TITLE: Native American Winter Counts: Telling Stories with Pictures: A project based unit for making a Native American Sun painting with personal symbols with ideas for other Native American Projects such Buffalo hide paintings and Winter Count Dyes.

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GRADE LEVEL(S): Elementary but adaptable for all grades K-12

TIME ALLOTMENT: I Unit with 5 lessons: approximately 2 hours per lesson.

OVERVIEW: Winter Counts are pictorial records of Native American History. Students will learn the how Winter Counts was the visual record used by the Lakota to record the history of their daily life.


LEARNING OBJECTIVES: Students will understand that there are many diverse cultures and that different peoples use many different styles and forms to record their history. Students will learn about the practice of making winter counts among some Native American groups. Students will study the Lone Dog Winter Count. Students will learn about history keeping in various cultures. Students will understand how storytellers use pictographs as storytelling devices. Students will create pictograph cards illustrating their own life. Students will create a water color painting using pictographs within a Native American sun painting as well as create a “buffalo” pictograph and berry dye paintings.

STANDARDS: National Standards
Visual Art:
Grades: K-4 1 Understanding and applying media, techniques, and processes
Grades: K-4 2 Using knowledge of structures and functions
Grades: K-4 3 Choosing and evaluating a range of subject matter, symbols, and ideas
Grades: K-4 4 Understanding the visual arts in relation to history and cultures
Grades: K-4 5 Content Standard: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Grades: K-4 6 Making connections between visual arts and other disciplines

Visual Art Common Core:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Selected Learning Targets:
Brainstorm multiple approaches to a creative art or design problem.
Collaboratively set goals and create artworks that are meaningful and have purpose to the makers.
Anchor Standard: Organize and develop artistic ideas and work.
Explore and invent art making techniques and approaches.
When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
Document, describe, and represent regional constructed environments.
Anchor Standard: Refine and complete artistic work
Revise artwork in progress on the basis of insights gained through peer discussion

National Standards for History
Grades: K-4 1 Living and Working Together in Families and Communities, Now and Long Ago
Grades: K-4 1.1 Family Life Now and in the Recent Past; Family Life in Various Places Long Ago
Grades: K-4 1.1A The student understands family life now and in the recent past; family life in various places long ago.
Grades: K-4 1.2 History of Students’ Local Community and How Communities in North America Varied Long Ago
Grades: K-4 1.2A The student understands the history of his or her local community.
Grades: K-4 1.2A.1 Create a historical narrative about the history of his or her local community from data gathered from local residents, records found in early newspapers, historical documents and photographs, and artifacts and other data found in local museums and historical societies. [Construct a historical narrative]
Grades: K-4 1.2B The student understands how communities in North America varied long ago.

Grades: K-4 1.1A.1 Investigate a family history for at least two generations, identifying various members and their connections in order to construct a timeline. (Teachers should help students understand that families are people from whom they receive love and support. Understanding that many students are raised in nontraditional family structures--i.e., single-parent families, foster homes, guardians raising children--teachers must be sensitive and protect family privacy.) [Establish temporal order]

Grades: K-4 1.1B The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values.

Minnesota Standards for Visual Art:

Grades 4-5 1. Artistic Foundations 1. Demonstrate knowledge of the foundations of the arts area. Visual Arts 4.1.1.5.1 1. Describe the characteristics of the elements of visual art including color, line, shape, value, form, texture and space.

Grades 4-5 1. Artistic Foundations 1. Demonstrate knowledge of the foundations of the arts area. Visual Arts 4.1.1.5.2 2. Describe how the principles of visual art such as repetition, pattern, emphasis, contrast and balance are used in the creation, presentation or response to visual artworks.

Grades 4-5 1. Artistic Foundations 2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. Visual Arts 4.1.2.5.1 1. Describe the tools, materials and techniques used in a variety of two- and three-dimensional media such as drawing, printmaking, ceramics or sculpture.
Grades 4-5 1. Artistic Foundations 3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.

Visual Arts 4.1.3.5.1 1. Describe the personal, social, cultural, or historical contexts that influence the creation of visual artworks including the contributions of Minnesota American Indian tribes and communities.

Grades 4-5 1. Artistic Foundations 3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas. Visual Arts 4.1.3.5.2 2. Describe how visual art communicates meaning.

