



**Module #6**

**PRESERVING THE WAYS – CULTURE AND TRADITION  
SHOSHONE DRUM**

**(8<sup>th</sup> grade - Short Lesson plan – STEM / Arts)**

**LESSON PLAN DEVELOPED BY: Lynette St. Clair, Eastern Shoshone**

**COMMON CORE STANDARDS ADDRESSED IN LESSON:**

(See Standard Definition at end of lesson)

- CCSS.ELA-LITERACY.RH.6-8-4- Craft and Structure
- CCSS.ELA-LITERACY.RL.8.1 - Key Ideas and Details
- CCSS.ELA-LITERACY.RL.8.6 - Craft and Structure
- CCSS.ELA-LITERACY.W.8.1 – Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.1.A - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.1.B - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.1.C - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.1.D - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.1.E - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.3 - Text Types and Purposes
- CCSS.ELA-LITERACY.SL.8.1 - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.8.1.A - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.8.1.B - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.8.1.C - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.8.1.D - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.8.2 - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.8.3 - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.8.4 - Presentation of Knowledge and Ideas
- CCSS.ELA-LITERACY.SL.8.5 - Presentation of Knowledge and Ideas

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**WYOMING STATE STANDARDS ADDRESSED IN LESSON:**

(See Standard Definition at end of lesson)

Wyoming State Career & Vocational Education Standards: Grade 8 – Benchmarks  
CV8.4.1

Wyoming Science Standards (2008): Grade Span 5 - 8

- SC8.1.1
- SC8.1.5
- SC8.1.11



Wyoming State Social Studies Standards (2018): Grade 8

WY Standard 2: SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.2.4.a

WY Standard 4: SS8.4.4

WY Standard 5: SS8.5.2

Wyoming State Language Arts Standards (2012): Grade 8

Reading Standards for Literature

- a. Key Ideas and Details
- b. Craft and Structure

Writing

Speaking & Listening

- a. Comprehension and Collaboration
- b. Presentation of Knowledge and Ideas

Wyoming State Fine and Performing Arts Standards (2013): Grades 5-8

Visual Art

FPA8.1.A.1

FPA8.1.A.2

FPA8.1.A.3

FPA8.1.A.4

FPA8.1.A.5

FPA8.1.A.6

FPA8.2.A.1

FPA8.2.A.2

FPA8.2.A.3

FPA8.3.A.1

FPA8.3.A.2

FPA8.3.A.3

FPA8.4.A.3

**DURATION:** One 90 minute class period or two 50 minute class periods

**MATERIALS REQUIRED:**

Computer and internet access

Assortment of fresh flowers

Rubber mallet

Fabric

Scissors

Newspaper

Wax paper

Cloth material

Picture frame (optional)

“Extension Activity” directions



### **KEY VOCABULARY:**

Artifact - An object made by a human being, typically an item of cultural or historical interest: traditional Shoshone artifacts.

Virtual - carried out, accessed, or stored by means of a computer, esp. over a network: a virtual library | virtual learning.

Archive - a collection of historical documents or records providing information about a place, institution, or group of people: source materials in local archives | [ as modifier ] : a section of archive film.

- the place where such documents or records are kept: many museums maintain historical archives that contain important pictures and documents.

Ancestor - a person, typically one more remote than a grandparent, from whom one is descended: my ancestor Chief Washakie, was the leader of the Eastern Shoshone people, for over 80 years.

Sacred - regarded with great respect and reverence by a particular religion, group, or individual: the Eagle is considered sacred to the Shoshone culture.

Spirituality - of, relating to, or affecting the human spirit or soul as opposed to material or physical things: 2 of or relating to religion or religious beliefs: the tribe's spiritual leader.

Fixative - a chemical substance used to preserve or stabilize biological material prior to microscopy or other examination: an alcoholic fixative | ten double drops of fixative.  
- a substance used to stabilize the volatile components of perfume.  
- a liquid sprayed onto a pastel or charcoal drawing to fix colors or prevent smudging.  
- a substance used to keep things in position or stick them together: the swift glues these thin twigs to a wall using its own saliva as a fixative.

### **DESCRIPTOR:**

In the “Shoshone Hand Drum” video, the Shoshone elders describe in detail, the intricate process used to create the drum. The items used include animal hide, sinew, and plant based paints. In this lesson, students will explore the traditional use of plants through hands-on activity with plants.

### **LEARNING OBJECTIVES:**

1. Students will identify a variety of traditional uses for plants. Students will also make predictions about plant pigments.
2. Students will understand the traditional use of plants through viewing the video and will be able to demonstrate how the materials provided by nature and animals allowed the Shoshone to create items used in everyday life.

**LESSON INTRODUCTION:**

The drum is described by indigenous people as the heartbeat of the people. Drums have a life of their own and represent life in many ways. For example, the circular structure of the drum represents the cycle of life. Some drums are made for ceremonies and celebrations. In some cultures the drum symbolizes the heartbeat while in other cultures, the powerful medicine of thunder.

The drum described in the Shoshone Hand Drum video is made from thinned deer hide or rawhide. The process of making a drum involves tanning the hide and stretching it over a circle shaped material and lacing it while the drum is wet. The drum is designed with two colors that represent life. The Shoshone people have always had a close connection to mother earth and always give thanks for the gifts she provides.

In this lesson, students will understand how scientific knowledge and technological developments impact communities, cultures and societies. Through the inquiry process, students will have an opportunity to create a rawhide container using a range of plant based materials for color.

**STEP BY STEP PROCEDURE:**

**Step 1:** Watch the video module titled “Shoshone Drum” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

**Step 2:** Research and gather traditional use of plants resources to use for this project.

**Step 3:** Compile these materials: Fabric, scissors, fresh flowers (any color), newspaper, wax paper, rubber mallets.

**Step 4:** Prepare a table by covering it with newspaper, then a layer of wax paper.

**Step 5:** Cut 12” pieces of wax paper and distribute to each student.

**Step 6:** Cut flower tops from the fresh flowers.

**Step 7:** Cut 10” square pieces of cloth and distribute one to each student. Size of cloth depends on how big/little you wish to have students design.

**Step 8:** Cut wax paper pieces large enough to cover cloth pieces and distribute to each student.

**Step 9:** After viewing the video, discuss with the students how traditional hand drums were made. Ask them what the correlation between plants and animals are. (The Shoshone’s consider these items gifts from the land therefore making these things critical parts of their cultural heritage).

- Step 10:** Discuss with students how the pigments from plants and flowers were used to add color to objects.
- Step 11:** Show the flowers to the students and discuss the colors. Tell students that they are going to experiment with the “pigment,” the color in the flower petals.
- Step 12:** Give each student their piece of cloth and have them go to the work station you prepared with newspaper and wax paper.
- Step 13:** Provide each student with flowers and have them arrange the flowers on their cloth in a pattern they design themselves.
- Step 14:** Give them the sheet of wax paper to put over the flowers. Using a rubber mallet, have them pound the pigment right into their cloth.
- Step 15:** Students can take turns using the rubber mallets to pound their flowers.
- Step 16:** When the students have completed their projects, they may also frame their finished work with inexpensive frames.
- Step 17:** Have the student write about their project and describe how they created it. They may describe what the design represents and how they chose the colors.
- Step 18:** Display the student created art work in the classroom.

**REVIEW:**

1. Let students have time to examine each other’s cloth. Ask students if they think this is how the Shoshone people dyed buckskin and rawhide—and hair!
2. Share with the class that dye is often made through the process of boiling the plant material. A “fixative” was added to the dye that kept the color vibrant and helped it adhere to the material that was being dyed. A fixative is also called a “mordant.”
3. Share the video images of the traditional hand drum and other artifacts with students. Discuss the tools and items, their use and the plants utilized to make them.
4. If a kitchen is available, make several dye colors with the class, or make some at home. Students could bring t-shirts from home and use a tie-dye technique. You can usually find old sheets or curtains in a second hand store. Be sure to wash the material thoroughly. Enamel or stainless steel pots are the best pots to use.



