



Module #6

**PRESERVING THE WAYS – CULTURE AND TRADITION
MAKING AN ARAPAHO DRUM**

(8th grade)

LESSON PLAN DEVELOPED BY: Michael Redman, Northern Arapaho

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.W.8-3 - Text types and Purposes

CCSS.ELA-LITERACY.W.8-3.D - Text types and Purposes

CCSS.ELA-LITERACY.SL.8-1.B - Comprehension and Collaboration

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

(see Standard Definitions at end of Lesson)

Wyoming Fine and Performing Arts (2013) 5th – 8th Grade

FPA 8.1.A.2

FPA 8.1.A.4

FPA 8.1.A.5

FPA 8.2.A.1

FPA 8.3.A.1

Wyoming Social Studies Standards (2018) Grade 8

WY Standard 2: SS8.2.1, SS8.2.2

WY Standard 4: SS8.4.4, SS8.4.5

Wyoming Language Arts Standards (2012) – Grade 8

Writing

Speaking & Listening

DURATION: 2 class periods (plus overnight drying time)

MATERIALS REQUIRED:

(1) 15" Wooden drum ring.

(1) Deer or Elk rawhide.

(4) 8'/10' foot long, 1/4 inch width, raw hide straps (you may have to cut the straps out yourself from the excess portions from the deer/elk rawhide).

(1) Pair of Tin Snips.

- (1) Leather hole punch.
- (1) Flexible measuring tape.
- (1) 12" Ruler.
- (1) Package of pencils.
- (1) Ordinary scissors.
- (1) Thirteen gallon trash container (you're going to have fill with water and allow the Pre-Cut drum and holes and straps/raw hide to soak or night). Note: this process must be done one day before having the class to teach drum making. Also keep container in a safe cool place.
- (1) Native American Hand Drum Template sheet/diagram.

KEY VOCABULARY:

Drum - Ho'eii –

Drums - Ho'eiho' –

Lace/Tie - tonoukutiinoo –

Soak - nenii'ou3etiinoo –

Container - cee'einoo –

Leather hole punch - toonoti'ii –

Scissors - koo'oukuuhu –

DESCRIPTOR:

How to make a Native American hand drum (Ho'eii-sg. Ho'eiho'-pl.). The hand drum has been a part of the indigenous plains people's traditions since the beginning of our existence on this continent. The drum connects native peoples to the earth, and to life's creation. For many years the drum has signified the heartbeat of our mother's heart beating while in the womb. The sound of the heart beat synchronizes the balance of life around us. In this lesson you will learn how to make your own Native American Hand Drum.



LEARNING OBJECTIVES:

Students will learn how to make a Native American Drum from beginning to end. Students will learn the Art of weaving/looping the raw hide straps when lacing up the straps/raw hide drum. Lacing one loop at a time, continue this process until you have laced up all holes on the drum. Do not lace too tightly as this may cause over tightening of the drum and may cause failure.

LESSON INTRODUCTION:

This lesson allows students to connect how old technology works in a modern world of how to make a drum. Connecting the use of Arapaho words when constructing the drum. Hand drums are made for social songs, hand games, and other Native American uses. The videos will help students to become familiar by watching another person go through the step by step process.

The Teacher should discuss the process on how a hand drum is made and possibly bring two already made hand drums to show as examples. Contact Fremont County School District #14, Fremont County School District #38 and St. Stephens Indian Schools and ask if one or two hand drums could be borrowed for this lesson. As you're explaining the process to the students, pass the hand drum around the classroom. This allows your students to feel and touch the drum and to get a closer look. Give a background information of how the hand drum originated and bring in a Tribal Elder to give their knowledge about the hand drum, if possible.

STEP BY STEP PROCEDURE:

Step 1: Watch the video titled "Arapaho Drum" in the "Preserving the Ways" module at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Step 2: Watch the video titled "How to Make a Hand Drum" at <https://youtu.be/qKrP17frXEs>

Step 3: Mark out your 15 inch drum ring onto the raw hide using a pencil. Extend line/mark 3 inches out from the original drum ring. Mark out a pencil dot 1 inch in from the outer edge and space the mark spots every 3 inches apart. After the holes are marked out, then use the leather hole to punch out all of the marked out spots (use the largest hole cut out on the leather punch).

Step 4: Cut the 8 to 10 foot raw hide straps. Cut out the 15 inch + 3 inch = 18 inch raw hide drum ring, and soak all the raw hide overnight in water in the 13 gallon container.

Step 5: Place the drum ring raw hide on a table and place the wooden ring on top of the raw hide ring. Adjust the wooden ring in the center of the pre-cut raw hide drum.

Step 6: Collect the raw hide straps and begin lacing the drum from one hole to opposite side/hole, and continue this process until all the holes are laced. Note: do not lace too tight or too loose. Make sure the ends are tied/knotted up neatly. Make sure there are no wrinkles.



Step 7: Let raw hide drum dry overnight in a cool dry place. Note: check on drying process periodically throughout the night if possible.

REVIEW:

English words – Arapaho words

Drum - Ho'eii –

Drums - Ho'eiho' –

Lace/Tie - tonoukutiinoo –

Soak - nenii'ou3etiinoo –

Container - cee'einoo –

Leather hole punch - toonoti'ii –

Scissors - koo'oukuuhu –

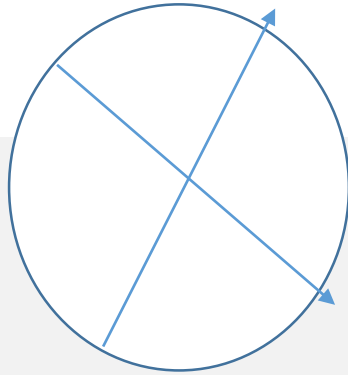
EVALUATION:

Will the drum have the appropriate tune when dried?

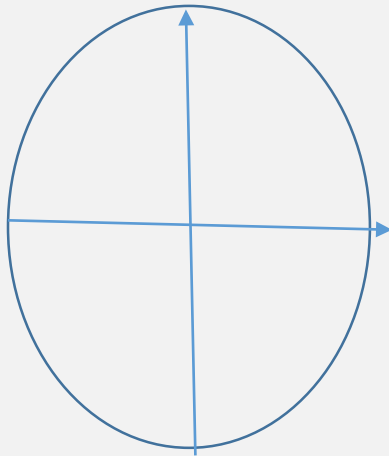
Have students write instructions on how to make a hand drum. Written instructions should be at least 500 words. Each individual student will give a 5 minute demonstration on their written work.

Native American Drum making template:

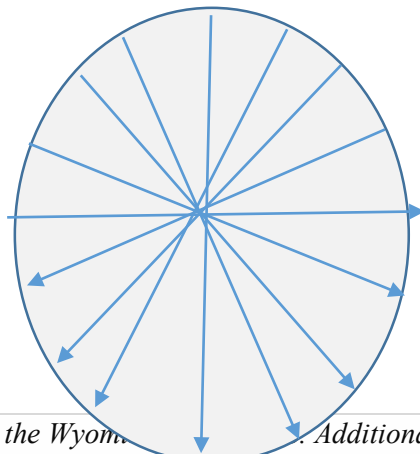
Step 1. Begin each Lacing opposite of each other.



Step 2. Lacing, continue process following the direction shown in diagram step 2.



Step 3. Continue steps 1 and 2 until all pre pre-cut holes are laced up.





COMMON CORE STANDARDS ADDRESSED IN LESSON:

Literacy

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.

Text types and Purposes:

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.

CCSS.ELA-LITERACY.W.8-3.D

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Comprehension and Collaboration

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.

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WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Fine and Performing Arts (2013) 5th – 8th Grade

Visual Art Standard 1 –

Creative Expression Through Production:

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

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.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.



Visual Art 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.

Visual Art 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 .

Wyoming Social Studies Standards (2018) Grade 8

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).

Content Standard 4 –

Time, Continuity, and Change -

Students analyze events, people, problems, and ideas within their historical contexts.

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)



SS8.4.5

Identify relevant primary (e.g., historical photographs, artifacts, and documents, including treaties) and secondary sources for research. Compare and contrast treatment of the same topic in several primary and secondary sources, which may include oral history and traditional storytelling.

Wyoming Language Arts State Standards (2012) Grade 8:

Reading Standards for Literature

Writing

1. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
2. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
3. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Speaking & Listening

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