



Ancestral Artifacts: Museum Stewardship & the Wisdom of Elders
Arapaho Drum
Lesson Plan #2
Grade Level 3rd – 5th

LESSON PLAN DEVELOPED BY: Veronica E. Miller – Northern Arapaho

COMMON CORE STANDARDS ADDRESSED IN LESSON: (See Standard Definition at end of lesson)

CCSS.ELA-LITERACY.RH.6-8.7 - Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RI.4.3 - Key Ideas and Details

CCSS.ELA-LITERACY.SL.4.4 - Speaking and Listening

CCSS.ELA-LITERACY.SL.4.5 - Speaking and Listening

WYOMING STATE STANDARDS ADDRESSED IN LESSON: (See Standard Definitions at the end of the lesson)

Wyoming Social Studies Standards (2018)

Social Studies Content Standard 2 - Culture and Cultural Diversity SS.5.2.1 - SS5.2.2 – SS5.2.3

Social Studies Content Standard 3 - Production, Distribution, and Consumption SS5.3.1 - SS5.3.2

Wyoming Language Arts Standards (2012)

Reading Writing Speaking & Listening ELA/Literacy Connections *

DURATION: PBS Video = 1:38, + Lesson Plan = 3 Class Periods “Arapaho Drum”

MATERIALS REQUIRED:

- Hand Drum picture
- Understanding the Significant Role of the Native American Drum description
- colored pencils/ markers/ crayons

KEY VOCABULARY:

ceremony- a formal religious or public occasion, typically one celebrating a particular event

heritage- the traditions, achievements, and beliefs that are part of the history of a group of people.

drum- A drum is a musical instrument that you play by hitting it rhythmically with a stick or your hand. Most drums are round, with a thin material stretched tightly over the ends

powwow- a North American Indian ceremony involving feasting, singing and dancing.

drum beat- a stroke or pattern of strokes on a drum.

drum bearer/keeper- Drum keepers are a common name for those in some native ceremonies who have been passed a traditional sacred drum or instructed in how to make one and use one.

**DESCRIPTOR:****Day One-**

Students will watch the video of the Arapaho Drum. Share both English and Arapaho translations. Students will take notes of the information shared and discuss their observations of the design of the drum and the meaning.

Day Two-

Understanding the Significant Role of the Native American Drum description

Day Three-

Students will design their own drums

LEARNING OBJECTIVES:

WHAT: Native Identity: Individual and communal identity is defined and supported by shared Native languages, kinship systems, Clan structures, traditional teachings, values, sacred laws and ceremonies. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no “generic American Indian”

HOW: Students will learn about the importance of the drum to Indigenous People.

WHY: Tribal Identity is unique to each individual/tribe.

LESSON INTRODUCTION:

Native drum ceremonies are very important to the Native American people and have always been an expression of their heritage and beliefs. In the past, these ceremonies were a regular part of life, depicting in ritual style the many facets of Native life.

Today they still exist for the same reasons and are an important way for native people to stay in touch with not only each other, but also their roots in a world that is modernizing around them.

There have been many native tribes, some now lost, but many still in existence and each of them used the drum in ceremonies of some sort.

STEP BY STEP PROCEDURE:

1. Students will watch the video “Arapaho Drum”
2. Share with students the handout Understanding the Significant Role of the Native American Drum
 - Instructor will introduce the vocabulary that will be found in the passage
 - Students will read along with the teacher or within small groups.
3. Instructor will share with students, pictures of Native hand drums (google Native American Hand Drum pictures).
 - Discuss how the drum maker designs their own drums, and each tribe may have a different symbol/design.
 - Give students the picture of the hand drum. Students will design their drum to represent "your life".



REVIEW:

Summarize the "Understanding the Significant Role of the Native American Drum" description

EVALUATION:

1. The summary of students' understanding of the importance of the Drum to Indigenous People will serve as an evaluation of learning.
2. Students will design their own hand drum to represent themselves.



Understanding the Significant Role of The Native American Drum

Content Taken from Mission Del Ray Southwest Website

Native drum ceremonies are very important to the Native American people and have always been an expression of their heritage and beliefs. In the past, these ceremonies were a regular part of life, depicting in ritual style the many facets of Native life.

