

**Title:**

Winter Counts - *Waniyetu Wowapi*

**Grade Level:**

9-12

**Theme:**

The Lakota Winter Counts

**Duration:**

40-50 minute classes

**Goal:**

Students will gain an understanding for Lakota recording of history.

**Objectives:**

1. Students will be able to understand the Lakota method of recording history. Winter Counts pictographs were used as historical markers and thus could be used to date other events. (i.e., birth date)
2. Students will be able to explain to role of the keeper, the *tiospyes* historian, the illustrator of the winter count.
3. Students will understand that the Council of Elders will choose what is to be depicted that year for their *tiospaye*.
4. Students will understand thru comparing and contrasting different winter counts, differences or similarities in historic events.

**South Dakota Standards:**

-12.G.2.2A. Students are able to evaluate how humans interact with their environment.

9-12.G.1.2. Students are able to interpret geographic representations when given information about places and events.

• Bar graph, circle graph, line graph, pictographs.

**Core Standard:**

9.R.4.1 Students can analyze text to determine the influence of time period, culture, geography, and author's background.

9.R.5.1 Students can evaluate primary and secondary sources for credibility.

11.R.4.1 Students can analyze a text within cultural, geographical, and historical context.

**Cultural Concept:**

Lakota Winter Counts were means of keeping track of important events as determined by a group of elders. Winter counts in combination of with oral history were the means by which *tiospaye*'s recorded their histories and were able to refer back in time.

**Cultural Background:**

For generations a *Keepers*' task was to use pictographs to record an event that had special meaning to his *tiospaye* that year. *Wowapi* means anything marked that can be read or counted. The root verb *owa* means to draw, paint or mark. *Wa* the prefix means *anything*, or *something*. So we have *Waniyetu*(winter) *Wowapi*(anything painted , drawn or marked that can be read or counted).

**Student activities:**

1. Students will be divided into 7 *tiospaye*'s and assigned one of these winter counts to represent them: American Horse, Battiste Good, Cloud Shield, Flame, Lone Dog, Long Soldier, and Swan. Students will then find their winter count.
2. Students will use the Smithsonian site to help interpret their *Winter Count*, they will also use the overview *tab* to compare and contrast the different *tiospaye* account of history.
3. Students will use the Smithsonian site, using topic tab and overview, to compare and contrast how Plants and Animals were depicted by the different *tiospaye*.
4. Students will use 1833(meteor shower) a world event, and search other sources to prove this event happened. Students will use the 1851(women in the buffalo) to explain how local events can be important to Lakota's and not to others.
5. Each day the keeper will change to report, the council will have say on what to be reported. The last activity will be a reflection paper by each student.

**Resources:**

Each student will be required to have their school issued computer with them for this unit.

**Assessment:**

Students will be participation in group discussions, group negotiations, and reporting at the end of each day's activity.

Students will participation in daily Class discussion.

Reflection paper on Winter Count Unit.

**References:**

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

Burke, Christina E. (2007) *Waniyetu Wowapi: An introduction to the Lakota Winter Count Tradition*. In Candice S. Greene and Russell Thornton. (Eds), *The Year the Stars Fell: Lakota Winter Counts at the Smithsonian* (pp. 1-11). Lincoln: University of Nebraska Press.

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