



**SHOSHONE DRUM
Lesson Plan #2**

PRESERVING THE WAYS – CULTURE AND TRADITION

(9th - 12th 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)

COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

9th / 10th Grade

CCSS.ELA- LITERACY.RH.9-10.4 – Craft and Structure

CCSS.ELA- LITERACY.RH.9-10.9 – Integration of Knowledge and Ideas

11th / 12th Grade

CCSS.ELA- LITERACY.RH.11-12.1 – Key Ideas and Details

CCSS.ELA- LITERACY.RH.11-12.9 – Integration of Knowledge and Ideas

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Social Studies Standards (2018) at the end of 12th Grade

(see Standard Definitions at end of Lesson)

WY Standards 2: 12.2.2a, - 12.2.4

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Archive - a collection of historical documents or records providing information about a place, institution, or group of people: source materials in local archives | [as modifier] : a section of archive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

3. Students will understand unique skills required to identify plant based materials used to make traditional tribal objects such as the hand drum.
4. Students will be able to compare and contrast the cultural expression of the Shoshone peoples to that of other tribes.

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 <https://wyoming.pbslearningmedia.org/collection/shoshone-drum/>

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 workstation 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 artwork 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 secondhand 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.
4. Students will understand that cultural expression through the Shoshone language, arts, and beliefs are intertwined in the creation of tribal objects.

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:

9th / 10th Grade

Craft and Structure:

CCSS.ELA- LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Integration of Knowledge and Ideas:

CCSS.ELA- LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

11th / 12th Grade

Key Ideas and Details:

CCSS.ELA- LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Integration of Knowledge and Ideas:

CCSS.ELA- LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WYOMING STATE SOCIAL STUDIES STANDARDS ADDRESSED IN LESSON:

9th – 12th Grade Social Studies (2018)

Social Studies Content Standard 2 - Culture and Cultural Diversity

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

Rationale

Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. This understanding allows students to relate to peoples of local, tribal, state, national, and global communities.

SS12.2.2.a Compare and contrast the human experience and cultural expression of Indigenous Tribes of Wyoming (e.g., oral history, Native literature, traditional arts, values, songs, dance, artifacts, and language).



SS12.2.4 Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional).