Discuss time in an actual First Nations winter count

NAME	DATE

1 **Activity · Work with your teacher**

Look at the winter-count pictures with your teacher. What do they tell us about time?

Discuss time in an actual First Nations winter count

1. Record the actual source-led discussion of annual symbols and duration. No automatic cultural or mathematical component credit is assigned.

Teacher procedure · Question 1

1. Use an actual permitted excerpt from a named First Nations winter count. Record its community, creator, source, exact symbols/year labels and teaching protocols. Do not invent cultural symbols or present a daily class timeline as an authentic winter count.
2. Verified teacher background: National Museum of the American Indian, Lone Dog's Winter Count: Keeping History Alive, https://americanindian.si.edu/sites/1/files/pdf/education/poster_lone_dog_final.pdf. This Yanktonais Nakota resource was written for Grades 4–8; select and explain a suitable short excerpt for Grade 2 rather than assigning the older-grade unit unchanged.
3. Explain, using the source's own context, how an annual symbol recalls a significant event and supports oral history. Invite the child to discuss what the actual selected symbols/year labels express about when events happened.
4. If comparing years is suitable, use the actual source year labels and count elapsed year intervals, not both endpoints inclusively. Keep the mathematical interval response separate from the source-led discussion; correct subtraction alone does not establish the cultural learning.
5. Record the actual excerpt, teaching date, child's words, questions and help. This is a teacher-led descriptive record, not an automatic cultural pass/fail task.

Record: Record the actual materials, response, help and observation date for each action.

Record the actual source-led discussion of annual symbols and duration. No automatic cultural or mathematical component credit is assigned.