



SCHOOL DAYS

Sponsored by Avery

Lesson Guide

HISTORY & CHANGE OVER TIME

Content Area Social Studies <i>(can expand to cross-curricular)</i>	Theme History & Change Over Time	Grade Level 4 th Grade
Duration Approximately 4 hours or class periods	Location In classroom or through remote learning; <i>Teachers are encouraged to use as much or as little of this lesson plan to enhance their classroom teaching.</i>	

Social Studies Standards

Arkansas Department of Education, Grades K-4 Curriculum Framework, rev. 2014

H.12.4.2 Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level

H.12.4.5 Reference historic places and national parks to guide inquiry about history

Before Lesson Students are introduced to timelines and how they show relationships among people, events, and movements. Students are introduced to 2 local history museums: <ul style="list-style-type: none"> - The Peel Mansion Museum & Heritage Gardens - The Museum of Native American History 	During Lesson Students learn about Winter Counts, a traditional practice of the Lakota Sioux tribe. Through video and in-class presentation/dialogue, the students explore 3 time periods in Arkansas history: <ul style="list-style-type: none"> - Native Americans in Northwest Arkansas Pre-Colonization - Hard Work & Handmade in the Ozarks Late 18th – Mid 19th Century - Life as a Peel Late 19th – Early 20th Century Students complete a travel journal to record what they are finding and what questions they have.	After Lesson Students make a winter count artwork to record what they have learned. They create and draw/paint a symbol to represent the most import thing from each time period.
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Key Vocabulary	<ul style="list-style-type: none"> * Winter Count * Quapaw Nation * Caddo Nation * Osage Nation * Textile Dying * Blacksmith * Farrier * Gothic Dance * Potter * Potter’s Wheel * Quilt / Quilter * Batting, Backing, Basting * House of Representatives * Congress * Branches of Government: legislative, executive and judicial 	Materials List	<ul style="list-style-type: none"> * Screen / computer to play videos * Printed travel journals * Pencils * Paper for winter counts (butcher paper, newsprint, printer paper, or other) * Black marker to outline winter count symbols * Paints, colored pencils, pastels, crayons, or markers to add color to the symbols
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Lesson Guide

Teachers are encouraged to use all or part of the activities included here.

Student Learning Outcomes:

Students will demonstrate an understanding of timelines and how they show relationships among people, events, and movements at the local and state levels. Students will have a better understanding of the resources (stories, narratives, histories, documents, and artifacts) found at local history museums.

INTRODUCTION

Activity/Steps	Possible Methods of Assessment
<ol style="list-style-type: none"> 1. Educator introduces the history museums that the students will be “touring” today. 2. Educator leads a discussion on winter counts, a traditional practice of the Lakota Sioux tribe. Winter counts are traditionally created by native tribes to record the history of a tribe or represent a calendar year. Fantastic video, created by PBS LearningMedia, that could be used to inform educator and/or presented to the class: https://www.pbslearningmedia.org/resource/south-dakota-native-american-winter-count-video/activity-starter/support-materials/ 3. Educator informs students of final project—creating their very own winter count. 	<p>Diagnostic Assessment</p> <p>TASK: Discussion</p> <p>CRITERIA: Educator uses student responses in the discussion to assess the understanding of timelines and winter counts.</p>