Today they still exist for the same reasons and are an important way for native people to stay in touch with not only each other, but also their roots in a world that is modernizing around them. There have been many native tribes, some now lost, but many still in existence and each of them used the drum in ceremonies of some sort.

While the specific use of the drum and the way in which it is used can vary from tribe to tribe and culture to culture, one thing that does not change is the fact that the drum is very significant, playing a central role in the community. To understand the great importance of the drum and its use in ceremonies, you need to understand what type of Native American ceremonies are held and how the drums are used.

Each ceremony is special and unique in its own way and to its own people. Not all Native American tribes have all of these ceremonies and those that do, may have held them in different ways or under different scenarios. One thing that always remains the same, however, is that the Native American drum is involved.

The Native American culture has always been a big believer in the circle of life, and many believe that the drum beat represents the heartbeat of the animals that went into making the drum and also of Mother Earth herself. This is why the drum is played so often in powwows and spiritual and religious ceremonies.

Drumbeats used in these ceremonies come from a variety of different drum types made with various woods and animal hides. In the ceremony, the beat of the drum is significant, as is the drum itself. It is honored and held to be sacred. There are even certain rules and expectations of the drum bearer and anyone who comes in contact with the drum during the ceremony.

Hoops drums, pedestal or floor drums, and pow wow drums all have their uses individually or simultaneously to create a beautiful, rhythmic beat of song during the ceremony. Often you can recognize the type of ceremony by the sound of the drums and the beat they carry. The type of drum and the material used to make the drum will affect the sound that it produces but the sound is also created by the user and how they beat the drum or draw the sound from the drum, as well as how hard, how often, etc.

All of these details make the drum come alive to the drummer as well as other participants in the ceremony and members of the tribe. The drum is often associated with song and dance as well as celebration. Drum beats live in the heart and soul of every Native American today.



Photo by Veronica Miller

Name: _____

Design your hand drum to represent your life.

Predict	Read	Clarify	Ask Questions and Discuss	Sum up
				
I predict (title/ subheading/ chapter) will be about	Let's read to check the prediction/s and find out more.	Is there anything you need to clarify, such as tricky words, phrases or ideas?	What did we learn? What else are you wondering about?	 (Title/sub heading/ chapter) was about Would anyone like to add to my summary?

Predict	Read	Clarify	Ask Questions and Discuss	Sum up
				
I predict (title/ subheading/ chapter) will be about	Let's read to check the prediction/s and find out more.	Is there anything you need to clarify, such as tricky words, phrases or ideas?	What did we learn? What else are you wondering about?	 (Title/sub heading/ chapter) was about Would anyone like to add to my summary?

What Is Reciprocal Teaching?

**COMMON CORE STANDARDS ADDRESSED IN LESSON:**

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

- Integrate visual information with other information in print and digital texts.

Key Ideas and Details: CCSS.ELA-LITERACY.RI.4.3

- Explain events, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Speaking and Listening:

CCSS.ELA-LITERACY.SL.4.4

- Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.4.5

- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

SOCIAL STUDIES STANDARDS (2018) 3rd – 5th Grade Correlated to Native American Education Lessons

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.

SS.5.2.1 Identify and describe the ways groups, including Indigenous Tribes of Wyoming (e.g., families, communities, schools, and social organizations), meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to identity (e.g., personal, tribal, ethnic) and daily life (e.g., traditions, beliefs, language, customs)

SS5.2.2 Describe, compare and contrast ways in which unique expressions of culture (e.g., tribal affiliation, language, spirituality, stories, folktales, music, art, and dance) influence people.

SS5.2.3 Identify and describe characteristics and contributions of local and state cultural groups, including Indigenous Tribes of Wyoming, in Wyoming and the region.

Social Studies Content Standard 3 - Production, Distribution, and Consumption



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

Rationale

In a global economy marked by rapid technological, political, and economic change, students will examine how people organize for the production, distribution, and consumption of goods and services.

SS5.3.1 Give examples of needs, wants, goods, services, scarcity, and choice.

SS5.3.2 Identify basic economic concepts (e.g., supply, demand, price, and trade).

Language Arts – 4th Grade 2012

Reading Standards for Literature K–5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Key Ideas and Detail

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions.)

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
 - b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



Speaking and Listening Standards K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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 4 topics and texts, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
2. Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.

Vocabulary Acquisition and Usage

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

ELA / Literacy Connections

SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.