

5 E's Lesson Plan Template

Lesson: *Hanwi* (Moon)
 Also called *Hanhepi Wi* (Nighttime Wi)

Objective: To see the impact the moon (*Hanwin*) has on people, their lives and the earth.

Essential Question(s):

How has Lakota culture continued to embrace *Hanwi*'s example for women to pass on their wisdom and continuous enduring strength to others?

How can Lakota narratives teach lessons that increase our understanding of human nature?

Materials/Resources

Essential Vocabulary

Teacher:

Excepts and Appendix, attached

Student:

Software for creating digital art

Waning moon
 Waxing moon
 Crescent moon

Learning Experience

Standards and Practice:

OSEU 3: Culture and Language

Anchor Standard 2: K-12.Cr.2: Organize and develop artistic idea and work.
 6-8.VA.Cr.2.1
 6-8.VA.Cr.2.3

Cultural Integration:

Excerpts from "When the People Laughed at the Moon" (as told by George Sword) are the basic cultural constructs for this lesson.

I Can Statement(s):



- I can see how Lakota narratives explain positions and movements of the moon.
- I can look at the moon from different perspectives to create digital art.
- I can appreciate how narratives and the principles of art create meaning to increase cultural understanding

Engage: Activating Strategy/Hook:



Hanwi – Dakota Moon Goddess

Marlena Myles (Spirit Lake Dakota—Sioux)

Why is *Hanwi* called a Goddess?

What lesson does the narrative teach about human behavior?

“When the People Laughed at the Moon” (paraphrased from George Sword). In a world below the current one, a chief and his wife have a daughter who is the most beautiful of women but she claims she wants to become even more beautiful. Her father, *Wazi*, is not satisfied either. He wants to have godlike powers for himself. A trickster hears of this, and tells *Wazi* he can have what he wants only if he will scheme to make the other gods look ridiculous. *Wazi* consults his wife on this matter and she comes up with the idea that *they* can trick the Trickster and become more powerful than he is. Then they will simply ignore the Trickster. *Wazi’s* wife can see the future, so she already knows that their daughter will someday be seated at the table with the most powerful gods. To help their daughter get her desire, the parents make a charm. It works. The daughter is soon so beautiful that one look at her makes *Wi* (the sun) forget everything else, including his wife *Hanwi* (the moon). He doesn’t hesitate to give *Hanwin’s* symbolic place at the table to *Wazi’s* daughter. The Moon is displaced. She is deeply insulted and goes to *Skan*, the superior judge to protest her injured pride, grief, and anger. *Skan* acts like the wise judge. He questions all participants in the event and renders a series of judgment. For *Wi* and *Hanwi* he declares that they will no longer travel together across the sky but must be separated and travel alone forever. From *American Indian Persistence and Resurgence* – Pgs. 168-9, Karl Kroeber – 1994

Explore: Learning Experiences



The Rise of the Grey Haired Woman, Gayle Patricia Sinclair of Norway House Cree

How does *Hanwi* represent women when they are young, middle-aged and elderly?

<https://marlenamyl.es/project/hanwi/>

Hanwi, shamed by her husband’s carelessness hides her face by covering it with her shawl and she turns her face to the side when she sees him, which explains why the moon has different phases. Traditionally, there is a connection between the moon’s cycle and feminine things. This is considered a very sacred time when women are at the peak of their power. This is when *Hanwi* is the “goddess” of motherhood, she represents feminine power. In current day ceremonies, the power of the moon is still respected as inner purification stronger than even that of the ceremonies such as the sweat lodge. <https://marlenamyl.es/project/hanwi/>

Students: find images of the moon online. They look up interesting facts about the moon and share the information with the class (e.g., her power, how she predicts the weather, etc).

- What is the relationship between Lakota people and the moon?
- *Hanwi* has been called the Spirit of motherhood and constancy, Why?

Explain: Learning Experiences

Discuss:

What human characteristics or qualities do you see when you examine images of the moon (*Hanwin*)? How is she a role model for all people?

- How can the four main phases of the moon—full, waning, new, and waxing moon—be represented in a digital art image? How can *Hanwin* be a part of the picture?
- If you choose to create digital art that reflects the seasons and the moon what would it look like? (See Attachment)
- *Hanwi* has been described as kind, compassionate, and as one who protects and helps people find peace. How would you represent one or more of those qualities in your art?



What inferences can you make about the moon by looking at details in the picture?

This lesson recommends use of software to create a *Hanwi* digital art piece. Most schools have software programs, tablets, and iPads available. Some students may have home access, as well. There are also online programs for beginners that are free and fun to use, such as <http://bomomo.com/> or <http://aminahsworld.org/> If all else fails, create your own original art work using a medium of your choice: pencil drawing or painting. Just make *Hanwi* beautiful!

Hanwi—Dakota Moon Goddess is the title of one art piece, what name will you give your digital art?

