

OCETI SAKOWIN & DAKOTA PLAYERS THEATRE EXPERIENCE

TEACHER'S GUIDE SESSION 1

PLEASE NOTE:

- There is not a "right" or "wrong" way to do these activities. The goals are to inspire creativity, promote Oceti Sakowin Essential Understandings education in schools, and incorporate arts education & appreciation.
- Feel free to supplement these sessions with quizzes, lessons, and videos of your own to help students better understand the content and meet learning objectives as required by your curriculum or district standards.
- We have gathered additional images and examples into a Pinterest board for you to incorporate into your lessons as you see fit; search "Oceti Sakowin & Dakota Players Theatre Experience" or follow the link on our website.
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Oceti Sakowin & Dakota Players Theatre Experience

1.1 LESSON OUTLINE

ACTIVITY 1.1: Telling Your Story Through Words

OBJECTIVES: Students will...

- identify their unique qualities and convey them to others using "I am..." statements
- practice saying positive things about themselves, thus building their self-confidence
- build empathy by learning about each other and observing commonalities

VIDEOS:

- Video 1.0 - Introduction & Warmup
 - This video will introduce students to the themes of session 1 and lead them through a warmup for the session
- Video 1.1 - Telling Your Story Through Words
 - This video will introduce your students to a life lesson in self-discovery led by an Elder, and explain different ways students can address activity 1.1. Students will then be challenged to do the activity, share it with others, and reflect on the experience in the provided journal worksheet.

PROVIDED MATERIALS:

- Activity 1.1 "I Am" poem worksheet
- Reflection Journal 1.1 worksheet

ADDITIONAL MATERIALS:

- Pens, pencils, markers, crayons

EXPLORE:

- Play videos 1.0 & 1.1
- Have your students read the example of the I Am Poem on the Activity 1.1 worksheet
- Review examples on the Pinterest Board

CREATE:

- Ask students to think about what makes them unique
- Encourage your students to develop positive self-identities as they create their poem
- Prompt your students to practice speaking their poem aloud in repetition

SHARE:

- Review audience etiquette with the class
- Invite each student to share their poem
- Following each share, ask the observing students to share encouraging thoughts

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 1.1



1.2 LESSON OUTLINE

ACTIVITY 1.2: Telling Your Story Through Movement

OBJECTIVES: Students will...

- explore self-expression and storytelling through movement.
- create and share movement choreography to convey their story to an audience
- develop appreciation for alternative methods of story-telling
- build empathy by learning about each other and observing commonalities

VIDEOS:

- Video 1.2 - Telling Your Story Through Movement
 - The video will highlight and discuss different elements of movement that students can use to create their own choreographed story for activity 1.2. Students will then be challenged to do the activity, share it with others, and reflect on the experience in the provided journal worksheet.

PROVIDED MATERIALS:

- Activity 1.2 Movement planning worksheet
- Reflection Journal 1.2 worksheet

ADDITIONAL MATERIALS:

- space to move
- free mind

EXPLORE:

- Play video 1.2
- Have your students make movement choices for their choreography using the Activity 1.2 worksheet

CREATE:

- Ask students to think about what makes them unique
- Have students decide if their movement story will be set to music, sounds, or silence
- Encourage your students to explore all elements of movement, get them outside their comfort zones

SHARE:

- Review audience etiquette with the class, and any parameters or time constraints they must adapt to
- Invite each student to share their dance
- Following each share, ask the observing students to share encouraging thoughts

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 1.2



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1.3 LESSON OUTLINE

ACTIVITY 1.3: Telling Your Story Through Pictures

OBJECTIVES: Students will...

- explore self-expression and storytelling through images.
- create and share their Winter Counts and parfleche decorations to convey their story to an audience
- develop appreciation for alternative methods of story-telling

VIDEOS:

- Video 1.3 - Telling Your Story Through Pictures
 - This video will showcase two anthropologists examining and discussing historical Lakota Winter Counts. The video will also highlight the importance of symbolism and iconography in oral tradition. Students will then be challenged to complete the activity, share it with others, and reflect on the experience in the provided journal worksheet.

PROVIDED MATERIALS:

- Activity 1.3 worksheet
- Reflection Journal 1.3 worksheet
- Fabric and pencil for Winter Count representation
- Cardboard wrap box (the box all supplies came in)

ADDITIONAL MATERIALS:

- Markers, pens, crayons, paints, etc.

