

2011-2012 ABC LESSON 3**Social Studies and Critical Thinking: The Sioux Winter Count****GRADE LEVEL**4th and 5th**TIME REQUIRED**

3 - 4, one hour class periods



A traditional style winter count on buffalo hide.

Source: <http://kids.britannica.com/comptons/art-127995/Plains-Indians-recounted-tribal-history-with-records-called-winter-counts>

SUMMARY

Lesson Three combines social studies with visual arts to create a unique learning experience about Native Americans that also fosters critical thinking. The Sioux tribe of South Dakota is made up of the Lakota, Dakota, and Nakota. These three smaller bands are closely related by culture, language, and history. Traditionally, they all created winter counts to record past events, much like a history book today. First, students will learn about the Sioux tribes and the tradition of the winter count. They will discuss pictographs and design symbols for themselves. Next, students will work with their ABC teacher to create their own winter count using their personal pictographs. Last, students will explore how winter counts and other aspects of Sioux culture have changed over time as a result of contact with European culture.

MATERIALS

- Tan-colored paper, 1 piece/student
- Scissors, 1 pair/student
- Colored pencils, markers, or crayons, 1 set/student
- Handouts 1, 2, and 3, 1/student (included)
- Images of winter counts
- Computer/s with internet access

VOCABULARY

Critical thinking	Using evidence to support your ideas.
Sioux	A group of Native Americans who historically inhabited the northern Great Plains from Minnesota to eastern Montana. Today, most Sioux populations live on reservations in South Dakota.
Lakota, Dakota, and Nakota	The Sioux are divided into these three smaller bands or tribes. Each band is closely related by culture, language, and history.
Winter count	A series of pictographs drawn on buffalo hide, cloth, or paper that is used to record and remember the history of Lakota, Dakota, and Nakota Sioux communities.
Pictograph	A picture drawn on a winter count that symbolizes an important event and is used to remember a specific year that has passed.
Waniyetu wowapi	(wah-nee-uh-two woa-ah-pee) The Lakota term for “winter count.” The word “waniyetu” means “year”, which is measured from first snowfall to first snowfall. “Wowapi” translates to “anything that can be read or counted.”
Winter count keeper	Traditionally, every tribe had a winter count keeper who was also the community historian. The keeper was responsible for adding a new image to the winter count each year and retelling the history of the community at various events throughout the year.
Oral culture	In a society without written language, history and culture is remembered by individuals and passed down orally from generation to generation. Traditionally, the Sioux had an oral culture. The winter count served as mnemonic device for the winter count keeper to recall the history of the community.
Mnemonic device	An object or symbol that serves as a memory aid.

LESSON OUTLINE

PRE-VISIT ACTIVITIES

1. Introduce students to the Sioux tribe of South Dakota and the tradition of the winter count with the resources provided.

Resources

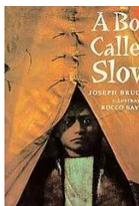
a. Website

Lakota Winter Counts: An Online Exhibition, Smithsonian

available at <http://wintercounts.si.edu/index.html>

Spend some time with this website. Everything you need is right here! Begin with “Who are the Lakota?” for an overview of the tribe and their history. Next visit “What is a Winter Count?” for information in winter counts. If you are able to project the web pages in your classroom or go to the computer lab, share this interactive experience with your students.

b. Book



A Boy Called Slow: The True Story of Sitting Bull

ISBN: 0606132236

A biography about the childhood of Sioux warrior Sitting Bull who is well known for his involvement in Custer’s Last Stand. Includes information about Native American Plains culture. This book would be a nice addition to the pre-visit activities.

2. Introduce the idea of pictographs. Examine them and discuss their meaning.

Resources

- a. Visit the “View Winter Counts” page at <http://wintercounts.si.edu/index.html>. There is a great zoom feature and historical information attached to specific pictographs. The Lone Dog Winter Count is a good example to use. An alternative is to use *Handout 1: Picture Writing Symbols* to discuss pictographs and their meaning with your students.

3. Give students *Handout 2: Personal Pictograph Calendar* to complete **before** their ABC visit. Pencil drawings are fine. Students can add color during the ABC visit.

