

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

Unit Lessons Titles & Grade Levels	UNIT F. OSAGE EDUCATION & BOARDING SCHOOLS 1. Osage Education: History & Impact on Culture (Grades 6-12) 2. Boarding School Daily Life - Write letter home (Grades 3-12) 3. Code Talker/Boarding Schools lesson-NMAI lesson (Grades 4-12) 4. Chilocco Experience (interpreting history through Music & Art) - (Grades 3-12) 5. Compulsory Attendance & Abuse (Grades 9-12) 6. Ethnocentrism & Education Case Study (Grades 9-12) Each lesson can be taught independent of the others.
Summary	1. Osage Education: History & Impact on Culture Students read and create a timeline of the history of Osage education which closely tracks the fate of the Osage in the last 300 years, and analyze the cultural impact of the boarding schools. 2. Boarding School Daily Life - Write letter home Students read of typical military-style daily regimen at boarding schools, and write a letter home in voice of a young Osage student. 3. Code Talker/Boarding Schools - NMAI lesson Students read personal stories and general background on cultural repression in Natl Museum of American Indian lesson- also learn about Code Talkers; 4. Chilocco Experience (interpreting history through Music & Art) Students read background on Osage’s closest federal school, and then analyze song lyrics and art portraying the emotional experience of Indian students. 5. Compulsory Attendance & Abuse Students read excerpt from Osage historian of incidents of physical abuse in enforcing compulsory attendance at boarding schools, and discuss how these violate basic human rights. 6. Ethnocentrism & Education Case Study Students define culture and ethnocentrism and then analyze how this blinded the American educators who were trying to “help” the Osage - discussion and written essay response.
Subject Areas	Social Studies, Language Arts Reading & Writing, Music, Art
Grade Levels	See above in Lesson Titles Adapt 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 4.3, 4.5, 4.11 Grade 4: CS 1.2.D; CS 2.1 Grade 5: CS 5.3 Grade 6: CS 4.1 Grade 7: CS 1.3 Grade 8: CS 4.1.E, CS 4.6.C, CS 6.4 High School

	<p>US History 1878 to present: CS 1.2.B, CS 1.2.CS 3, CS 5.4.D Oklahoma History: CS 1.3, 1.4; CS 2.3, 2.6; CS 4.1 boarding schools, 4.4; CS 5.5, 5.9 Sociology: CS 2.2; CS 5.2 ethnocentrism; CS 6.1; CS 8.1 Art: CS 1, CS 2, CS 3, CS 4 KANSAS Language Arts: SL, W, RI Social Studies: 1, 2, 3, 4, 5</p>
Objectives	<p>The student will</p> <ol style="list-style-type: none"> 1. Osage Education: History & Impact on Culture <ul style="list-style-type: none"> • Create a timeline describing the 8 stages of education in Osage history Describe the impact of education on the Osage culture and assimilation process • Discuss early resistance to white education 2. Boarding School Daily Life - Write letter home <ul style="list-style-type: none"> • Imagine the feelings and describe the experiences of an Indian Boarding School student through writing a letter home to family 3. Code Talker/Boarding Schools - NMAI lesson <ul style="list-style-type: none"> • Discuss cultural repression in boarding school experience • Interpret personal narratives of former boarding school students 4. Chilocco Experience (interpreting history through Music & Art) <ul style="list-style-type: none"> • Identify goals and analyze complex reactions to Chilocco federal boarding school • Interpret meaning of specific verses of song lyrics/poetry portraying historical experience of Chilocco boarding school - symbol, imagery, word and language choice, mood & tone • Interpret artwork portraying the Chilocco boarding school experience- describe symbolic elements 5. Compulsory Attendance & Abuse <ul style="list-style-type: none"> • Examine human rights violations and physical abuse involved in compulsory attendance • Determine meaning of vocabulary words in context 6. Ethnocentrism & Education Case Study <ul style="list-style-type: none"> • Case study in ethnocentrism: Define culture and ethnocentrism • Determine meaning of vocabulary words in context • discuss and write essay regarding effects of ethnocentrism: <ol style="list-style-type: none"> (1) inability to imagine appropriate education for the Osage, (2) American goal of replacing Osage culture with American culture, (3) failure to see education potential of white culture <i>learning from Osage culture</i> (instead of just the other way around) • identify specific Osage values and concepts from which <i>modern culture</i> might <i>learn</i>
Activities	<p>Discussion - in partners, small or large groups:</p> <ul style="list-style-type: none"> • Review Pre-reading Discussion questions & preview • Pre-reading - What do you already know about this subject? • What do you want to know? <p>Independently, in small groups, or as whole class:</p>

	<ul style="list-style-type: none"> • Students read and interpret Maps, Fact Sheets and other readings. • Students complete Review Questions and other indicated activities. <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>Review Questions - short answer and vocabulary</p> <p>Essay question writing</p>
Materials / Technology Needed	<p>Print Materials provided:</p> <ol style="list-style-type: none"> a. Education Unit-Teachers Guide 7. Osage Education: History & Impact on Culture <ol style="list-style-type: none"> a. Osage Education: History & Impact on Culture - Fact Sheet b. Osage Education History - Timeline & Analysis Qs c. Osage Education History - Timeline & Analysis Qs KEY 8. Boarding School Daily Life (lower grades) <ol style="list-style-type: none"> a. Boarding School Daily Life + Write a Letter Home activity 9. NMAI - Code Talker/Boarding Schools lesson <ol style="list-style-type: none"> a. Intro Guide & Link 10. Chilocco Experience (interpreting history through Music & Art) <ol style="list-style-type: none"> a. Chilocco Factsheet + Song Lyrics and Painting b. Chilocco Facts, Song & Art - Review Qs c. Chilocco Facts, Song & Art - Review Qs KEY 11. Compulsory Attendance Issues <ol style="list-style-type: none"> a. Compulsory Attendance & Abuse - ReadVocab&Qs b. Compulsory Attendance & Abuse - ReadVocab&Qs - KEY 12. Ethnocentrism & Education Case Study <ol style="list-style-type: none"> a. Ethnocentrism Case Study: Read, Discuss, Write
EXTENDED LEARNING	<p>Students formulate question and conduct research on a related topic.</p> <ol style="list-style-type: none"> a) Write a song or paint/draw a picture - illustrating one of the other historical events in Osage history, from boarding school experience as described in this education unit (or events in other units) b) See list of other Unit Topics in Osage "INFORMATION RESOURCES" section - read 1-2 pg Fact Sheets - esp. browse 15 related lesson plans at: http://carlisleindian.dickinson.edu/teaching c) Other on-line resources - esp. see SOURCES section of Fact Sheet for further investigation d) 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)