

OSAGE CLASSROOM LESSONS
OVERVIEW
Unit A: Books for Young Readers

TEACHERS GUIDE

Unit/Lesson Title	INTRODUCTION TO THE OSAGE PEOPLE: <i>MEET CHRISTOPHER - AN OSAGE INDIAN BOY FROM OKLAHOMA</i>
Summary	Through Guided Reading Questions, students identify key details and engage in personal response to this first-person story of a modern Osage boy who describes his activities and interests, many of which are typical and others which are uniquely Osage, such as annual dances and traditional art forms. Text focuses on Osage culture’s emphasis on family, community, and creating a strong sense of belonging. Layout is rich with photographs from past and present, and informative sidebars include maps and historical information. Readers learn how the Osage have had to adapt to white culture but are also regaining and preserving many of their traditions. <i>Meet Christopher</i> presents a positive and energetic young person within a dynamic and thriving culture. Final Assessments - creative writing paragraph interpreting historical photo and vocabulary matching. Extended - Research project.
Subject Areas	Social Studies, Language Arts Reading & Writing
Grade Levels	Grades 3 - 12: Grade 3 (read aloud); Grade 4 and up - read on own Adapt to lower grade levels: <ul style="list-style-type: none"> • Print Fact materials in larger font, wider space - read aloud • Select grade-level-appropriate Review Questions on MS Word document.
Time Length	<ul style="list-style-type: none"> • Can choose specific questions from Guided Reading (i.e. one per section) and condense to 1-2 day lesson • Full Guided Reading: 4 Reading Lessons (45 min) <ol style="list-style-type: none"> 1. Guide Reading pages 1-4 (book pages 1-7) background 2. Guided Reading pages 4-8 (book pages 8-21) Family, Daily Activities, Language 3. Guided Reading pages 8-12 (book pages 22-48) Ceremonies & traditions, symbols 4. Write paragraph, Review, Vocabulary Assessment Quiz
Standards	<p>OKLAHOMA - Language Arts - All grades: Standards 1,2,3,4,8 Oklahoma - Social Studies - All grades: PALS - SS 1.A, 1.B, 1.C; SS 2.A.1, 2.A.2, 2.A.3; SS 3.A, 3.B Grade 3: CS 2.2, 3; CS 3.1.A,B,D,E; CS 4.3, 4.5, 4.7, 4.11 Grade 4: CS 1.2.C,D,E, 1.3, 1.4, 1.5; CS 2.1, 2.3, 2.4 Grade 5: CS 5.3 Grade 6: CS 1.1, 1.2, 1.3; CS 3.1.A,B; CS 4.1 Grade 7: CS 1.1, 2.3. Grade 8: CS 4.1, 4.1.E; CS 4.2, 4.6; CS 6.4 High School - U.S. History 1878-Present: CS 1.2 B,C; CS 3.1.D,E; CS 5.4.D High School - Oklahoma History & Government: CS 1.1, 1.3, 1.4; CS 2.1, 2.3, 2.7; CS 4.1, 4.4; CS 5.3, 5.5 High School - Sociology CS 2.2; CS 5.2; CS 6.1; CS 8.1, 8.2</p>

	<p>High School - Economics CS 1.1</p> <p>KANSAS</p> <p>Language Arts: SL, W, RI</p> <p>Social Studies: 1,2,3,4,5</p>
Objectives	<p>The student will:</p> <ul style="list-style-type: none"> • Identify text formatting clues to assist in reading • Identify specific elements of the Osage culture • Apply specific vocabulary words related to cultural traditions and transition • Interpret maps to locate Osage territories and natural boundaries • Describe the natural features of the local landscape and region • Describe different technologies of early Osage daily life • Explain the causes for the losses of Osage land and eventual move to reservation • Evaluate the policies of the US government • Compare elements of Osage family, religion, hobbies, culture to Euro-American family culture Interpret the importance of culture to perspective on life and sense of belonging • Explain the problems with early Boarding Schools which resulted in loss of language • Write paragraph interpreting cultural features displayed in a historical photograph
Activities	<p>Discussion - in partners, small or large groups:</p> <ul style="list-style-type: none"> • Pre-reading - What do you already know about this subject? • What do you want to know? <p>See Teachers Guide - for options according to number of texts available:</p> <ul style="list-style-type: none"> - Single copy-read aloud to class or individual project independent reading, - Several copies - small groups - Classroom set available - whole class together, or partial small-group activities <p>Background:</p> <p>View video clip of Christopher Cote - grown-up in 2013 video, leading prayer at beginning of Wah-Zha-Zhe - the Osage Ballet (first two minutes of video)</p> <p>https://www.youtube.com/watch?v=ipwe0Jluhpo</p> <p>Students read and complete Guided Reading questions (written or oral) as they go, depending of time length:</p> <ul style="list-style-type: none"> • Condensed 1-2 day: Can choose specific questions from Guided Reading (i.e. one per section) and condense to 1-2 day lesson; Write paragraph, Review, Vocabulary Assessment Quiz • Full Guided Reading: 4 Reading Lessons (45 min) <ol style="list-style-type: none"> 1. Guide Reading pages 1-4 (book pages 1-7) background 2. Guided Reading pages 4-8 (book pages 8-21) Family, Daily Activities, Language 3. Guided Reading pages 8-12 (book pages 22-48) Ceremonies & traditions, symbols 4. Write paragraph, Review, Vocabulary Assessment Quiz

	<p>Wrap-up Discussion - in partners, small or large groups:</p> <ul style="list-style-type: none"> • Post-reading - What did you learn?
Assessment	<p>Guided reading questions Vocabulary Quiz</p>
Materials / Technology Needed	<ul style="list-style-type: none"> - The book: <i>Meet Christopher: An Osage Indian Boy from Oklahoma</i> - by Genevieve Simermeyer (Tulsa: Smithsonian & Council Oak Books, 2009), (9" X 11") 48 pages. Series: My World - Young Native Americans Today. Hardback \$24.00. - Intro video - on-line (see Activities link) <p>Print materials provided:</p> <ul style="list-style-type: none"> ▪ <i>Meet Christopher</i> Guided reading Qs ▪ <i>Meet Christopher</i> Guided reading Qs KEY ▪ <i>Meet Christopher</i> Vocabulary Qs ▪ <i>Meet Christopher</i> Vocabulary Qs KEY • <i>Suggested - if available: Any of following hands-on items: Printed Photographs or material objects representing elements of traditional Osage clothing: leather, moccasins, satin ribbon (used in ribbonwork), silver buttons, beads (various small glass, larger, hairpipe-bone), fur strips, various feathers, silk scarf or bandana, calico (shirt), round enclosed bells, choker hairpipe necklace, traditional print blanket, shawl, traditional woven yarn belt]</i>
EXTENDED LEARNING	<p>Students formulate question and conduct research on a related topic. See list of all Unit Topics in Osage "INFORMATION RESOURCES" section - read 1-2 pg Fact Sheets For example:</p> <ol style="list-style-type: none"> What is the Osage traditional clothing like? Unit I. Osage Traditional Clothing - cutout, color & label activity What was the boarding school experience like? See related lessons & info in Unit F: Osage Education & Boarding Schools, Unit How are Native American nations "sovereign"? What type of government does the Osage Nation have today? <p>Present results orally to class and in writing - various formats - essay, poster, fiction story, power point, video (share with Osage Cultural Center/ Osage Nation Museum)</p>