*Students have the choice of selecting one important event from each year of their life, the last 10 months, the last 10 weeks, or the last 10 days. Assign what is most appropriate for your class.

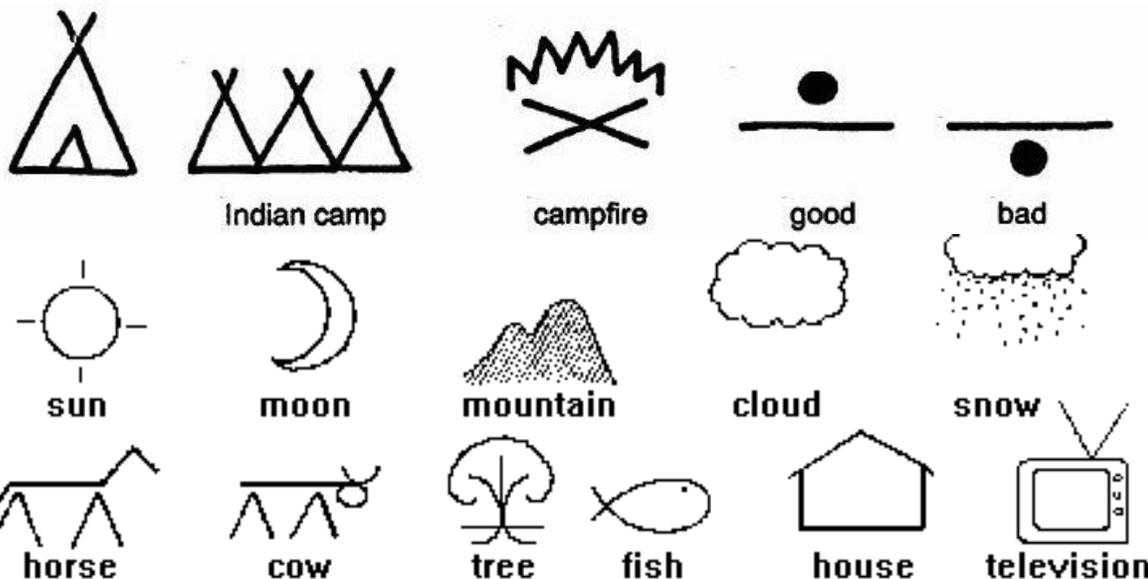
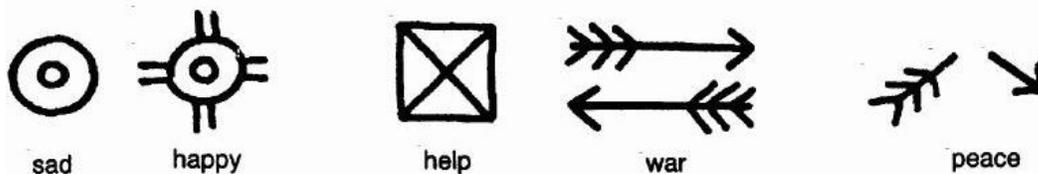
*Students practice using critical thinking skills (observation: explaining what is happening, interpretation: characteristics or feelings related to an object, and supporting observation/interpretations: ideas are supported with evidence and justification) when they record the meaning of their pictographs.

****Students must have their pictographs complete before your ABC teacher visits your classroom.***

Handout 1: Pictographs and Their Meanings

Name _____

Pictograph- A picture drawn on a winter count that symbolizes an important event and is used to remember a specific year that has passed.



What story do you think these pictographs represent?
Write the meaning next to the pictures.



Name _____

Handout 2: Personal Pictograph Calendar Page 1

Day/Month/Week/Year	Important Event	Pictograph
1.		
2.		
3.		
4.		
5.		

Name _____

Handout 2: Personal Pictograph Calendar Page 2

Day/Month/Week/Year	Important Event	Pictograph
6.		
7.		
8.		
9.		
10.		

ABC VISIT ACTIVITES

1. Students will learn about the traditionally oral culture of the Sioux tribe and the role of the winter count keeper.
2. Students will work with their ABC teacher to create an “animal hide” using crumbled tan paper. Students will transfer their symbols to the “animal hide” and add color.