Minnesota Social Studies Standards

Geography 3. Human Systems 5. The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic and political systems). 4.3.3.5.1

Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century. 4 3. Geography 3. Human Systems 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. 4.3.3.6.1

Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada. For example: Geographic factors—climate, landforms, availability of natural resources. 4 3. Geography 4. Human Environment Interaction 9. The environment influences human actions; and humans both adapt to and change, the environment. 4.3.4.9.1

Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications. For example: Humans cut down a forest to clear land for farming, which leads to soil erosion. Consequently, humans have to use more fertilizer to supplement the nutrients in the soil. 4 3. Geography 4. Human Environment Interaction 10. The meaning, use, distribution and importance of resources changes over time. 4.3.4.10.1

Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States and
Canada. 4 3. Geography 4. Human Environment Interaction 10. The meaning, use, distribution and importance of resources changes over time. 4.3.4.10.2

4 4. History 1. Historical Thinking Skills 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. 4.4.1.2.1

Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico, at different points in time. For example: The United States, Canada, or Mexico in 1800 versus 1900; population centers over time; natural resource use over time. 4 4.

History 2. Peoples, Cultures, and Change over Time 4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. 4.4.2.4.1

Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.

SOCIAL STUDIES 4
Power Learning Targets

Social Studies (170)

- 4.1.3. Create a mental map that demonstrates understanding of the relative location, direction, size and shape of the United States. (e.g., states, major cities, capitals, major landforms) (29952)
- 4.2.4. Use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota (e.g., how the railroads led to settlements in the state) (29960)
- 4.2.9. Identify reasons for settlement in North Dakota (e.g., railroads, Bonanza farms, and Homestead Act) (29965)
- 4.4.1. Identify the roles, rights, and responsibilities of a citizen in North Dakota (e.g., obedience to laws, the right to vote) (29972)
- 4.5.3. Identify the location and characteristics of significant features of North Dakota (e.g., landforms, river systems, climate, regions, major cities) (29977)
- 4.5.4. Describe cultural and human activity of North Dakota and how they change over time (e.g., cultural influences, migration and settlement,
economic development, communication and transportation systems) (29978)

- **4.5.5.a** Explain how the physical environment (e.g., rainfall, climate, natural hazards) affects human activity. (40205)
- **4.5.6.a** Identify different patterns of land use (e.g., land use in urban, suburban, and rural areas, mining, agriculture, manufacturing) (40206)
- **4.5.7.** Describe ways geography has affected the development (e.g., the development of transportation, communication, industry, and land use) of the state over time (29981)
- **4.6.1.** Explain how background and history influence people’s actions (e.g., farming methods, hunting methods, economic decisions) (29983)

DIGITAL MEDIA COMPONENTS – VIDEO AND/OR WEB:

Map of the United States Native American Tribes

PBS Learning Media Winter Count Lessons Plans/Native American Studies

Winter Count

Teachers Guide

Lakota Winter Count Online Exhibit

1. Recording the Past and the Future
2. Winter Counts: A Closer Look
3. The Keeper of the Count
4. Class Winter Count
5. Winter Count Dyes

North Dakota Studies Winter Count

North Dakota Online Exhibit

North Dakota Indian Studies

Native American Languages

**MATERIALS:**

1. Examples of pictographic records
2. Student Journals
3. Brown craft paper or Brown paper bags
4. Pencils, Sharpies, erasers
5. Various Oil Pastels or Tempura Paints
6. Water Color Paper
7. Water Color Pans
8. Paint Brushes
9. Containers for Water
10. Various berries and fruits

PREP FOR TEACHERS:
• Power points prepared
• Websites saved
• Art materials ready

INTRODUCTORY ACTIVITY - SETTING THE STAGE: MATERIALS: Computer

1. Students will be shown various power points on Winter Counts.
2. Students will also be shown websites on Winter Counts as well as handouts of pictographs.
3. Emaze Water color presentation

Student Materials:

LONE DOG PICTOGRAPHS HANDOUT

ANSWERS SHEET FOR LONE DOG PICTOGRAPHS HANDOUT list above:

