



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: 9-12

Description:

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. 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 chain-of-events historical chart according to their research of events from Winter Counts using the Smithsonian Winter Counts: An Online Exhibit. The students will create an American history chain-of-events historical chart directly below the winter count chain-of-events so comparisons of corresponding dates can be compared. The students will make a PowerPoint presentation/ Windows Media video of their comparisons.

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 (9-12))
 - Standard: Grade (9-12) – The students are able to describe the accuracy of historical eras recorded through Oceti Sakowin Winter Counts.

Other standards:

Common Core: Reading (9-12), #RL7

Writing Grade (9-12), #2, 9

Speaking and Listening Grade (9-12), #SL4, SL5

Language Grade (9-12), #1, 2

History Grade (9-12), #RH1, RH9

South Dakota Standards:

Social Studies: 9-12.US.1.1A., 9-12.US.2.1A.

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?
3. Why do you think interpretations between Tribal history and American history are different?

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

Understand (Conceptual)

Students will understand that keeping a documented history for the Oceti Sakowin was very significant for the survival of their culture.

Know (Factual) (key vocabulary)

1. Family - Tiwahe
2. Extended Family - Tiospaye
3. Ancestors/ band - Ospaye
4. Winter count - Waniyetu Wowapi
5. History – Ehanni
6. Winter Count Keeper

Do (Procedural, Application, Extended Thinking)

1. The students will draw traditional winter count images.
2. The students will make a chain-of-events historical chart comparing winter counts and American history.



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

Performance Task(s) Formative and Summative:
Summative – Chain-of –Events Historical Chart
Formative – PowerPoint Presentation or Windows Media Video

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 chain-of-events historical chart according to their research of events from Winter Counts using the Smithsonian Winter Counts: An Online Exhibit. The students will create an American history chain-of-events historical chart directly below the winter count chain-of-events so comparisons of corresponding dates can be compared. The students will make a PowerPoint presentation of their comparisons. (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 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](#)
- During this lesson the students will test the quality (clarity and deepness) of natural pigments.
 - Lesson
 - [Winter Count Dyes](#)
 - Winter Count Dyes – [Chart](#)

9-12: 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.