Questions for students

- a. What does this pictograph represent?
- b. How did you decide what to draw?

3. Students will examine images of winter counts from different time periods and begin to discuss how the tradition has change over time as a result of contact with European culture.

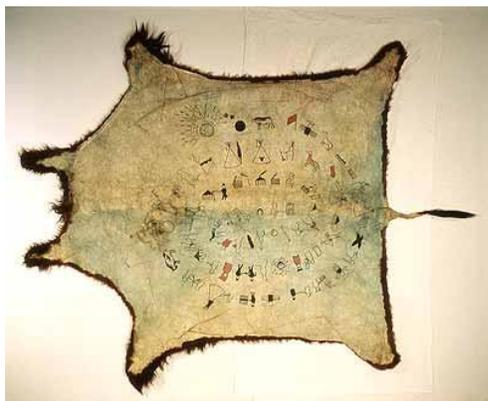
Resource

- a. Use *Handout 3: Visual Timeline: Winter Counts and Changes Over Time* to continue the discussion of how European culture influenced the winter count tradition.
4. If time allows at the end of class, students can play the role of the winter count keeper by sharing their personal story with the class.

Questions for students

- a. How easy or difficult was it to remember the story?
- b. How did the pictographs help?

Handout 3 Visual Timeline: Winter Counts and Changes over Time



1. Lone Dog's Winter Count

Traditionally, the Sioux recorded pictographs in a spiral pattern on a deer or buffalo hide.



2. Battiste Good (Brown Hat's) Winter Count

By the 19th century, some Sioux people learned to write their own language. As a result, a few keepers began to add written words to the pictographs and some arranged their pictographs in straight lines rather than the traditional spiral.



3. Major Bush Winter Count

Pictographs declined when reading and writing became widespread among the Sioux, and eventually, some winter counts were only written text, much like a history book.

Today, the Sioux people use other types of recording such as art, video, and even online exhibits as a modern continuation of the winter count tradition.

Images available at <http://wintercounts.si.edu/>

Visit this website to learn more.

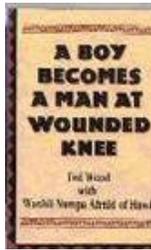
POST-VISIT ACTIVITIES

1. Work with students to further explore how Sioux culture has changed over time as a result of contact with European culture.

Resources

- a. Don't miss "Contemporary Perspectives" within the "Who are the Lakota?" webpage at <http://wintercounts.si.edu> for video interviews with members of the Lakota tribe today. The interview with Tipiziwini Young is especially good for a young audience and makes an interesting comparison between past and present Lakota culture.

- b. Book

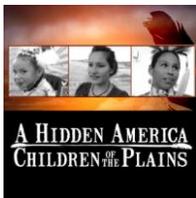


A Boy Becomes a Man at Wounded Knee

ISBN: 0613073878

A 100 years after the Massacre of Wounded Knee, descendents of survivors retraced the Big Foot clan's 150 mile journey through South Dakota. Told from the perspective of 8 yr. old Wanbli Nupa Afraid of Hawk, the story is set in present day and would be a nice addition to the post visit activities.

- c. Video



A Hidden America: Children of the Plains

Available at: <http://abc.go.com/watch/2020/SH559026/>

VD55148316/2020-1014-children-of-the-plains

Diane Sawyer presents a documentary on a group of Lakota Sioux children living on the Pine Ridge Indian reservation in South Dakota. The program presents a realistic picture of life on the reservation and makes an interesting comparison between traditional and contemporary Native American culture. The program is 40 minutes long and would be a nice addition to the post visit activities.

Question for students

- d. Why is it important for Native Americans today to preserve their histories?