Elaborate: Extending & Defining



If you are ever lost at night, use the pointed ends (horn) of the crescent moon to help you find the direction south. From the tip of its horn on top, draw a line to its second horn at the bottom. Continue extending this line until it touches the horizon. The point where it meets the horizon is where south is if you're in the northern hemisphere.—

Using The Moon and Stars for Navigation - American Survival Guide.
<https://www.asgmag.com/survival-skills/using-the-moon-and-stars-for-navigation/>

“When the People Laughed at the Moon,” tells us that the moon and sun must travel opposite each other as a consequence for their behavior. (They will be either east or west of each other when they are not aligned). Therefore, we can learn the positions of the moon to navigate. See side bar.

We extend our knowledge as we learn that Lakota stories are lessons in human behavior. Jealousy is a theme in this narrative. It was at the heart of *Wazi*'s desire for more power—jealous of those who held more power than he did. It was on the mind of his daughter, *Ite* as well. She was jealous of *Hanwi*'s beauty and also believed that she, not *Hanwin*, should sit at the table of power.

How can thinking of a non-human as person be explained? How can it be meaningful?

What justification is there to support *Skan*'s decision to separate *Hanwi* from *Wi*? Why does *Hanwin* appear to be the victim, shamed for her husband's indiscretion in the narrative?

Evaluate: Summarizing Strategy

“When People Laughed at the Moon”

- What is the most important thing to remember about this lesson? Why?
- Why do you think what you have learned is important to share with others? What information would you share? How would it be helpful to another person?
- How do you connect with *Hanwin*'s experience in the narrative, “*When the People Laughed at the Moon*”? How can you connect to *Wi*? *Wazi*? *Ite* (the daughter)? Trickster?

Differentiation Strategies		
Extension	Intervention	Language Development
Solar Eclipse Unit http://eclipse.montana.edu/wp-content/uploads/2016/08/LP2_5ENGSSLessonPlanningTemplate.pdf	<i>The Story of the Moon Boy</i> with Velma Kills Back – https://www.wolakotaproject.org/the-story-of-the-moon-boy-with-velma-kills-back/ Read <i>Wi</i> and <i>Hanwi</i> version called <i>Phases of the Moon</i> : Lesson 1, Pg., 6 Total Solar Eclipse Unit in 5E Format 7th Grade Earth Science August ...	
Assessment(s)		
Formative	Summative	
Students will share their digital art pieces, explain the meaning and request peer comments.	Rate the digital art on a scale of 1-5, 5 being excellent: <ol style="list-style-type: none"> 1. The pieces can be viewed online 2. The image is original. There are no issues with copyright 3. Creativity. The piece stands out as unique. 4. Interest. Image or design catches and maintains the viewer's interest (visual communication) 5. Visual Impact Color, image supports the desired mood 6. Process. Student completely explains the process and steps in creating the piece. SCORE _____ of 30	
Teacher Reflection: (Next steps?)		

Attachment

Lakota Thirteen Moon Calendar –

[Akta Lakota Museum & Cultural Center](#)

aktalakota.stjo.org/site/News2?page=NewsArticle&id=8991

Wetú — *The Moons of Renewal and Growth—the calendar begins with Spring*

Each spring, the camp circle moved to higher ground. Men fixed and created weapons and resumed hunting. Women gathered early berries and roots and repaired the tipis. Children enjoyed the warm weather after the confines of winter.

1. **Magáksicaagli Wí** — Moon When Ducks Come Back
2. **Wihákata Cépapi Wi** — Moon of Making Fat
3. **Wójupi Wi** — Moon When the Leaves are Green

Blokétu — *The Warm Moons (Summer)*

During summer, the camp circle followed the migrating buffalo and moved often. Women worked to maintain the camp and were responsible for transporting and unpacking the family's belongings; they also prepared food and made and set up tipis. Girls helped gather firewood and water and received instruction in quillwork decoration. Boys practiced their hunting skills on small animals. Men made weapons, hunted for game and defended the camp. Summer was also a time of celebrations and ceremonies.

4. **Wípazuka Wasté Win** — Moon of the June Berries
5. **Canpásapa Wi** — Moon When the Chokecherries Are Ripe
6. **Wasúton Wi** — Moon of the Harvest

Ptanyétu — *The Moons of Change (Autumn)*

As summer gave way to fall, the Lakota got ready for winter. Food was gathered to last the winter season. Women prepared meat from the buffalo that the men hunted. Underground storage caches were filled with dried meat and fruit, and large quantities of firewood were stocked.

7. **Canwápegi Wi** — Moon When the Leaves Turn Brown
8. **Canwapekasna Wi** — Moon When the Wind Shakes off Leaves
9. **Waníyetu Wi** — Moon of the Rutting Deer

Waniyetu — *The Cold and Dark Moons (Winter)*

Winter signaled the beginning of a quieter time, during which a single camp site was used for the season. While women made and mended clothing, men went on raiding parties to ensure the camp's safety and strength. Winter was also a time for fun. Children gathered around the fire to listen to the words of their grandparents. Lakota elders preserved community history by telling stories and recounting past times. There also was time for games, dancing and visiting.

10. **Wanicokan Wi**—Moon When the Deer Sheds Their Horns
11. **Wiótehika Wi** — The Hard Moon
12. **Canápopa Wi** — Moon When Trees Crack From The Cold
13. **Istáwicayazan Wi** — Moon of Sore Eyes (Snow Blindness)