EXPLORE:

- Play video 1.3
- Have your students determine important events (and symbols to remember them) to add to fabric representation of their Winter Count using the Activity 1.2 worksheet.
- Ask your students to think about pictures and symbols that are important to them that they can use to decorate their cardboard wrap boxes. Emphasize that they should draw from their own cultural roots and not symbols from another culture.

CREATE:

- Have students design and draw their own history on their fabric from the provided supplies NOTE: they might want to draft it out on a separate piece of paper before drawing it on their fabric
- For the wrap box design, encourage your students to try using symbols to represent abstract traits about themselves and what they enjoy.

SHARE:

- Review audience etiquette with the class
- Invite each student to share their pictures and/or wrap box designs
- Following each share, ask the observing students to share encouraging thoughts

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 1.3



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TEACHER'S GUIDE SESSION 2

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2.1 LESSON OUTLINE



ACTIVITY 2.1 - Story: Acting Out the Story



OBJECTIVES: Students will...

- explore dramatic structure
- experiment with movement and sound to tell a story
- present their movements to peers



VIDEOS:

- Video 2.0 - Introduction & Warmup
 - This video will introduce students to the themes of session 2 and lead them through a warmup for the session.
- Video 2.1 - Story: Acting Out the Story
 - This video will introduce your students to The Story of the Meadowlarks told by Duane Hollow Horn Bear in English. This story will be used for all of Session 2, so you might want to make note of the video timestamp to come back to review. Students will then be challenged to do the activity using the provided worksheet, then share it with others, and finally reflect on the experience in the provided reflection journal worksheet.



PROVIDED MATERIALS:

- Activity 2.1 worksheet
- Reflection Journal 2.1 worksheet

ADDITIONAL:

- Space to move

EXPLORE:

- Play videos 2.0 & 2.1
- Have your students listen to the story a twice to really learn it
- Ask students to review the animal fact cards on pages 3-5 of Activity worksheet 2.1

CREATE:

- Have your students circle different elements on their worksheet and even write out specifics of how each character would move.
- Play the story a third time, this time encouraging them to move as each of the characters in the story while it is being told.

SHARE:

- Review audience etiquette with the class
- Invite each student to share their movement choices (and reasons) for their characters
- Following each share, ask the observing students to share encouraging thoughts

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 2.1



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2.2 LESSON OUTLINE

ACTIVITY 2.2 - Language: Finding Character Voice & Writing a Scene



OBJECTIVES: Students will...

- explore the playwright's process
- understand and experiment with character voice
- write original scenes that adapt the aural story of The Meadowlarks into a play script

VIDEOS:

- Video 2.2 - Language: Finding Character Voice & Writing a Scene
 - This video will help students understand and identify parts of a story, as well as the differences between a script and other forms of storytelling. Students will then be challenged to do the activity using the provided worksheet, then share it with others, and ultimately reflect on the experience in the provided reflection journal worksheet.



PROVIDED MATERIALS:

- Activity 2.2 worksheet
- Reflection Journal 2.2 worksheet
- Puppet cut-out sheet, paper clips, clothespin, gluedots

ADDITIONAL MATERIALS:

- Pens, pencils, markers, crayons
- Scissors

EXPLORE:

- Play video 2.2
- **Step 1:** Have your students review The Meadowlarks story (video 2.1) if they need a refresher.
- **Step 2:** Encourage students to color, cut out, and glue the paper puppet templates included with their supplies. These puppets can be used to deliver lines in character voices or visualize blocking in activity 3.3.
- **Step 3:** Ask students to match the dialogue cards to the characters on their worksheet. This will help them better understand individual character voice and how they can make each character interact with others.
 - Worksheet dialogue matches:

Brother

Oh, I can't wait for Mother to get back, my stomach is rumbling, I'm so hungry.

Snake

Sssay, who issssss in the nest today?

Mother

Good morning, I'm going out to find food and then this afternoon we'll journey out of the nest.

Baby

I'm scared! peep peep peep

Sister

What a big world this is with so many colors!

CREATE:

- **Step 4:** Have your students write their scene on their worksheet following the example and/or prompts. The character who is speaking will go in the left column, and the words they're saying will go in the right column. Any additional movement or stage directions that the students would like add should go in the right column in parentheses. **Note:** Adding stage directions is not necessary at this time. Activity 3.3 is all about blocking the movement of the characters on stage
- If script writing is difficult for your students' age group, there is a pre-written script in Activity worksheet 2.3. Feel free to modify Activity 2.2 as needed to better suit the experience levels of your students.

