Count years on a winter count

NAME	DATE

1 **Activity · Work with your teacher**

Look at the winter count your teacher shows. What does one picture stand for?

Count years on a winter count

1. Record the child’s observation linked to the named source. Do not score a cultural fact from an invented picture or assume one practice represents every community. This is supporting, source-led discussion, not automatic skill credit.

Practice / supporting evidence: Teacher-led source-specific cultural discussion. No invented cultural symbols or universal measurement claims; no automatic skill credit.

Teacher procedure · Question 1

1. Prepare the primary publisher resource before teaching: https://new.artsmia.org/learning-resources/teaching-the-arts/tta/objects-in-focus/lakota-winter-count. Open its actual visual and read the context. If unavailable, postpone this activity.
2. Name the specific Lakota work at the Minneapolis Institute of Art and its community context. Select two entries whose dates and stories are verified in the publisher guidance; discuss intervals between years, not the count of pictures inclusive of both endpoints. Do not call arbitrary triangles or squares a winter count.
3. Show or read the prepared example before asking the question. Follow local cultural protocols and invite community guidance when available. Do not copy protected designs as a generic craft template.
4. Keep source title and community, the child’s words, and any prompts in the record.

Record: Source shown; community/context; child’s observation; prompts.

Record the child’s observation linked to the named source. Do not score a cultural fact from an invented picture or assume one practice represents every community. This is supporting, source-led discussion, not automatic skill credit.