

**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.
3. Identify the 9 districts on the Pine Ridge reservation—White Clay, Wounded Knee, Porcupine, Medicine Root, Eagle Nest, Pass Creek, Wakpamni, Pine Ridge Village, and Lacreek.
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:

Pommersheim, F. (1998). Lakota tribal government in the past. In *Broken 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:

Tyron, T. & Blunt Horn. (1982). Original Lakota government. In J. Walker, *Lakota society* (R. J. DeMallie, Ed., pp. 29-32). Lincoln: University of Nebraska Press.

Walker, J. R. (1982). Divisions of the Lakotas. In *Lakota society* (R. J. DeMallie, Ed., pp. 18-19). Lincoln: University of Nebraska Press.

Walker, J. R. (1982). Notes on Oglala Bands. In *Lakota society* (R. J. DeMallie, Ed., pp. 20-21). Lincoln: University of Nebraska Press.

Garnett, C. (1982). Bands, Chiefs, and Laws. In *Lakota society* (R. J. DeMallie, Ed., pp. 23-24). Lincoln: University of Nebraska Press.

One Feather, V. (1974). Lakota government for a large camp. In *Itanacan* (p. 5). Pine Ridge, SD: Oglala Sioux Culture Center, Red Cloud Indian School.

One Feather, V. (1974). Council members. In *Itanacan* (p. 6). Pine Ridge, SD: Oglala Sioux Culture Center, Red Cloud Indian School.

One Feather, V. (1974). Shirt wearers. In *Itanacan* (p. 6). Pine Ridge, SD: Oglala Sioux Culture Center, Red Cloud Indian School.

One Feather, V. (1974). Council of men. In *Itanacan* (p. 7). Pine Ridge, SD: Oglala Sioux Culture Center, Red Cloud Indian School.

One Feather, V. (1974). Kiyuksa. In *Itanacan* (p. 8). Pine Ridge, SD: Oglala Sioux Culture Center, Red Cloud Indian School.

One Feather, V. (1974). Ite sica. In *Itanacan* (pp. 9-10). Pine Ridge, SD: Oglala Sioux Culture Center, Red Cloud Indian School.

One Feather, V. (1974). Chief's society. In *Itanacan* (p. 15). Pine Ridge, SD: 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

*Iunkala* = person

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:

One Feather, V. (1974). The reservation-style government. In *Itancan* (pp. 15-16). Pine Ridge, SD: Oglala Sioux Culture Center, Red Cloud Indian School.

One Feather, V. (1974). The agent. In *Itancan* (pp. 16-19). Pine Ridge, SD: Oglala Sioux Culture Center, Red Cloud Indian School.

One Feather, V. (1974). The Oglala. In *Tiospayes* (pp. 12-17). Pine Ridge, SD: Red Cloud Indian School.

One Feather, V. (1974). Ration districts. Pine Ridge Indian Reservation. In *Tiospayes* (p. 20). Pine Ridge, SD: Red Cloud Indian School.

One Feather, V. (1974). Wicoti: Camps and communities. Pine Ridge Indian Reservation. In *Tiospayes* (pp. 20-21). Pine Ridge, SD: Red Cloud Indian School.

One Feather, V. (1974). Districts: Pine Ridge Indian Reservation. In *Tiospayes* (pp. 29-31). Pine Ridge, SD: Red Cloud Indian School.

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:

One Feather, V. (1974). Indian Reorganization Act. In *Itancan* (pp. 23-24). Pine Ridge, SD: Oglala Sioux Culture Center, Red Cloud Indian School.

One Feather, V. (1974). Constitution and by-laws. In *Itancan* (pp. 24-25). Pine Ridge, SD: Oglala Sioux Culture Center, Red Cloud Indian School.

One Feather, V. (1974). Political groups. In *Itancan* (pp. 25-27). Pine Ridge, SD: Oglala Sioux Culture Center, Red Cloud Indian School.

One Feather, V. (1974). Tribal elections. In *Itancan* (pp. 27-28). Pine Ridge, SD: Oglala Sioux Culture Center, Red Cloud Indian School.

Constitution and by-laws of the Oglala Sioux Tribe of the Pine Ridge Indian Reservation, Pine Ridge, South Dakota, (1936). Retrieved February 26, 2008 from the Native American Rights Fund Web site:

[http://www.narf.org/nill/Constitutions/  
oglaconst/oglalasiouxconst.htm#preamble](http://www.narf.org/nill/Constitutions/oglaconst/oglalasiouxconst.htm#preamble)

- 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:

Biolsi, T. (1992). Establishing tribal government. In *Organizing the Lakota: The political economy of the New Deal on the Pine Ridge and Rosebud reservations* (pp. 85-108). Tuscon: University of Arizona Press.

DeMallie, R. J. (2001). Political organization [excerpt from Teton]. In W. Sturtevant (Series Ed.) & R. J. DeMallie (Vol. Ed.), *Handbook of North American Indians: Vol. 13, Part 2, Plains* (pp. 801-803). Washington, DC: Smithsonian Institution Press.

Herman, A., & Walker, J. R. (1982). The seven council fires. In J. R. Walker, *Lakota society* (R. J. DeMallie, Ed., pp. 14-18). Lincoln: University of Nebraska Press.

Walker, J. R. (1982). Communal chase of the buffalo. In *Lakota society* (R. J. DeMallie, Ed., pp. 74-94). Lincoln: University of Nebraska Press.

### **Developer**

Brinda Kuhn

PO Box 36

Martin, SD 57551

(605) 454-6313

[brinda.kuhn@gmail.com](mailto:brinda.kuhn@gmail.com)

### **Date**

15 June 2008

### **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.