SHARE:

- Review audience etiquette with the class
- Invite each student to share their writing, or have pairs/groups of students read their scenes together
- Following each share, ask the observing students to share encouraging thoughts

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 2.2



2.3 LESSON OUTLINE

ACTIVITY 2.3 - Vision: Creating a Vision Board

OBJECTIVES: Students will...

- explore the abstract concept of vision (sometimes called a mood board)
- create a Director's Vision Board for a scene in *The Meadowlarks*.
- present and explain their vision board to peers

VIDEOS:

- Video 2.3 - Vision: Creating a Vision Board
 - This video will introduce your students to the concept of "vision" and some of what goes into a Director's vision for a play. Students will then be challenged to do the activity using the provided worksheet, then share it with others, and finally reflect on the experience in the provided reflection journal worksheet.

PROVIDED MATERIALS:

- Activity 2.3 worksheet
- Reflection Journal 2.3 worksheet

ADDITIONAL MATERIALS:

- Magazines or newspapers to collage
- Markers, crayons, colored pencils
- Scrap paper or scrap fabrics to collage
- Scissors
- Glue or tape

EXPLORE:

- Play video 2.3
- Have your students review *The Meadowlarks* story (video 2.1) if they need a refresher.
- Help your students think about the story in an abstract sense
- Give examples of mood and vision boards, and ask students how specific one make them feel, or what they make them think of (examples boards on Pinterest: search "Oceti Sakowin & Dakota Players Theatre Experience")

CREATE:

- Have your students fill out their 2.3 worksheet and begin making a list of colors, words, and pictures that they want to use in their Director's Vision Board for either their written script from activity 2.2 or the provided script from the 2.3 worksheet. These can be draw, painted, collaged, etc.

SHARE:

- Review audience etiquette with the class
- Invite each student to share their Vision Boards and ideas for their script or the provided script
- Following each share, ask the observing students to share encouraging thoughts

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 2.1



OCETI SAKOWIN & DAKOTA PLAYERS THEATRE EXPERIENCE

TEACHER'S GUIDE SESSION 3

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3.1 LESSON OUTLINE

ACTIVITIES 3.1A - Set Design: Bringing the Setting to Life

3.1B - Costume Design: Dressing the Actors in a Play

OBJECTIVES: Students will...

- review and apply images, words, textures, and colors from their Director's Vision Board (Activity 2.3) to design a set and costume for their Meadowlarks script (Activity 2.2)
- transform their abstract thoughts into concrete drawings and tangible models

VIDEOS:

- Video 3.0 - Introduction & Warmup
 - This video will introduce students to the themes of session 3 and lead them through a warmup for the session.
- Video 3.1 - Technical Theatre Design
 - This video will introduce your students to The Story of the Meadowlarks told by Duane Hollow Horn Bear in Lakota. Students will learn more about the jobs of various designers. Students will then be challenged to do the activity using the provided worksheet, then share it with others, and finally reflect on the experience in the provided reflection journal worksheet.

PROVIDED MATERIALS:

- Activity 3.1A and 3.1B worksheets
- Reflection Journal 3.1 worksheet
- Dried moss and raffia ribbon

ADDITIONAL MATERIALS:

- Other natural nest-building supplies
- colored pencils, markers, paint, etc.

EXPLORE:

- Play videos 3.0 and 3.1
- Have your students review *The Meadowlarks* story (video 2.1) if they need a refresher in English.
- Review images of theatre set designs and costumes. Research images and activity examples are available on our Pinterest Board for inspiration.

CREATE:

- Have your students fill out their 3.1A worksheets
 - They will sketch out their ground plans (where they want the nest) on their stage templates (pages 2&3), then they will building a model of a bird's nest using natural materials or other supplies from their surroundings.
- Have your students fill out their 3.1B worksheets
 - They will choose a character from the story and design a costume for them.

SHARE:

- Review audience etiquette with the class.
- Invite each student to share their designs.
- Following each share, ask the observing students to share encouraging thoughts.

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 3.1

3.2 LESSON OUTLINE

ACTIVITY 3.2 - Character: Acting Out Different Characters

OBJECTIVES: Students will...

- Review and apply what they learned over the course of Session 2 and Activity 3.1 to make specific acting choices that better convey the story in their script
- identify animal traits and characteristics, and convey theme through strong movement and vocalization choices.

VIDEOS:

- Video 3.2
 - This video will introduce your students to different ways that they can personify animal characters. Students will then be challenged to do the activity using the provided worksheet, then share it with others, and finally reflect on the experience in the journal worksheet.

