

OSAGE CLASSROOM LESSONS  
THE OSAGE PEOPLE IN THE PAST**TEACHERS GUIDE**

<b>Unit/Lessons Titles &amp; Grade Levels</b>	<b>UNIT B. OSAGE LANDS - PAST</b> <b>1) Osage Ancestral Lands (Grades 3 - 12)</b> <b>2) Osage Ceded Lands (Grades 3 - 12)</b> <b>3) Ideology of Colonialism: Essay Qs on Taking of Indian Lands (Grades 8 - 12)</b> <b>4) Little House on Prairie - Myth vs Reality (Grades 8 - 12) SEE NOTE BELOW*</b> <b>5) Osage Lands &amp; Minerals -1872 to Today (Grades 8 - 12)</b> Each lesson can be taught independent of the others.
<b>Summary</b>	<b>1. Osage Ancestral Lands:</b> Students interpret thematic map of extensive Osage Ancestral lands. <b>2. Osage Ceded Lands:</b> Students interpret later thematic map of lands ceded to U.S. government during colonial periods, including the U.S. government nonadherence to treaties and devastating cultural and population losses due to land loss, disease and starvation. <b>3. Ideology of Colonialism: Essay Qs on Taking of Indian Lands:</b> Students examine the rationales at the time given for colonialism and the taking of Native American lands. <b>4. Little House on Prairie - Myth vs Reality:</b> Students compare factual context vs. romanticized <i>The Little House on the Prairie</i> story - when settlers were illegally taking Osage lands during period of great violence against the Osage. <b>5. Osage Lands &amp; Minerals -1872 to Today:</b> Students evaluate the Osage's successful purchase in 1872 of present reservation in Oklahoma, important mineral reservation during allotment period and ending of communal lands, and impact of discovery of oil.
<b>Subject Areas</b>	<b>Social Studies, Language Arts Reading &amp; Writing</b>
<b>Grade Levels</b>	See above Titles <b>Adapt</b> to different grade levels: select grade-level-appropriate questions from Review Questions MS Word document.
<b>Time Length</b>	Each lesson: 1-2 periods (50 min each) depending on length of discussion
<b>Standards</b>	<b>OKLAHOMA</b> - Language Arts - CS 1, 2, 3, 4, 6 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 3.1.A, B, E; CS 3.2.A; CS 4.3, 4.5, 4.7, 4.11 Grade 4: CS 1.2.D, CS 1.2.E., 1.4; CS 2.1, 2.3, 2.4 Grade 5: CS 5.3 Grade 6: CS 1.2, CS 1.3; CS 3.1.A, B; CS 4.1 Grade 7: CS 1.1, 1.2, 1.3 Grade 8: CS 4.1.E, 4.2, 4.6; CS 6.4 High School - U.S. History: CS 1.2; 1.2.B, C; CS 3.1.D,E; CS 5.4.D. High School - Oklahoma History: CS 1.1; CS 1.3; CS 1.4; CS.2.1, 2.3, 2.7; CS 4.1.4.4; CS 5.5. 5.9 High School Sociology: CS 8.1, 8.2 High School Economics: CS 1.1 <b>KANSAS</b> Language Arts: SL, W, RI Social Studies: 1, 2, 3, 4, 5

<b>Objectives</b>	<p>The student will</p> <ul style="list-style-type: none"> <li>• <b>Osage Ancestral Lands</b></li> <li>• Interpret thematic map to identify original areas and westward migration of the Osage peoples</li> </ul> <p><b>2. Osage Ceded Lands</b></p> <ul style="list-style-type: none"> <li>• Interpret thematic map and read text to identify areas and stages of land loss, reasons for ceded lands, examples of broken treaties, etc.</li> </ul> <p><b>3. Ideology of Colonialism: Essay Qs on Taking of Indian Lands</b></p> <ul style="list-style-type: none"> <li>• Compare arguments and counter-arguments for colonialism and taking of Indian lands; write essay paragraphs analyzing ethical issues</li> </ul> <p><b>4. Little House on Prairie - Myth vs Reality</b></p> <ul style="list-style-type: none"> <li>• Compare myths to reality as presented in <i>The Little House on the Prairie</i> story</li> <li>• Identify misrepresentations of facts and negative stereotyping of Native Americans used to justify the taking of Osage lands, property, and lives</li> <li>• Describe examples of violence by invading whites against legitimate Indian landowners, essentially forcing Osage removal - again</li> <li>• Identify influence of Manifest Destiny and colonialism in the book's themes</li> </ul> <p><b>5. Osage Lands &amp; Minerals -1872 to Today</b></p> <ul style="list-style-type: none"> <li>• Describe the geographic location and types of regional ecosystems on the Osage Reservation of today</li> <li>• Define mineral reservation and allotment; explain the impact of these policies and subsequent discovery of oil</li> </ul>
<b>Activities</b>	<p>Discussion - in partners, small or large groups:</p> <ul style="list-style-type: none"> <li>• Review Pre-reading Discussion questions &amp; preview</li> <li>• Pre-reading - What do you already know about this subject?</li> <li>• What do you want to know?</li> </ul> <p>Independently, in small groups, or as whole class:</p> <ul style="list-style-type: none"> <li>• Students read and interpret Maps, Fact Sheets and other readings.</li> <li>• Students complete Review Questions and other indicated activities.</li> </ul> <p>Wrap-up Discussion - in partners, small or large groups:</p> <ul style="list-style-type: none"> <li>• Post-reading - What did you learn?</li> </ul>
<b>Assessment</b>	<p>Review Questions - short answer and vocabulary          Essay question writing</p>
<b>Materials / Technology Needed</b>	<p>Print Materials provided:</p> <ol style="list-style-type: none"> <li>1. Osage Ancestral Lands             <ol style="list-style-type: none"> <li>a. Ancestral Lands Map</li> <li>b. Osage Ancestral Lands Review Qs</li> <li>c. Osage Ancestral Lands Review Qs KEY</li> </ol> </li> <li>2. Osage Ceded Lands             <ol style="list-style-type: none"> <li>a. Ceded Lands Map</li> <li>b. Ceded Lands Factsheet</li> <li>c. Ceded Lands Review Qs</li> <li>d. Ceded Lands Review Q KEY</li> </ol> </li> <li>3. Ideology of Colonialism: Essay Qs on Taking of Indian Lands             <ol style="list-style-type: none"> <li>a. Outline arguments &amp; 4 analysis essay questions</li> </ol> </li> <li>4. Little House on Prairie - Myth vs Reality</li> </ol>

