

Unit Overview

Title of Unit: Waniyetu Wowapi (winter count)

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Timeframe of Unit: 3-5 Days (30-50 minute lessons)

Topic Area: Oceti Sakowin History and Culture, Social Science, Science, Language Arts, Fine Arts

Grade Level: 3-5

Description:

The Students will be able to demonstrate knowledge of the fundamentals of a winter count by researching winter counts like the American Horse Winter Count, the Flame Winter Count and the Cloud Shield Winter Count using the Smithsonian Winter Counts: An Online Exhibit. The students will learn about the "Keeper" of the winter count by competing in a drawing competition. The students will create an image of an important event that occurred in their lives during the school year. Then the students will present their winter count to the class – parents, guardians, and elders are encouraged to attend. The presentation attendees will choose/identify a Winter Count Keeper for the Class Winter Count. Finally the students will test the quality (clarity and deepness) of pigments used to draw winter count images.

Suggested Resources:

- The Smithsonian
 - [Lone Dogs Winter Count](#)
 - [Teacher Guide](#)
 - [Lakota Winter Count: Online Exhibit](#) (Interactive)
 - [Lakota Winter Count: Online Exhibit](#) (html)
- Power Point Presentations – Victor Douville, Sinte Gleska University
 - [Waniyetu Wowapi: Winter Count](#)
 - [Evolution of Wajaje-Cokatowela Shirts](#)
- St. Francis Mission: [Waniyetu Yawapi \(Lakota Winter Counts\)](#)
- UNL - [Winter Counts as Possible Precursors to Writing](#)
- UC Irvine - [Anderson Winter Count](#)
- Books
 - Moonstruck: The Seasons of the Sioux
- State Historical Society South Dakota
 - [Buffalo and the Plains Indians](#) (South Dakota State Historical Society [Educational Kit](#))
 - State Historical Society North Dakota - [High Dog's Winter Count](#)



Stage 1: Desired Results

Oceti Sakowin Essential Understanding 6

- Indicator one: Analyze the Oceti Sakowin historical eras recorded through Oceti Sakowin Winter Counts. (OSEUS 6: Indicator 1 (3-5))
 - Standard: Grade (3-5) - The students are able to demonstrate knowledge of the fundamentals of a winter count.

Other standard:

Common Core: Writing, Grade 3-5, #2
 Language Standards, Vocabulary 3-5, #6

South Dakota Standards:

Social Studies: 3.W.1.1, 4.W.1.1, 5.W.1.1
 Visual Arts: Standard 1
 Science: Nature of Science - Indicator 2: Apply the skills necessary to conduct scientific investigations. (optional activity)

Understanding (s) / goals:

1. The students will understand that a winter count is a pictographic record of historical/memorable events for a tiospayes (community).
2. The students will understand that one person, called a Keeper, was selected to record the images on the winter count.
3. The students will understand that the images on the winter count were used as a reminder/aid to help the keeper remember the events. The keeper (oral historian) could then explain the events in detail.

Essential Question for this unit:

1. How was the Keeper of the winter count selected?
2. Who selected the event to be drawn on the winter count?
3. Who would draw the image on the winter count?
4. Why was the winter count so important to a group of people who did not have a written language?

How will students demonstrate what they understand, know and what they can do? (3)

Understand (Conceptual)

The students will recognize the importance of choosing a guardian (Keeper) of their past.

Know (key vocabulary)

1. Oceti Sakowin – Seven Council Fires
2. Family - Tiwahe
3. Extended Family - Tiospaye
4. Ancestors/ band - Ospaye
5. Winter count - Waniyetu Wowapi
6. History – ehanni
7. Winter Count Keeper – Waniyetu Wowapi Yuha

Do (Procedural, Application, Extended Thinking)

1. The students will draw traditional winter count images.
2. The students will draw images to represent current events.
3. The students will produce a classroom winter count.
4. The students will test the durability of natural dyes.



Stage 2- Assessment Evidence What will be the assessment criteria and what form will it take?

Performance Task(s) Formative and Summative:
Summative – Natural dye comparison
Formative – Compare and contrast table

Learning Activities:

- The students will study winter counts like the American Horse Winter Count, the Flame Winter Count and the Cloud Shield Winter Count using the Smithsonian Winter Counts: An Online Exhibit.
 - Lesson
 - [Winter Counts \(a closer look\)](#)
 - Winter Counts (a closer look) – [PowerPoint I](#)
 - Winter Counts (a closer look) – [PowerPoint II](#)
- The second lesson focuses on the “Keeper” of the winter count. The students will play a game similar to Pictionary in which they will draw an image to represent an event.
 - Lesson
 - [The “Keeper” of the Count](#)
 - [Event Cards](#)
 - [Event Cards List](#)
- During the next lesson, the students will create their own winter count image by identifying an important event that occurred in their lives during the school year. The students will present their winter count to the class – parents, guardians, and elders are encouraged to attend. The presentation attendees will choose/identify a Winter Count Keeper for the Class Winter Count.
 - Lesson
 - [Class Winter Count](#)
 - [Chart](#)
 - [Compare and Contrast Table](#)
- Optional: During this lesson the students will test the quality (clarity and deepness) of natural pigments.
 - Lesson
 - [Winter Count Dyes](#)
 - [Winter Count Dyes – Chart](#)

3-5: Modify all lessons and activities as needed for level of understanding/grade level.
Accommodations/Modifications – Peer grouping, higher level students with lower level students.