SUGGESTED TENNESSEE STATE CURRICULUM STANDARDS

Pre-visit Activities

4th grade Social Studies

1. **Culture: GLE 1.01** Understand the diversity of human cultures.
2. **Culture: GLE 1.02** Discuss cultures and human patterns of places and regions in the world: North America/Native American
3. **Culture: 4.1SPI.1** Identify pre-Columbian Native American Groups: Sioux

5th grade Social Studies

1. **Culture: GLE 1.01** Understand the diversity of human cultures.
2. **Culture: GLE 1.02** Discuss cultures and human patterns of places and regions in the world: North America/Native American
3. **Culture: 5.1.SPI.1** Recognize components of American culture: Native American/Sioux

Accomplishments

4. **Culture: 5.1.01** Explain how art, music, and literature reflect the times during which they are created: winter counts

4th and 5th grade Visual Arts

1. **Structures/Functions: SPI 2.51** Explain and make inferences about the purposes of selected artworks through teacher-guided cues: pictographs on winter counts
2. **Structures/Functions: SPI 2.61, SPI 2.62, SPI 2.63** Execute, integrate, and experiment with chosen purpose in one's own artwork: personal pictographs calendar/critical thinking
3. **Evaluation: SPI 3.1.1, SPI 3.1.2, SPI 3.1.3** Implement, integrate, and produce subject matter, symbols, and ideas in one's own artwork as modeled by the teacher: personal pictographs calendar/critical thinking
4. **Historical and Cultural Relationships: SPI 4.1.1** Interpret teacher selected art from historical and contemporary cultures, times, and places: winter counts/critical thinking
5. **Interdisciplinary Connections: SPI 6.2.1** Explain connections between visual arts and other standards-based disciplines outside the arts as guided by the teacher: winter counts/history

ABC visit

4th Grade Social Studies

1. **Culture: 4.1SPI.4** Examine how Native American culture changed as a result of contact with European culture: changes in winter counts over time

Accomplishments

2. **History: 4.5.01b** Explain the cultures of the Western Hemisphere's native peoples prior to European contact: Sioux

5th grade Social Studies

1. **Culture: GLE 1.02** Discuss cultures and human patterns of places and regions in the world: North America/Native American
2. **Culture: 5.1.SPI.2** Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion: winter counts

4th and 5th grade Visual Arts

1. **Media/Techniques/Processes: SPI 1.1.1** Execute the intended use of tools as modeled by the teacher: create winter count
2. **Media/Techniques/Processes: SPI 1.5.2** Demonstrate levels of craftsmanship as modeled by the teacher: create winter count
3. **Evaluation: SPI 3.1.1, SPI 3.1.2, SPI 3.1.3** Implement, integrate, and produce subject matter, symbols, and ideas in one's own artwork as modeled by the teacher: transfer and explain pictographs on personal winter count/critical thinking
4. **Historical and Cultural Relationships: SPI 4.1.2** Compare and contrast teacher selected art from historical and contemporary cultures, times, and places: changes in winter counts over time
5. **Reflecting and Assessing: SPI 5.1.1** Interpret characteristics and merits in one's own artwork as modeled by the teacher: share winter count with class/critical thinking
6. **Interdisciplinary Connections: SPI 6.2.1** Explain connections between visual arts and other standards-based disciplines outside the arts as guided by the teacher: winter counts/history

7. Post-visit Activities

4th grade Social Studies

1. **Culture: 1. 4.1SPI.4** Examine how Native American culture changed as a result of contact with European culture. changes in winter counts and Sioux culture over time

Accomplishments

2. **History 4.5.01b** Explain the cultures of Western Hemisphere's native peoples prior to European contact: Sioux
3. **History 4.5.02a** Demonstrate the ability to use correct vocabulary associate with time such as past, present future, and long ago; read and construct simple time lines; identify examples of change and recognize examples of cause and effect relationships.

5th grade Social Studies

1. **Culture: 5.1.SPI.2** Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion: winter counts and Sioux culture

4th and 5th grade Visual Arts

1. **Historical and Cultural Relationships: 4.2.1** Interpret how culture, history and art influence each other-past and present: winter counts and Sioux culture
2. **Reflecting and Assessing: SPI 5.1.1** Interpret characteristics and merits in one's own artwork as modeled by the teacher: share winter count with class/critical thinking
3. **Interdisciplinary Connections: SPI 6.2.1** Explain connections between visual arts and other standards-based disciplines outside the arts as guided by the teacher: winter counts/history