

"Generosity and Resiliency" | OSEU 7: Way of Life & Development

Compelling Question	What does it mean to be the "richest man in the village?"	
Standards and Practices	OSEU 7.1 Identify policies that were established during the Self Determination Era which created a change for tribal communities and reinforced the essential philosophy of the Oceti Sakowin, demonstrating resiliency. Economics 4.E.1.1 Discuss what factors (both positive and negative) influence individual choices.	
Staging the Question	How is it possible to be the "richest man in the village" and give it all away?	
Supporting Question 1		Supporting Question 2
What historical event resulted in tribal lands being divided among tribal members, marking the end of communal land ownership?		How does generosity among the people of the Oceti Sakowin demonstrate resiliency?
Supporting Question 3		
After Lowell's description of economic impact and giveaways, what parallels can we draw to our own households?		
Formative Performance Task		Formative Performance Task
The teacher will tell students about the Dawes Act of 1887 (General Allotment Act) as necessary background for video.		Watch the elder interview with Lowell Amiotte. Discuss the following questions: (1) How did family size impact the monetary value of land? (2) How did the loss of larger amounts of land affect the ability of the tribal members to be generous? (3) What are giveaways as described by Lowell? (4) In what ways do these giveaways demonstrate the different kind of economy Lowell discusses? Together, answer/discuss the supporting question. (Optional questions for possible teacher use are listed under the video.)
Discuss the following questions: (1) How many people currently live in your house? (2) How does that impact the way things are divided in your household? Give examples. (3) In what different ways can one be generous at home, at school, or in the community? Discuss what Lowell meant when he said that the "richest man in the village was the one who had the least because he gave it all away."		
Featured Sources		Featured Sources
The teacher can refer to Google or Wikipedia for basic facts.		http://www.wolakotaproject.org/oseu-seven-lowell-amiotte-moccasin-economy/
Summative	Argument	Each student writes and illustrates with a drawing what the following quotation means to him or her personally:

Performance Task		"The richest man in the village was the man who had the least because he gave it all away."
	Extension	
Taking Informed Action	Each student is given one "generosity ticket" to give away to a person in the class when a generous act is noted. A classroom list of these acts is kept to be shared at a later date as examples of what "generosity" can include.	