

Human Expression and Transmission of Culture – Winter Counts

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grades 7-8
Suggested Duration:

Stage 1 Desired Results

Established Goals

Social Studies Standard 4, Benchmark 8.6 Investigate, interpret, and analyze American Indian historical viewpoints concerning major events.

Understandings

- History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. (Essential Understanding 6)
- Students will develop an understanding of how one American Indian tribe maintained historical records in addition to using oral traditions.
- Students will gain insight into how one tribal group perceived major historical events.

Essential Questions

- Why is it important to record history?
- To what extent do multiple perspectives on historical topics influence our understanding?
- Would you consider a winter count an example of written/recorded history? Explain.

Students will be able to...

- interpret various symbols from a Nakota winter count and describe why this means of recording history complements tribal oral traditions.

Students will know...

- winter counts were one form of written communication used by some tribes to document historical events.

Stage 2 Assessment Evidence

Performance Tasks

1. Examine and interpret winter count symbols. Students will also draw pictures/images to retell a story from their own family history and share with the class.



Indian Education for All Unit

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Stage 3 Learning Plan

Learning Activities

Ask students if they know what a winter count is. Have them brainstorm possible answers. Pose the following question to the students – Besides winter counts what are some other ways American Indians maintained historical records of events and issues?

Tell students that tribes have used oral traditions supported by other evidence, such as paintings, beadwork, drawings, pictographs etc., in maintaining a cohesive history. In these lessons the focus will be on the tribes known as Sioux (Dakota, Lakota or Nakota) and some of their winter counts.

Ask students which two Montana reservations have members of these tribes currently living there. (Answer: Ft. Belknap and Ft. Peck)

Refer to the "Lone Dog Winter Count" lesson plan for specific classroom activities and assessments regarding winter counts.

Materials/Resources Needed

[Lone Dog's Winter Count: Keeping History Alive](#) lesson plan

Teacher Background Information

[Lakota Winter Counts](#) video