

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

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| Unit Lessons Titles & Grade Levels | UNIT E. French Fur Trade & Public Art Tribute 1. Osage & French Fur Trading Mural (grades 3-5) Osage & French Fur Trading Mural (grades 6-12) 2. Public Art & Community Murals - Place-based Activities (grades 3-12) 3. Chouteaus - French Fur Traders (grades 6-12) - adapt to 4-5 4. Evaluate Fur Trade Impact on Osage (grades 6-12) - adapt to 4-5 Each lesson can be taught independent of the others. |
| Summary | 1. Osage & French Fur Trading Mural Through interpretation of public works of art, students discover historical context of the early fur trade between the Osage Indians and the French, the importance of early trails in today's transportation routes, aspects of Osage clothing and material culture, and the eventual loss of Osage ancestral lands. 2. Public Art & Community Murals - Place-based Activities Students will apply the concept of public art to their own community and its heritage, discovering existing works and/or designing their own. 3. Chouteaus - French Fur Traders Students read biography of prominent French trading family and answer key questions on economics of trade and cultural impact on region and Osage. 4. Evaluate Fur Trade Impact on Osage (first brainstorm on own) Students review pro and con outline of impact of trade with Europeans on Native Americans (and the eco-system), then take one side and write persuasive essay with supporting evidence. |
| Subject Areas | Social Studies, Language Arts Reading & Writing, Art |
| Grade Levels | See above in Lesson Titles Adapt lessons 2-3-4 above to lower grade levels: <ul style="list-style-type: none"> • Print Fact Sheets in larger font, wider space - read aloud • Select grade-level-appropriate Review Questions on MS Word document. |
| Time Length | Each lesson: 1-2 periods (50 min) |
| Standards | OKLAHOMA - 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 2.2; CS 3.1.D, 3.1.E; CS 3.2.A; CS 4.3, CS 4.5, CS 4.10, CS 4.11, CS 4.12 Grade 4: CS 1.2.C, D; CS 1.3, 1.4, 1.5, CS 2.1, 2.3, 2.4 Grade 5: CS 5.3 Grade 6: CS 1.1, 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 Oklahoma History: CS 1.1, 1.2, 1.3, 1.4; CS 2.1, 2.3, 2.6; CS 5.9 Sociology: CS 2.2; CS 8.2 (impact fur trade essay) Economics: CS 1.1 (impact fur trade essay) Art: CS 1; CS 2; CS 3, CS 4 KANSAS Language Arts: SL, W, RI |

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| | Social Studies: 1, 2, 3, 4, 5 |
| Objectives | <p>The student will</p> <ol style="list-style-type: none"> 1. Osage & French Fur Trading Mural <ul style="list-style-type: none"> • interpret of public works of art • discover historical context of the early fur trade between the Osage Indians and the French • recognize the importance of early trails and river transportation routes • explain connection to the eventual loss of Osage ancestral lands • describe impressive appearance and traditional clothing of Osage men, as well as cultural symbols such as lodges and ribbon-work art forms • determine meaning of vocabulary words in context 2. Public Art & Community Murals - Place-based Activities <ul style="list-style-type: none"> • connect social studies to art: apply the concept of public art to his/her own community, discovering existing works • designing a mural for his/her community • research how large-scale murals are created 3. Chouteaus - French Fur Traders <ul style="list-style-type: none"> • analyze factors in Chouteau family biography with economic and cultural impact on entire region 4. Evaluate Fur Trade Impact on Osage <ul style="list-style-type: none"> • evaluate far-reaching effects of French fur trade - good and bad - on the Osage, the ecosystem, etc. |
| Activities | See French Fur Trade & Art Unit - Detailed Activities Guide |
| Assessment | <p>Review Questions - matching, short answer and vocabulary</p> <p>Essay question writing - impact fur trade</p> <p>Public art - identification of local examples, local mural design, mural process research</p> |
| Materials / Technology Needed | <p>Print Materials provided:</p> <ol style="list-style-type: none"> a. French Fur Trade & Art Tributes Unit-Teachers Guide b. French Fur Trade & Art Tributes Unit - Detailed Activities Guide <ol style="list-style-type: none"> 1. Missouri Art Tributes to Early Osage <ol style="list-style-type: none"> a. Osage & French Trading Mural - full image b. Osage & French Trading Mural Fact Sheet-Grades 3-5 c. Osage & French Trading Mural Review Qs-Grades 3-5 d. Osage & French Trading Mural Qs KEY-Grades 3-5 e. Osage & French Trading Mural Fact Sheet-Grades 6-12 f. Osage & French Trading Mural Review Qs-Grades 6-12 g. Osage & French Trading Mural Qs KEY-Grades 6-12 2. Public Art - Place-based Activities <ol style="list-style-type: none"> a. Public Art & Community Murals - Place-based Activities 3. Chouteaus - French Fur Traders <ol style="list-style-type: none"> a. Chouteaus Biography b. Chouteaus Biography Review Qs c. Chouteaus Biography Review Qs KEY 4. Evaluate Fur Trade Impact on Osage <ol style="list-style-type: none"> a. Discussion Pro & Con - outline points + Persuasive essay assignment |

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| EXTENDED LEARNING | <p>Students formulate question and conduct research on a related topic.</p> <ol style="list-style-type: none">a) See list of other Unit Topics in Osage “INFORMATION RESOURCES” section - read 1-2 pg Fact Sheets - esp. Unit B. Lands, Unit C. Homes, Unit D. Foods & Agriculture, Unit I. Art & Artists (including Traditional Clothing, Ribbon-work, etc.)b) Other on-line resources - esp. see SOURCES section of Fact Sheet for further investigationc) 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) |
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