5. You can also collect plants right at the store. Onion skins make yellow dye, berries make shades of red and purple, and coffee and teas make brown dye. The Shoshone used the chalk from the dry geothermal clay to clean buckskin and the tongue from a deer to use as a paint brush. Salt, vinegar, alum and cream of tartar are all good used as a mordant. Check out other websites for directions and activities.
6. The instructor may also want to do the Extension Activity which accompanies this lesson.

**EVALUATION:**

1. Students will be assessed on their demonstrated ability to develop a plant-based project.
2. Students will understand the traditional use of plants.
3. Students will demonstrate their ability to comprehend the traditional use of the hand drum by writing a brief narrative to accompany their project/creation.



### Extension Activity

#### Natural Plant Dyes

##### Summary:

Students will learn that plants are a source of natural plant dyes and paints. This is a good lesson to show how pioneers or early civilizations may have used plant dyes to color cloth.

##### What You Need:

1. crock pots
2. beets
3. spinach or kale
4. black walnuts in the shell
5. dry onion skins
6. paint brushes
7. paper

##### What You Do:

1. Discuss with the students that before we had synthetic dyes, people had to make their own paints and dyes using plants and other resources available. Show the students the nuts and vegetables you have and ask how the pioneers may have used these materials.
2. The night before the painting lesson, place beets, spinach or kale, walnuts, and onion skins in separate crock pots with enough water to barely cover them. Cook all night. The following morning, the water in each of these pots should have turned into natural dyes. The beet water will be magenta, the onion water will be amber, the spinach or kale water will be a light green and the black walnut water will be brown.
3. Pour a small amount of paint into bowls and ask students to smell them. Discuss which vegetable made which paint.
4. Provide brushes and paper (plain or coloring pages) and permit students to paint using the natural dyes.
5. After the painting experience, ask students what other natural materials might make dyes the pioneers could have used. Experiment with student suggestions.

Note: If black walnuts are not available, VERY STRONG coffee or tea makes an adequate brown dye. Berries can also be used to make colorful dyes. Currently, red dye is commonly made from a parasite that lives on cacti.



## **COMMON CORE STANDARDS ADDRESSED IN LESSON:**

### **Craft and Structure:**

CCSS.ELA-LITERACY.RH.6-8-4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

### **Reading: Literature**

#### **Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.8.1

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

### **Craft and Structure:**

CCSS.ELA-LITERACY.RL.8.6

- Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### **Writing**

CCSS.ELA-LITERACY.W.8.1

- Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.1.A

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.8.1.B

- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.8.1.C

- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.8.1.D

- Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.8.1.E

- Provide a concluding statements or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.8.3

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.





## **Speaking & Listening**

### **Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.8.1

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.A

- Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.8.1.B

- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.C

- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1.D

- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.8.2

- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.SL.8.3

- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### **Presentation of Knowledge and Ideas:**

CCSS.ELA-LITERACY.SL.8.4

- Present claims and findings, emphasizing salient points in a focused coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.5

- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.



**WYOMING STATE STANDARDS ADDRESSED IN LESSON:**  
**Career & Vocational Education Content Standards – 8<sup>th</sup> Grade (2014)**

**Benchmarks**

4. Technical Literacy

Students effectively read, evaluate, write, and communicate technical information.

CV8.4.1

Career aware students produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

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**Science Content Standards – 5<sup>th</sup> – 8<sup>th</sup> Grade (2008)**

**Life Systems**

SC8.1.1 – Levels of Organization in Living Systems: Students model the cell as the basic unit of a living system. They realize that all functions that sustain life act within a single cell and cells differentiate into specialized cells tissues organs, and organ systems.

SC8.1.5 – Behavior and Adaptation: Students recognize behavior as a response of an organism to an internal or environmental stimulus and connect the characteristics and behaviors of an organism to biological adaptation.

