

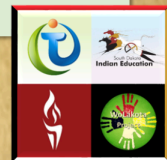
## OSEU 5: Oral Tradition & Story

History told from the *Oceti Sakowin* [oh-CHEH-tee SHAW-koh-we] perspective, through oral tradition and written accounts, frequently conflicts with the stories told by mainstream historians. An analysis of multiple perspectives reveals history in a more inclusive and accurate way.

### *Oceti Sakowin Essential Understanding 5, PK-12 Standards*

- **Standard 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.
- **Standard 5.2** –Understand and evaluate the impact of Colonialism and Manifest Destiny on the historic and contemporary culture of *Oceti Sakowin* people.
- **Standard 5.3** -- Compare the diverse cultures (woodlands, prairie, and plains) within the *Oceti Sakowin* through oral tradition and written accounts.

[www.wolakotaproject.org](http://www.wolakotaproject.org)



## OSEU 5 Oral Tradition and Story videos:

<https://www.wolakotaproject.org/the-story-of-iktome-the-ducks-by-janet-clay-more-ross/> - Flandreau

<https://www.wolakotaproject.org/the-story-of-the-moon-boy-with-velma-kills-back/> - Pine Ridge

<https://www.wolakotaproject.org/oseu-five-delores-taken-alive-storytelling-oral-tradition/> - Standing Rock

### Understanding OSEU 5

After reading the language of the Understanding and viewing the accompanying videos, use the following questions to reflect on your initial sense of the Oceti Sakowin Essential Understanding.

Iktome and the ducks - tricks the ducks by singing a traditional song and “ignoring” the ducks and creating curiosity. The song that I am singing is sacred - Iktome is being quiet - ducks being noisy - you must close your eyes - so Iktome ate some ducks & others flew away - ducks have red eyes because they listen to the sacred song and escaped

Moon boy - cried so much his DAD sent him to the moon and now he resides as a star near the moon.

Storytelling allows for identity - morals - relationships - elders to pass on morals to the next generation.

1. What are the key ideas from this particular Essential Understanding?

The stories help keep traditions alive and help other cultures aware of similarities and differences. These stories are also told to help understand natural phenomena.

2. What two or three content standards topics come to mind that may connect easily with this Essential Understanding?

ELA: Listening and Speaking Standards, History standards, Science standards - how they use the land and universe to provide. Storytelling helps others understand the culture through storytelling as the stories often relate to the other OSEUs.

3. Why might it be important to pass along this particular Essential Understanding to
  - a. Native students: It is important for these students to understand their traditions and the traditions of others. These stories also help Native students understand the traditions of other families (both Native and Non-Native).
  - b. Non-Native students: This helps Non-Native students connect with one another more easily. Connections help others feel more comfortable and relaxed around each other.
  - c. Teachers/educators: It is important for us to establish relationships and create a well-balanced environment when others are aware. It also helps us to create bridges of understanding among our students.