PROVIDED MATERIALS:

- Activity 3.2 worksheet
- Reflection Journal 3.2 worksheet

ADDITIONAL:

- Open space to move

EXPLORE:

- Play video 3.2
- Have your students review *The Meadowlarks* story (video 2.1) if they need a refresher in English.

CREATE:

- Have your students fill out their 3.2 worksheet beginning with assigning traits to characters. It might be helpful to offer young students a wordbank using the traits below. Feel free to add, edit, or make your own.

<i>Snake</i>	<i>Mother</i>	<i>Brother</i>	<i>Sister</i>	<i>Baby</i>
Scaly	Smart	Bold	Wary	Soft
Sneaky	Kind	Brave	Observant	Happy
Green	Caring	Eldest	Warm	Youngest
Mean	Calm	Fast	Loving	Trusting

- Then, encourage your students to use these lists of traits to move and talk like the characters. Help direct them to make strong acting choices. There's no wrong way to do this.

SHARE:

- Review audience etiquette with the class
- Invite each student to share some of their acting choices and explain them.
- Following each share, ask the observing students to share encouraging thoughts.

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 3.2

3.3 LESSON OUTLINE

ACTIVITY 3.3 - Blocking: Assigning Movement Onstage

OBJECTIVES: Students will...

- create blocking for a moment in *The Meadowlarks*
- use their character puppets from 2.2 and nest from 3.1A to visualize the stage and write out movement blocking

VIDEOS:

- Video 3.3
 - This video will introduce your students to the concept of envisioning blocking from the actor's point of view, as well as what the audience will see from their vantage point. Students will then be challenged to do the activity using the provided worksheet, then share it with others, and finally reflect on the experience in the journal worksheet.

PROVIDED MATERIALS:

- Activity 3.3 worksheet
- Reflection Journal 3.3 worksheet

ADDITIONAL MATERIALS:

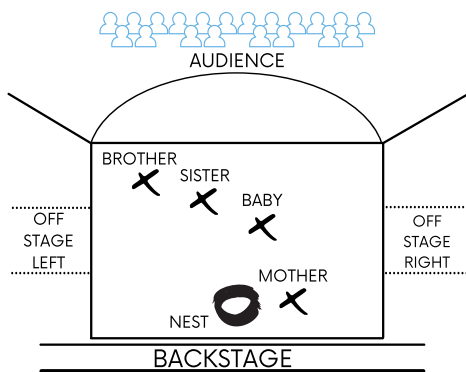
- character puppets from 2.2
- nest model from 3.1A

EXPLORE:

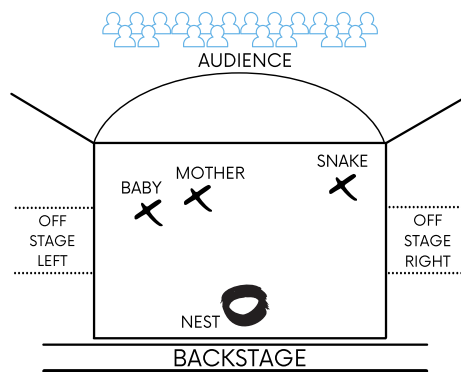
- Play video 3.3
- Have your students review *The Meadowlarks* story (video 2.1) if they need a refresher in English.

CREATE:

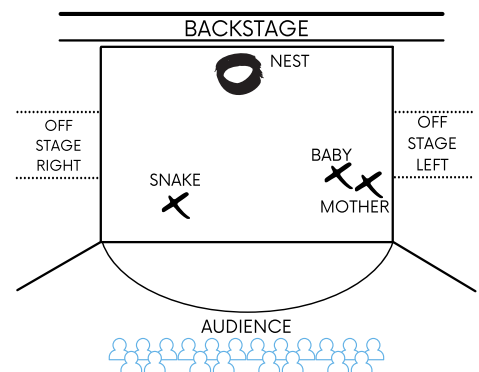
- Have your students fill out their 3.3 worksheet including:
 - proper names for parts of the stage
 - at least one entrance and exit
 - at least one blocking diagram
- Examples of blocking diagrams in different orientations (students can do them all in the same orientation):



BEGINNING



MIDDLE



END

SHARE:

- Review audience etiquette with the class.
- Invite each student to share their blocking and or diagrams. It might also be helpful to have groups of students "act out" a blocking diagram. Ask questions like: Are they standing in age order? Why is Mother between baby and snake, but closer to baby? Would Mother hold Baby's hand to "carry" her at the end?
- Following each share, ask the observing students to share encouraging thoughts.

