



Unit Overview

Title of Unit: Waniyetu Wowapi
(winter count)

Designed by: Tally Colombe, Steven
Rokusek, Earl Bullhead

Timeframe of Unit: 5-7 Days (30-50 minute lessons)

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

Grade Level: 6-8

Description:

The students will learn about Oceti Sakowin history and American history by comparing events recorded on winter counts with events recorded in American history resources. The students will study winter counts like the American Horse Winter Count, the Flame Winter Count and the Cloud Shield Winter Count using resources like the Smithsonian Winter Counts: An Online Exhibit. Then the students will use the Internet and history books to research events that occurred in American history and compare them with winter count images for the same year. The students will make a textual/pictorial comparison of the Oceti Sakowin event and the American history event for each year studied.

Suggested Resources:

- Review: [Waniyetu Wowapi \(winter count\) Blog](#) – Background information, videos, audio interviews, and more!
- Book:
 - Moonstruck: The Seasons of the Sioux



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 (6-8))
 - Standard: Grade (6-8) – The students are able to compare events recorded on winter counts to dates in American history.

Other standards:

Common Core: Writing Grade (6-8), #2, 4, 9

Language Grade (6-8), #1, 2, 6

History Grade (6-8), #2, 4, 7

South Dakota Standards:

Social Studies: 6.C.1.2., 7.G.2.2., 8.US.1.2., 8.US.2.2.

Understanding (s) / goals:

1. The students research and examine winter counts.
2. The students will compare events recorded on winter counts with events recorded in American history for the same time period.

Essential Question for this unit:

1. Are there similar events recorded on winter counts and in American history resources?
2. Today, why is it so important to document Oceti Sakowin elders?

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

Understand (Conceptual)

The students will gain an appreciation of Oceti Sakowin identity (you must know your history to know yourself).

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 –

Do (Procedural, Application, Extended Thinking)

1. The students will draw traditional winter count images.
2. The students will make a booklet to compare the winter count events with the American history events.



Waniyetu Wowapi
Yuha

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

Performance Task(s) Formative and Summative:
Summative – Affective Graphic Organizer
Formative – Peer Evaluation of the Booklet

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 students will use the Internet and history books to research events that occurred in American history and compare them with winter count images for the same year. The students will make a booklet to compare the winter count events with the American history events. The student should draw an image for the American history event in the booklet, and then redraw the original winter count image on the same page. A textual explanation for each event should be included below each image. (Activity idea)
- Optional Activities:
- The students will learn Tawapaha Olowan (A Flag Song – S.D.).
 - [Tawapaha Olowan](#)
- This lesson focuses on the “Keeper” of the winter count. The students will play a game like 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](#)
- During this lesson the students will test the quality (clarity and deepness) of natural pigments.
 - Lesson
 - [Winter Count Dyes](#)
 - Winter Count Dyes – [Chart](#)

6-8: Modify all lessons and activities as needed for level of understanding/grade level.

Accommodations/Modifications – Peer grouping, higher level students with lower level students.

Affective Graphic organizer will be in checklist format.