TRAVEL THROUGH ARKANSAS HISTORY	
Activity/Steps	Possible Methods of Assessment
<p>1. Educator walks students through the Travel Journal found on the School Days site. The Travel Journal is designed to walk students / educators through the videos available through the School Days website.</p> <p>2. The videos include the following:</p> <ul style="list-style-type: none"> - Native Americans in Northwest Arkansas Pre-Colonization A video featuring Nicole Benedict from The Museum of Native American History. Benedict walks students through 3 tribes that called Arkansas home and highlights three artifacts in the museum collection. As a bonus, Benedict features <i>Loan Dog's Winter Count</i> from their collection towards the end. <p>Additional Resources for the Native tribes discussed in the video:</p> <ul style="list-style-type: none"> o Quapaw Nation: https://www.quapawtribe.com/ o Caddo Nation: https://mycaddonation.com/ o Osage Nation: https://www.osagenation-nsn.gov/ <p>A fascinating tool to get a better look at one of the objects, <i>Caddo Stacked Compound Vessel</i>: https://sketchfab.com/3d-models/quapaw-double-headed-dog-effigy-teapot-a4da889f1cfc4081acb0cfba08a94acc</p> <ul style="list-style-type: none"> - Hard Work & Handmade in the Ozarks Late 18th - Mid 19th Century A collection of videos that showcase the hard work and beautiful hand-crafted objects that were made to support the daily life of a Pioneer. Guest presenters and artisans demonstrate blacksmithing, hand quilting, textile dying, pottery, and social dance. - Life as a Peel Late 19th – Early 20th Century A video that introduces you to life for the Peel Family in Bentonville. Samuel West Peel and his daughter, Katherine, welcome you to tour part of their home, The Peel Mansion. 	<p>Formative Assessment</p> <p>TASK: Completion of Travel Journal</p> <p>CRITERIA: Educator uses the travel journal to assess the understanding of the time periods.</p>

CREATING A WINTER COUNT	
Activity/Steps	Possible Methods of Assessment
<p>1. Students use their sketches (from the Travel Journal) to create their MASTERPIECE winter count.</p> <p>2. For the Winter Count:</p>	<p>Summative Assessment</p> <p>TASK: Each winter count artwork should include the following:</p> <ul style="list-style-type: none"> - 3 symbols that represent the 3

- Find paper that resembles the animal hide that was traditional used by the Lakota Sioux (see image)—preferably off-white or brown. Some options: butcher paper, newsprint, printer paper, etc. (*note: construction paper does not work well for this*)

- o Teacher can tear or cut out the paper into the shape of an animal hide (or this can be part of the student project).
- o Paper can then be crumbled and smoothed to give it the appearance of a hide.



- Each student gets an “animal hide” for their winter count.
- Students should sketch their 3 symbols (large enough for all to see) with a pencil and then trace with a black marker.
- Color can be added to the symbol after with any art supply the teacher has available (crayons, colored pencils, markers, pastels, paints)
- Students should write an artist statement that accompanies their winter count that tells a viewer what each symbol stands for and why that is important to the time period.

- time periods
- An artist statement that explains what the symbol represents and why that is important to the time period

CRITERIA: See optional rubric (end of document)

RUBRIC for *HISTORY & CHANGE OVER TIME*

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TASK:

Each winter count artwork should include the following:

- 3 Winter Count SYMBOLS that include the following:
 - Visual elements that represent each of the 3 time periods
 - Careful outlining with added color to enhance the design
- An ARTIST STATEMENT that explains
 - what the symbol represents and
 - why that is important to the time period, and the people, events, and movements that occurred.

Score for Winter Count Symbols:	
Score for Artist Statement:	
Overall Score:	

Winter Count Symbols					
	Excellent 4	Good 3	Satisfactory 2	Needs Improvement 1	SCORE
Visual Elements	Student creates 3 symbols that represent each of the 3 time periods with visual elements that represent important takeaways from the lesson.	Student creates 3 symbols but several of the symbols lack visual elements that represent important takeaways from the lesson.	Student creates 2-3 symbols; however, symbols lack visual elements that represent important takeaways from the lesson.	Student creates 1 symbol; however, symbol lacks visual elements that represent important takeaways from the lesson.	
Illustration	Student illustrates 3 symbols carefully (outlining with	Student illustrates 3 symbols with most of the outlining and	Student illustrates 2-3 symbols; however, symbols are	Student illustrates 1 symbol; however, symbol lacks outlining	

	black marker and adding color) on the "animal hide."	color completed.	not complete and lack outlining and/or color.	and/or added color.	
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Artist Statement					
	Excellent 4	Good 3	Satisfactory 2	Needs Improvement 1	SCORE
Representation and Explanation	Student writes at least 3 sentences (1 sentence for each symbol) that describe each symbol and explains how each symbol represents each time period.	Student writes at least 3 sentences (1 sentence for each symbol) that describe each symbol. Some explanation is given for how the symbols connect to the time periods but more is needed.	Student writes less than 3 sentences but attempts to describe symbols, offering little to no explanation.	Student writes 1 sentence with little to no description or explanation	