



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, Language Arts, Fine Arts	
Grade Level: K-2	
Description: The students will understand the passing of time through lineage (family) by differentiating between timelines, calendars, history books and winter counts. The students will draw a picture of an important event that occurred in their family. They will then use this event and additional photos to construct a personal timeline. 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.	
Suggested Resources: <ul style="list-style-type: none">○ Review: Waniyetu Wowapi (winter count) Blog – Background information, videos, audio interviews, and more!○ Book:<ul style="list-style-type: none">▪ Moonstruck: The Seasons of the Sioux○ Timeline – Many timelines are like winter counts; the events are usually represented by a date, textual explanation, and image.<ul style="list-style-type: none">▪ Video Timeline of Tech Development in SD▪ Brief SD Suffrage Timeline▪ PBS: The War▪ PBS LM: Slavery and Making of America	



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 (K-2))
 - Standard: Grade (K-2) - The students will understand the passing of time through lineage (family).

Other standard:

Common Core: Writing, Grade K-2, #3
Reading Literature, RL1

Social Studies: 1US.1.1, 2US.1.1
Visual Arts: Standard 1

Understanding (s) / goals:

The students will understand the correlation between family history and passing of time.

Essential Question for this unit:

1. Who are your ancestors?
2. How do you keep track of your ancestors and family history?
3. Since the Oceti Sakowin's were an oral history culture, how did they record their history?

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

Understand (Conceptual)

The students will gain awareness of family history and how it pertains to the passing of time.

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 an image of an upcoming event from their family calendar.
2. The students will construct a family timeline through photos.
3. The students will produce a classroom winter count.

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

Performance Task(s) Formative and Summative:

Summative – Venn diagram
Formative – 3-2-1 Strategy



How can I ensure students demonstrate a higher level of thinking utilizing Webb leveling?

Rubric for the personal winter count.

Stage 3- Learning Plan

Learning Activities:

- The first lesson introduces the students to the similarities and differences between timelines, calendars, history books, and winter counts. The students will develop a pictorial image for their family calendar. The entire class will do a Venn diagram comparing the differences between winter counts, timelines, and calendars.
 - Lesson
 - [Recording the Past and the Future](#)
 - [Venn Diagram](#)
- Draw a picture of an important event that occurred in your family. (Activity idea)
- Collect pictures from home of a student's personal life. Then construct a personal timeline on a poster board, including the date and photo caption. Photocopy or scan the original photos. (Activity idea)
- During the final 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](#)

(K-2: Modify all lessons and activities as needed for level of understanding/grade level.)