SOUTH DAKOTA ARTISTS CURRICULUM UNIT
Provided by the South Dakota Art Museum
Brookings, South Dakota

UNIT OF STUDY: Dick Termes, 3-D painting

TITLE OF LESSON PLAN: Lakota Leaders

GRADE LEVEL: 3-5

SOUTH DAKOTA CONTENT STANDARDS:
Fine Arts:
• Visual Arts Standard One 3-4 – Students will describe how visual arts tell stories, express moods, or convey ideas.
• Visual Arts Standard Two 3-4 – Students will understand selected techniques which give artwork detail.
• Visual Arts Standard Two 5-8 – Students will describe the various techniques which give artwork definition and detail.
• Visual Arts Standard Three 3-4 – Students will describe how selected works of art have recorded and preserved history.

US History:
• 3.US.2.2 Students are able to identify a community’s culture and history.
• 4.US.1.1 Students are able to explain factors affecting the growth and expansion of South Dakota.
• 4.US.2.2 Students are able to explain the effects of the Native American conflicts and establishment of reservations on the Native American culture.
• 4.US.2.3 Students are able to describe the influence of notable South Dakotans on the development of our state.

Geography:
• 4.G.2.1 Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.

Government:
• 4.C.1.2 Students are able to describe key events related to South Dakota’s entry into statehood.

Geometry:
• 3.G.1.1 Students are able to recognize and compare the following plane and solid geometric figures: square, rectangle, triangle, cube, sphere, and cylinder.
• 4.G.1.1 Students are able to identify the following plane and solid figures: pentagon, hexagon, octagon, pyramid, rectangular prism, and cone.
• 4.G.2.1 Students are able to compare geometric figures using size, shape, orientation, congruence, and similarity.

ASSESSMENT STRATEGIES:
• Class discussion
• Observation using VTS
• Evaluation of student writing using 6+1 Writing Traits as a guide
• Creation of a map of South Dakota outlining the nine tribal reservations

**LEARNING OBJECTIVES:**
• Students will learn about South Dakota artist Dick Termes.
• Students will discuss observations made using VTS techniques for the piece “Lakota Headmen”.
• Students will identify the nine tribal reservations in South Dakota.
• Students will illustrate the location of the nine tribal reservations in South Dakota.

**TIME REQUIRED:**
• Two class periods of 45 - 60 minutes each

**MATERIALS/TECHNOLOGY NEEDED:**
• Dick Termes’ Termesphere titled: “Lakota Headmen”
• Access to a computer to show YouTube video called “Lakota Headmen”
• Journals
• Copies of a blank South Dakota map
• Access to the Internet and library materials to research reservations in South Dakota
• Markers, crayons, colored pencils, etc.
• Construction paper, scissors, glue (optional)

**BACKGROUND INFORMATION:**
South Dakota artist Dick Termes created what he refers to as “Termespheres” (Huseboe 261). These are paintings done on spheres, or other geometric shapes, that are, “. . .designed to hang from the ceiling and rotate at one revolution per minute” (261). This gives the observer a unique perspective on his art.

Dick Termes created a video that is on YouTube that shows a six sided pyramid honoring some of the great Lakota leaders of the past. He narrates the video explaining the shape, the Lakota leaders he selected, their wives, etc. The video lasts approximately 2:25 minutes.

**LESSON DESCRIPTION:**
• This could be used as an introductory lesson or a review lesson about Lakota leaders that played a significant role in South Dakota history.
• Show students the YouTube video, “Lakota Headmen” (link listed below). You may want to show this video a couple of times to have students evaluate the many aspects of this piece by Dick Termes. You could also send students to the Dick Termes website (listed below) that shows a “fold out” type perspective of the piece.
• Using VTS questioning, have students respond in their journals to their reaction of this piece.
  • Some questions could include:
    • What do you see?
    • What role does the shape play in the effectiveness of this piece?
    • What do you hear?
    • How does this represent the Lakota culture?
• After students have responded in their journals, students can discuss as a class their thoughts on this piece.
• Next, pass out a blank map of South Dakota. Students will need to research to find the names and the locations of the nine reservations in South Dakota. They will create a map outlining these reservations across the state and identifying each one.

• Based on your objectives these maps can be as detailed as you would like them to be (i.e. keys, identify major towns, geographical information, etc.)

**ENRICHMENT:**
If students have not done so, they could select one of the Lakota leaders illustrated on the “Lakota Headmen” art piece and research that leader and their significance to the Lakota people.

List of Lakota leaders mentioned in the video include: Sitting Bull, Black Elk, American Horse, Red Cloud, Bull Bear, Big Foot, Crow, Little Wound, Little Thunder, Red Shirt, Gall, Short Bull, Spotted Tail, Young Man Afraid of His Horse, and Crazy Horse's Shield.

**BIBLIOGRAPHY/RESOURCES:**
• Termes, D. “Lakota Headmen.” 10 March 2008
  <http://www.youtube.com/watch?v=I9GxPORuwsI>.
• Termes, D. “Termespheres - Lakota Headmen.”