 7: Way of Life & Development

Compelling Question	How can knowing about the 7 sacred sites, and the established US treaties and laws help us grow in understanding of our neighbors? Is it valuable to learn two sides of history when it affects so many different people?		
Standards and Practices	4.H.1.1 Analyze the impact of significant historical events on the development of cultures in South Dakota 4.H.1.2 Generate questions about multiple historical sources and their relationships to particular historical events and developments 4.H.2.1 Explain the effects of conflicts and the establishment of reservations on the American Indians culture OSEU 5.1 History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive. OSEU 6.2 and 6.3 Federal policies and treaties put into place throughout American history have affected Oceti Sakowin people adversely. Tribes as sovereign nations have the authority to enter into government to government relationships. Currently, the relationships with the States are not the same for each tribe.		
Staging the Question	How was the Oceti Sakowin effected by the many laws and treaties put into place by the US Government?		
Supporting Question 1		Supporting Question 2	Supporting Question 3
Why did the Ft. Laramie Treaties of 1851 and 1858 begin the great loss of land for the Lakota Nation? What was the catalyst at the heart of the US failing to keep their Treaties?		How did the Homestead Act and the Manifest Destiny idea impact the Treaties of 1851 and 1858?	How does gaining the knowledge of the 7 Sacred Sites of the Lakota and the Ft. Laramie treaties of 1851 and 1858, help us understand the continued racism that is prevalent in the Black Hills and surrounding areas in the present day?

Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a T-chart labeled “Positive and Negative” aspects of each treaty item.	*(A great deal of front loading and visualizations and literature will make this a more realistic experience) Journal about how it would feel to be an immigrant family “getting a new chance at life” by moving west and gaining land and a way to make a living. Journal on another page what it would feel like to be a Lakota watching people moving into a land you once shared with everyone, that no one owned, and being told it was no longer accessible, and you could be arrested or more likely killed if you went on this land. Compare/contrast these two journals in a Venn Diagram.	Make a flow chart or chain reaction/cause and effect chart with the events leading to the present time. Compose a written reaction about how the events have led to racism in the Black Hills area. Support your reaction with text evidence.
Featured Sources	Featured Sources	Featured Sources
https://www.ndstudies.gov/gr8/content/unit-iii-waves-development-1861-1920/lesson-4-alliances-and-conflicts/topic-2-sitting-bulls-people/section-3-treaties-fort-laramie-1851-1868 https://docs.google.com/document/d/1FyGkZX3LIluQtjKvgB41SJFS9i9e9IEZZr4zSBT4Wfc/edit?usp=sharing Text copies from the Lakota Lands and Identities class.	https://docs.google.com/document/d/1FyGkZX3LIluQtjKvgB41SJFS9i9e9IEZZr4zSBT4Wfc/edit#heading=h.d0pp1qmpk6by Book ideas: <i>How Many Days to America: A Thanksgiving Story</i> by Eve Beck <i>Cassie’s Journey: Going West in the 1860s</i> by Brett Harvey and Deborah Kogan Ray <i>A True Book – Westward Expansion</i> by Teresa Domnauer <i>Sign of the Beaver</i> by Elizabeth George Speare <i>Thunder on the Plains The Story of the American Buffalo</i> By: Ken Robbins	https://upload.wikimedia.org/wikipedia/commons/b/bf/Indian_Land_for_Sale.jpg http://www.wolakotaproject.org/os-eu-five-whitney-rencontre-why-isnt-this-taught/ http://www.wolakotaproject.org/os-eu-six-interview-with-joseph-marshall-iii/ http://www.wolakotaproject.org/os-eu-five-drs-sherry-johnson-nadine-eastman-biased-history-texts/

	<u>If You Lived With the Sioux Indians</u> By: Ann McGovern <u>Expansion in the United States: A Perspectives Flip Book</u> By Nell Musolf *High level – use excerpts maybe: <u>Saga of the Sioux: An Adaptation from Dee Brown's Bury My Heart at Wounded Knee</u> by Dee Brown, Dwight Jon Zimmerman (Adapter)	http://www.wolakotaproject.org/os-eu-six/oseu-six-interview-with-stephanie-charging-eagle/
Summative Performance Task	Argument	Do you think the treaties were written in a misleading style? Why or Why not? How were they translated?
	Extension	What was the impact of not all of the Oceti Sakowin Chiefs signing the treaties? Find reasons why they did or did not sign the treaties.
Taking Informed Action	Research which Oceti Sakowin Chiefs signed and did not sign the treaties and which tribes they lead.	

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