Title
Understanding Traditional and Contemporary Oglala Lakota Governance.

Grade Level
Adult learner workshop.

Theme

Duration
4 hours.

Goal
Participants will increase their understanding of traditional and contemporary Oglala Lakota governance.

Objectives
Participants will be able to
1. Diagram traditional and contemporary Oglala Lakota governance structures.
2. Explain the reciprocal responsibilities of tunwan, oyate, tiospaye, wicoti, tiwahe within the traditional and contemporary structure.
4. Identify the similarities and differences between the traditional and contemporary structure of Oglala Lakota governance.

South Dakota Standards

Cultural Concept
Oglala Lakota governance.

Cultural Background
Prior to the establishment of reservations, Lakotas were hunters who moved seasonally in search of food. Governance of the people was fluid and situational. Depending on the number of tiospayes in a camp circle and what event brought the people together, traditional Lakota governance had the ability to adapt. For example, civil governance directed the buffalo hunt, spiritual governance was employed during the sun dance, and military governance took over at the first sign of danger. This type of governance continued until the establishment of the reservation. In 1936 as a result of the Indian Reorganization Act, a rigid form of civil governance was introduced in the Oglala Sioux Tribe constitution and by-laws.

This training will explore aspects of traditional and contemporary Oglala Lakota governance including the similarities and differences in structure, adaptability, and reciprocal responsibilities.

Student Activities
Introductions—10 minutes
Workshop overview—30 minutes
Student activity—3 hours
Break—10 minutes
Evaluation—10 minutes

1. Silent reading:
ground and flowing waters: An introductory text with materials on Rosebud
Sioux tribal government* (pp. 11-15). Rosebud: Sinte Gleska
College Press.

2. Presenter led presentation on traditional governance based on the following
resources:
   Nebraska Press.
   (p. 5). Pine Ridge, SD: Oglala Sioux Culture Center, Red Cloud Indian
   School.
   Oglala Sioux Culture Center, Red Cloud Indian School.
   Oglala Sioux Culture Center, Red Cloud Indian School.
   Oglala Sioux Culture Center, Red Cloud Indian School.
   Sioux Culture Center, Red Cloud Indian School.
   Sioux Culture Center, Red Cloud Indian School.
   Oglala Sioux Culture Center, Red Cloud Indian School.

Participant activity.
Presenter led discussion on traditional governance to include:
Definition of terms:
   *Tunwan* = nation
   *Oyate* = community
   *Tiospaye* = extended family
   *Wicoti* = camp
   *Towahe* = household
Diagramming oyate traditional governance structure based on the Kiyuksa and Ite Sica tiospaye structures including civil, spiritual, and military.

Outlining the reciprocal responsibilities of each level within both governance structures.

3. Presenter led presentation on reservation style governance based on the following resources:


Break – 10 minutes
Participant activity:
Presenter led discussion on reservation-style governance to include:
Examination of the Pine Ridge reservation ration districts.
Examination of the current 9 Pine Ridge reservation districts.

4. Presenter led presentation on contemporary governance based on the following resources:


Presenter led discussion on current Oglala Sioux governance structure to include:

- Diagramming the contemporary Oglala Lakota governance structure based on the constitution and by-laws.
- Outlining the reciprocal responsibilities of the Oglala Sioux Tribe and the oyate.
- Identify the similarities and differences between the traditional and contemporary structure of Oglala Lakota governance.

**Resources**

Visual aids:
Powerpoint presentation

Participant activity aids:
Large pad of newsprint paper, colored markers, ruler, scissors, tape, and glue.

**Assessment**

Participants will complete a workshop evaluation form.

**References**

In addition to participant readings the presenter should review the following background material:


**Developer**

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**Additional Information**

Disclaimer—This lesson plan is the result of an academic approach that includes research of available accounts. This research is not exhaustive and trainers are encouraged to conduct and include additional research relevant to the topic.