**Physical Systems**

SC8.1.11 – Physical and Chemical Changes in Matter: Students evaluate chemical and physical changes recognizing that chemical change forms compounds with different properties and that physical change alters the appearance but not the composition of a substance.

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**Wyoming State Social Studies Standards – 8<sup>th</sup> Grade (2018)**

**Content Standard 2 –**  
**Culture and Cultural Diversity**

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

SS8.2.1

Compare and contrast the ways various groups (e.g., ethnic communities, and Indigenous Tribes of Wyoming) meet human needs and concerns (e.g., self-esteem, friendship, and tribal heritage) and contribute to identity, situations, and events.



SS8.2.2

Evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to cultural development, understanding, and continuity (e.g., oral tradition, Pow Wows, ceremonies, and assimilation).

SS8.2.3

Analyze the unique cultural characteristics of various groups within Wyoming and the nation, including Indigenous Tribes of Wyoming (e.g., language, traditions, spirituality, art, and lifestyle).

SS8.2.4

Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional).

SS8.2.4.a

Explain the cultural contributions of and interactions between Native Americans and immigrant groups in Wyoming and the United States.

**Content Standard 3 -  
Production, Distribution, and Consumption**

Students describe the influence of economic factors on societies and make decisions based on economic principles.

SS8.4.4

Identify historical interactions between and among individuals, groups, and/or institution (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).

**Content Standard 5 –  
People, Places, and Environments**

Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.

**Physical Place and Region**

SS8.5.2

Analyze and evaluate how physical features and changes influenced historical events (e.g., route of Union Pacific Railroad, location of Wind River Indian Reservation, state and national monuments and parks) and participate in collaborative problem solving and decision making in the selection of professional and personal choices.

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## **Language Arts Standards– 4<sup>th</sup> Grade 2012**

### **Reading Standards for Literature**

#### **Key Ideas and Details**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

#### **Craft and Structure**

Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

#### **Writing**

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statements or section that follows from and supports the argument presented.
2. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### **Speaking & Listening**

#### **Comprehension and Collaboration**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually,



quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

#### Presentation of Knowledge and Ideas

1. Present claims and findings, emphasizing salient points in a focused coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

2. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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### **Fine and Performing Arts Standards – 5<sup>th</sup> – 8<sup>th</sup> Grade (2013)**

#### **Visual Art**

#### **Content Standard 1: Creative Expression Through Production:**

Students create, perform, exhibit or participate in the arts.

FPA 8.1.A.1

Students create and revise original art to express ideas, experiences and stories.

FPA 8.1.A.2

Students select and recognize qualities and characteristics of art media, techniques, technologies and processes to communicate their experiences and ideas through art.

FPA 8.1.A.3

Students analyze the use of the elements and principles of design in their artwork.

FPA 8.1.A.4

Students collaborate with others in creative artistic processes.

FPA 8.1.A.5

Students use art materials and tools in a safe and responsible manner.

FPA 8.1.A.6

Students prepare and exhibit their artwork.



**Content Standard 2: Aesthetic Perception:**

Students respond to, analyze, and make informed judgments about the arts.

FPA 8.2.A.1

Students observe and describe in detail the physical properties of works of art.

FPA 8.2.A.2

Students interpret art, identifying subjects, themes and symbols that communicate their knowledge of context, values and meaning.

FPA 8.2.A.3

Students describe and analyze works of art using the language of artistic elements and principles.

**Content Standard 3: Historical and Cultural Context:**

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA 8.3.A.1

Students know, identify and compare the characteristics of works of art from various environments, eras, and cultures.

FPA 8.3.A.2

Students describe and place a variety of art objects in historical, environmental and cultural contexts.

FPA 8.3.A.3

Students analyze, describe, and relate how factors of culture, time, and environment influence visual characteristics that give meaning and value to a work of art.

**Content Standard 4: Artistic Connections:**

Students relate the arts to other disciplines careers and everyday life.

FPA 8.4.A.3

Students recognize the role of visual artists in their culture and investigate how these artists create their work.