

**Title**

Dream Pictures.

**Grade Level**

9<sup>th</sup> to 12<sup>th</sup> grade.

**Theme**

Through pictorial cataloging of dreams (day or night) students will relate personal experiences to visions discussed in various excerpts.

**Duration**

Five class periods.

**Goal**

To explain how a personal dream may have importance to history, the individual and his relation to others and the world.

**Objectives**

1. Students will be able to represent their dreams by successfully completing a pictograph.
2. Through recommended readings (ex. *Black Elk Speaks*) and discussion students will be able to connect historical/contemporary dreams to their own.
3. The student will read, discuss and identify the significance of visions to Native American culture.
4. The student will compare and contrast the difference between visions, dreams.
5. The student will explain the importance of their dream in relation to their family, society, and the world.

**South Dakota Standards**

9-12.G.2.2A

9-12.G.2.2

9.R.2.1

9.R.4.1

**Cultural Concept**

The student will recognize, through cultural historical and contemporary sources, the importance of analyzing day/night dreams. Through this analysis, the student will view their lives with introspection, which will lead to self-analysis and awareness.

**Cultural Background**

The individual vision was very important to Native American cultures. Students should know that a dream/vision may come at anytime of day or age. A discussion of the importance of the *hecheblaya* to an individual's life should be stressed. In Lakota culture the pictograph was used on various belongings for different purposes such as, memorializing exploits, historical documentation, vision representation, and also for utilitarian reasons. Various tribes had various forms and colors to represent what they wished to "say" or "mean" in their work.

**Student Activities**

1. Teacher will lead readings and discussion of various articles. Students will be assigned to draw three pictographs in the next three days.

2. Tuesday through Thursday, for three days of the project, students will hang a pictograph, which they have created, around the room.
3. Each student will create a set of three pictograph representations of their day or night dreams. The pictographs will capture the essence of what the student believes to be the “meaning” behind the dream.
4. The student will present to the class two of their pictographs and explain what they feel their representation means. They will also be asked to explain the significance of the pictograph to their future or past.
5. Classroom students will be given a comment sheet to fill out on each of the presenters’ pictographs.

### **Resources**

Lined paper with names of all presenters, drawing paper, colored markers, pencils, tape, and the excerpts taken from *Black Elk Speaks*, *Oglala Religion*, *Plains Indian Drawings 1865-1935: Pages from a visual history*, and *Lakota Belief and Ritual*.

### **Assessment**

#### Rubrics

1. On a 5-point scale, students will be judged on their pictographs according to rubric requirements.
2. On a 5-point scale, students will be judged on their presentation of pictographs to class according to rubric requirements.
3. Students will earn points based on the number of comments made for daily presentations. (Two funny things, two good things, two bad things, two things for next presentations—do for yourself and others—possibly anonymous journal).

### **References**

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- Powers, W. K. (1982). [Excerpt from the Intermediaries]. In *Oglala religion* (pp. 60-62). Lincoln: University of Nebraska Press.
- Short Bull. (1991). Notes on the paintings of the sun dance. In J. R. Walker, *Lakota belief and ritual* (R. J. DeMallie & E. A. Jahner, Eds., pp. 183-184). Lincoln: University of Nebraska Press.
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### **Developer**

David Colberg  
Volga, South Dakota

### **Date**

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