	<ol style="list-style-type: none"> <li>a. Little House - Teachers Guide</li> <li>b. Myth vs. Reality reading - compare &amp; contrast</li> <li>c. White Savagery -McAuliffe reading</li> <li>d. Little House - Matching passages to myths + Essay Q on savagery</li> <li>e. Little House - Matching passages to myths - KEY</li> </ol> <ol style="list-style-type: none"> <li>5. Osage Lands &amp; Minerals -1872 to Today       <ol style="list-style-type: none"> <li>a. Osage Lands &amp; Minerals Factsheet</li> <li>b. Map - Ecosystems Osage Reservation</li> <li>c. Osage Lands &amp; Minerals Review Qs</li> <li>d. Osage Lands &amp; Minerals Review Qs KEY</li> </ol> </li> </ol>
EXTENDED LEARNING	<p>Students complete follow-up Project-Based Activities Research on a specific question or related topic.</p> <ol style="list-style-type: none"> <li>a) See list of other Unit Topics in Osage “INFORMATION RESOURCES” section - read 1-2 pg Fact Sheets - <b>esp.</b>  <b>Unit D. Foods &amp; Agriculture</b>  <b>Unit G. Reign of Terror</b>  <b>Unit H. Origins of Osage Language (relates to Ancestral Lands)</b>  <b>Unit K. Plan an Osage Heritage Sites Road Trip</b>  <b>Unit M. Lands Today</b></li> <li>b) Other on-line resources - esp. see SOURCES section of Fact Sheet for further investigation</li> <li>c) 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)</li> <li>d) Background video on Early Osage History - early culture and ancestral lands, migration  <a href="#">Dr Andrea Hunter - Brief History of the Osage - Illustrated Powerpoint and Lecture 2018</a> - 25 min. Tells history from beginning until today - told in conversational style, including creation and stories, maps, art, photos and illustrations. Explains oral tradition.</li> </ol>

**\* NOTE TO TEACHERS: *Little House on the Prairie* - How to teach it? Should you teach it at all?**

A strong debate is occurring among educators regarding *Little House on the Prairie*.

- Some contend it should not be taught at all due to its racist content, historical inaccuracy, and special offense to Native American children.
- Others say teaching it provides an important platform for discussing different historical perspectives, belief systems and the history of racism against Native Americans.

**NOTE: These Osage Nation Lesson Plans can be utilized whether or not the students have read the book.** We feel that either way, the book is culturally significant enough that students should be provided with resources to understand its historical context and the myths it promotes.

**For additional perspective** on this this debate and this story in the context of the Osage Indians, see the following resources:

- Kay, Frances W. “Little Squatter on the Osage Diminished Reserve: Reading Laura Ingalls Wilder’s Kansas Indians.” University of Nebraska - Lincoln DigitalCommons@University of Nebraska - Lincoln, Center for Great Plains Quarterly Great Plains Studies, May 2000.
- Linsenmeyer, Penny T. “A Study of Laura Ingalls Wilder “Little House on the Prairie.” pp 168-185. *Kansas History* Autumn 2001.
- McAuliffe, Dennis, “Little House on the Osage Prairie,” essay in *A Broken Flute: The Native Experience in Books for Children (Contemporary Native American Communities)*, ed. Doris Seale and Beverly Slapin. Lanham, MD: Altamira Press & Oyate, 2006).
- McLemore, Laura. “Historical Perspective or Racism in Little House on the Prairie.” <http://littlehouseontheprairie.com/historical-perspective-or-racism-in-little-house-on-the-prairie/> Note: this article on the website of the Little House books shows that even the series’ proponents are aware of its troubling issues and encourage teachers to put the story in context.