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 3.

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TEACHER'S OUTLINE SESSION 4

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4.1 LESSON OUTLINE

ACTIVITY 4.1 - Values: Interviewing Others to Learn More

OBJECTIVES: Students will...

- Conduct an interview with a family or community member and document the conversations
- Present the interview in a medium of their choice

VIDEOS:

- Video 4.0 - Introduction & Warmup
 - This video will introduce students to the 12 Lakota virtues/values and the themes of session 4 and lead them through a warmup for the session.
- Video 4.1
 - This video will introduce your students to an Elder's view on life values, then present parts A and B of the interview activity. Students will be challenged to complete an interview using the provided worksheet, then share it with others, and finally reflect on the experience in the journal worksheet.

PROVIDED MATERIALS:

- Activity 4.1 worksheet
- Reflection Journal 4.1 worksheet

ADDITIONAL MATERIALS:

- magazines and glue sticks to collage
- colored pencils or markers

EXPLORE:

- Play videos 4.0 and 4.1
- Depending on the grade of the students, it might be helpful to do a mock interview to give them an example how to conduct an interview
- Review different ways to create an identity portrait; feel free to reference our Pinterest board for examples.

CREATE:

- Have your students complete the Activity 4.1 worksheet, parts A and B.
- For part B, encourage students to create an identity portrait for their interview subject and trace the outline to complete an identity portrait for themselves.

SHARE:

- Review audience etiquette with the class.
- Invite each student to share their
- Following each share, ask the observing students to share encouraging thoughts.

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 4.1

4.2 LESSON OUTLINE

ACTIVITY 4.2 - Interpret: Representing Values through Art

OBJECTIVES: Students will...

- convey an abstract idea through artistic symbolism
- design and watercolor a small version of their ideal stage backdrop

VIDEOS:

- Video 4.2
 - This video will feature another lesson about values from a different Elder. The video will also discuss color symbolism and ways to use art as inspiration without crossing into cultural appropriation or plagiarism. Students will be challenged to design a watercolor backdrop using the provided worksheet and supplies, then share it with others, and finally reflect on the experience in the journal worksheet.

PROVIDED MATERIALS:

- Activity 4.2 worksheet
- Reflection Journal 4.2 worksheet
- Watercolor paper, watercolors, crayons

ADDITIONAL MATERIALS:

- cups of water
- paper towels

EXPLORE:

- Play video 4.2
- Discuss symbolism and different images that can express "love." Explore examples on our Pinterest Board.

CREATE:

- Have your students read the instructions on their Activity 4.2 worksheet and brainstorm what they want to draw and paint to express "love."
- Establish a painting setup to minimize mess and risk of spills, then help your students begin painting!
- Encourage students to think about the colors and their meanings instead of just using the first colors they see. Ask questions like: How does that color make you feel? Why did you choose to use this color for this part of your design? How do these shapes and images represent love?

SHARE:

- Review audience etiquette with the class.
- Invite each student to share their watercolor designs.
- Following each share, ask the observing students to share encouraging thoughts.

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 4.2

4.3 LESSON OUTLINE

ACTIVITY 4.3 - Mitakuye Oyasin: Being a Good Relative to All

OBJECTIVES: Students will...

- experience and observe nature
- record physical and emotional observations

VIDEOS:

- Video 4.3
 - This video will introduce your students to the Lakota phrase "Mitakuye Oyasin" or "All My Relatives." This final lesson will combine aspects of Lakota culture, personal values, and theatre to encourage students to be good relatives to all. Students will be challenged to go outside and observe nature, then share their observations with others, and finally reflect on the experience in the journal worksheet.

PROVIDED MATERIALS:

- Activity 4.3 worksheet
- Reflection Journal 4.3 worksheet
- pocket notebook

ADDITIONAL MATERIALS:

- writing utensils

EXPLORE:

- Play video 4.3
- Review

CREATE:

- Have your students go outside and record their observations! They can use their Activity 4.3 worksheet, their pocket notebook, or both!
- Encourage them to interact with nature. **NOTE:** review what poison ivy, oak, and sumac look like.
- Challenge them to make art with some natural elements, while still being a good relative to the plants and animals that they find.

SHARE:

- Review audience etiquette with the class.
- Invite each student to share some of their observations.
- Following each share, ask the observing students to share encouraging thoughts.

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 4.3