_L_ 1. The Nez Perces came to Lone-Horn’s lodge at midnight. 1852–53
_K_ 2. White soldiers made their first appearance in the region. 1823–24
_I_ 3. Plenty of buffalo meat. 1845–46
_B_ 4. Eight Nakotas were killed. 1863–64
_G_ 5. La Framboise, a Canadian, built a trading store with dry timber. 1817-18
_D_ 6. The Nakotas killed a Crow woman. 1857–58
_F_ 7. The Nakotas made peace with the Cheyennes. 1840–41
_E_ 8. Buffalo belly was plenty (food, clothing and other materials). 1816–17
_C_ 9. Buffalo were so plentiful that their tracks came close to the tipis. 1861-62
_A_ 10. Four-Horn was made a calumet or medicine man. 1856–57
_J_ 11. There was a remarkable flood in the Missouri River and a number of Indians were drowned. 1825–26
_H_ 12. The whooping cough was very prevalent and fatal. 1813–14 L
LEARNING ACTIVITIES:  

MATERIALS: listed above

Native American Sun Painting
1. Students will design their own symbols which have meaning to them.
2. Students will use compasses to create make circle shapes on their papers.
3. Students will also add their personal symbols to the outer circle. Students will add flames and lines which extend into the background of the picture.
4. Students will also use patterns with their symbols.
5. Students will outline their pictures with sharpies.
6. Students will use various painting techniques to create their pictures.
7. Students will recognize warm and cool colors.
8. Students will use Dry/ Wet on Wet/ and Salt textures techniques.

“Buffalo” Hide Pictographs:
1. Students will design their own symbols which have meaning to them from the past year.
2. Students will draw their symbols on the brown craft paper which has been torn to resemble a buffalo skin.
3. Students can outline their symbols with sharpie.
4. Students can add color with oil pastels or various tempura paints.

Winter Count Dyes:
During this activity the students will learn about natural dyes/pigments used to draw images on winter counts. The students will crush fruits and berries and then they will use the juice/dyes produced to paint cotton swatches.
Setup/Process
1. Collect the materials.
2. Crush the fruits/berries in separate bowls (remove the large pieces, leaving the juice).
3. Cut an old white sheet into 4"X4" cotton swatches.
4. Use a brush or cotton swab to paint a 1 inch diameter circle on the cloth. Each dye should have a separate cotton swatch.
5. Wait 10 minutes and then check for clarity (sharpness – defined edge) and deepness (range from dark to light).
6. Using a chart, mark clarity and deepness for each sample. Use a scale of 1-10, 10 being the sharpest and deepest.
7. Wash each sample in a mild mixture of water and dishwashing detergent. Wash each sample for 10-15 seconds. The scrubbing force, duration and action for all of the samples should be the same.
8. Place the swatches on paper towels to dry or hang dry. Let samples dry for 5-10 minutes.
9. Using the chart, mark clarity and deepness for each sample. Use a scale of 1-10, 10 being the sharpest and deepest.

What to expect: The students should realize that natural dyes work very well. Many of the fruits/berries tested will remain in the cloth for extended periods of time. The students may have experienced staining their clothing while eating fruits/berries. The students should also conclude that winter count images are durable but they can be prone to fading/breakdown over time due to environmental influences. Winter counts need to be protected to preserve clarity and deepness. Extension: Each student could select an additional item like ketchup, mustard or chocolate syrup to test. Also, the natural dyes could be compared to compounds like permanent marker or tee-shirt paint.

CULMINATING ACTIVITY: MATERIALS: Gallery or wall space

Students will have a gallery show in which they will display their Native American artworks.

CROSS-CURRICULAR ACTIVITY: MATERIALS: Various art materials previously listed

1. Social Studies: Native Americans History Lesson Recording the Past and the Future
2. Science: Winter count Dyes and Berry Painting
3. Math: Creating a Timeline
4. Reading: The Birch Bark House
5. Art: Native American Sun Paints
6. Music: Native American Singer
7. Background Information: Winter Counts
8. Winter Count Unit: Grade Level: K-2
9. Winter Count Unit: Grade Level: 3-5
10. Winter Count Unit: Grade Level: 6-8
11. Winter Count Unit: Grade Level: 9-12
12. Elementary, Middle School and High School Lesson Plans
13. Lesson Plan Connections for Elementary, Middle School and High School Students

COMMUNITY CONNECTIONS:
Parents and family will be invited to join the class for a gallery show of their artwork.