### TEACHERS GUIDE

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<th>Unit/Lesson Title</th>
<th><strong>OSAGE HISTORY &amp; CULTURE BASICS - THE OSAGE</strong></th>
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<td><strong>Summary</strong></td>
<td>Through Guided Reading Questions, students read and respond to this non-fiction omniscient-voice book with its survey of Osage history and culture. Broad range of topics include food, clothing, language, name, history, oil, government, family, education, traditions, In-Lon-schka &amp; clothing, religion, and games. Locator map and many large photos.</td>
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<td><strong>Subject Areas</strong></td>
<td>Social Studies, Language Arts Reading &amp; Writing</td>
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| **Grade Levels**  | • 3 & up: Grade 3 (read aloud); Grade 4 and up - read on own  
• Adapt to different grade levels: select grade-level-appropriate questions from Guided Reading MS Word document |
| **Time Length**   | Condensed 1 day (60 min): 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: 2 Reading Lessons (45 min)  
2. Guided Reading Question pages 5-7 (book pages 16-24)  
As time, writing activity + Vocabulary Assessment Quiz |
| **Standards**     | OKLAHOMA - Language Arts - All grades: CS 1,2,3,4,8  
Oklahoma - Social Studies -  
Grade 3: CS 2.2, 3; CS 3.1.A,D; CS 3.2.A., 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  
High School - Economics CS 1.1  
KANSAS  
Language Arts: SL, W, RI  
Social Studies: 1,2,3,4,5 |
| **Objectives**    | The student will:  
• Identify text formatting clues to assist in reading  
• Apply specific vocabulary words related to cultural traditions and transition  
• Interpret maps to locate Osage reservation  
• Identify features of Osage creation story  
• Describe different technologies of early Osage government, food, clothing, language, trading partners |
- Explain the causes for the losses of Osage land and eventual move to reservation
- Discuss significance of oil income, ownership interests, and Reign of Terror
- Recognize contribution of art as Osage and regional culture
- Describe Osage government, including changes in constitution (in updated Guided Questions)
- Compare elements of Osage family culture to Euro-American family culture
- Explain the problems with early Boarding Schools which resulted in loss of language
- Identify features of the In-Lon-Schka ceremonial traditions
- Describe Osage religion and forces of change
- Analyze customs of one tradition
- Choose a favorite tradition and explain why

### Activities

**Discussion** - in partners, small or large groups:
- Review Pre-reading Discussion Questions
- Pre-reading - What do you already know about this subject?
- What do you want to know?

See Teachers Guide - for options according to number of texts available:
- 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

Students read and complete Guided Reading questions (written or oral) as they go, depending on time length:
- Condensed 1 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)
  2. Guided Reading Questions pages 5-7 (book pages 16-24)

As time, writing activity + Vocabulary Assessment Quiz

**Wrap-up Discussion** - in partners, small or large groups:
- Post-reading - What did you learn?

### Assessment

- Guided reading questions
- Vocabulary Quiz

### Materials / Technology Needed

- Print Materials provided:
  a. *The Osage* Lesson Plan
  b. *The Osage* Guided reading Qs
  c. *The Osage* Guided reading Qs KEY
  d. *The Osage* Vocabulary Qs
  e. *The Osage* Vocabulary Qs KEY

*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,
| **EXTENDED LEARNING** | Students complete follow-up Project-Based Activities Research on a specific question or related topic. See list of *other Unit Topics* in Osage “INFORMATION RESOURCES” section - read 1-2 pg Fact Sheets - All units are related to this survey book.  
  a) 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) |

*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)*