UNIT OF STUDY: Oscar Howe, Native American painter

TITLE OF LESSON PLAN: The Spirit Within

GRADE LEVEL: 3-5

SOUTH DAKOTA CONTENT STANDARDS:

U.S. History:
• 3.US.2.1 Students are able to describe characteristics of a community.
• 5.US.1.1 Students are able to differentiate the lifestyles of various Native American tribes.

Listening, Viewing, & Speaking:
• 4.LVS.1.3 Students can express ideas and convey information in an oral presentation.
• 5.LVS.1.3 Students can select and organize relevant information gathered through listening and viewing.

Writing:
• 4.W.1.2 Students can create sentences using words that describe, explain, or provide additional details and connections.

ASSESSMENT STRATEGIES:
• Individual observations using VTS
• Monitor participation in small group discussion
• Participation in class discussion

LEARNING OBJECTIVES:
• Students will use VTS criteria to analyze this painting.
• Students will learn teamwork skills by working in groups.
• Students will learn and practice oral speaking skills.

TIME REQUIRED:
• One 45 - 60 minute class period

MATERIALS/TECHNOLOGY NEEDED:
• Image of the Oscar Howe painting “Dakota Medicine Man”
• Notebook paper
• Pen or Pencil
• Markers
• Large Sheets of Paper
BACKGROUND INFORMATION:
Medicine Men (not always men) are found in many different types of indigenous tribes. They perform a significant role in the tribe in that they are a link between the tribe and the spirit world.

LESSON DESCRIPTION:
• Start by showing students a copy of the Oscar Howe painting “Dakota Medicine Man”.
• Ask students to write their reactions to this painting on notebook paper answering these types of questions:
  • What do you see? (list everything big or small)
  • What do you hear?
  • What do you smell?
  • What do you think is going on?
• After students have had a few minutes to answer these questions, separate them into groups of 3 students. Give each group a large sheet of paper and a marker.
• Each group will discuss the questions and write their answers on the large sheet of paper, everyone’s answers should be represented on the sheet. Students can add any additional comments to their sheet that they come up with in their groups.
• Each group will place their sheet on the wall in front of the room. As a class, they will discuss similarities and differences in what the answers were to the initial questions.
• Explain to them the basic role of medicine men in tribal culture and how they had an impact on tribal communities.

ENRICHMENT:
Students could research the role of medicine men and differentiate them with other types of spiritual leaders (i.e. medicine man and a minister or priest).

BIBLIOGRAPHY/RESOURCES:
• Howe Painting Collection at the South Dakota Art Museum
  • Oscar Howe painting: “Dakota Medicine Man”