

5 E's Lesson Plan Template

Lesson: **Heyoka, A Dakota Clown**

If you look at this world most things flow in a clockwise cycle but you also have that small element in life that goes in the opposite direction—Pete V. Catches (Zintkala Oyate), From An Interview with Lakota Medicine Man

Objective: To produce a *one-page graphic* that connects some aspect(s) of the Lakota *heyoka* concept with one's own life

Essential Question(s):

How is the *heyoka* a teacher in society today?
 How can graphic art communicate clear messages interesting ways?
 How can ancient traditions have an impact on contemporary lifestyles?

Materials/Resources

Essential Vocabulary

Teacher:

- Principles of Graphic Design (web design, text emphasis)
<http://cglab.ca/~morin/teaching/2405/notes/crap.pdf>
- Basic Elements* (See Attachment—line, shape color, etc.)
<http://www.cs.bham.ac.uk/~rxb/DesignMedia/graphic%20design%20basics.pdf>

Student:

Check out *Learning Layouts for Single-Page Graphic Designs* for examples at:
<http://www.dgp.toronto.edu/~donovan/layout/designLayout.pdf>


Consider *Basic Elements* (See Chart on Attachment) and teacher explanation to produce a one-page layout design.

- Heyoka*
- Graphic Art (digital today)
- Alignment
- Balance

Learning Experience

Standards and Practice:
 OSEU 3: Culture and Language

Anchor Standard 11: K-12.Cn.11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding
 HSp.VA.Cn.11.1

<p>Cultural Integration: “The clown [<i>Heyoka</i>] gets his strange powers from the <i>Wakinyan</i>, the sacred flying-ones, the thunderbirds.”</p> <p>“...everything has a deeper meaning...to us, a [<i>Heyoka</i>] clown is somebody sacred, funny, powerful, ridiculous, holy, shameful, and visionary. He is all of this and more.” --from <i>Lame Deer Seeker of Visions</i></p>	<p>“The [<i>Heyóka</i>] functions both as a mirror and a teacher, using extreme behaviors to mirror others, thereby forcing them to examine their own doubts, fears, hatreds, and weaknesses. [<i>The Heyóka</i>] also has the power to heal emotional pain...” https://www.scribd.com/document/49809867/HEYOKA-INFO</p> <p>“For people who are as poor as us, who have lost everything, who had to endure so much death and sadness, laughter is a precious gift. When we were dying like flies from white man's disease, when we were driven into reservations, when the government rations did not arrive and we were starving, watching the pranks and capers of [<i>heyoka</i>] were a blessing..” --from <i>Lame Deer Seeker of Visions</i></p>
<p>I Can Statement(s):</p>	<ul style="list-style-type: none"> • I can identify important human characteristics exemplified by <i>heyoka</i> behavior. • I can think critically to express ideas and feelings about art and cultural concepts. • I can produce graphics using basic <i>Elements of Art</i> to communicate my messages.
<p>Engage: Activating Strategy/Hook:</p>  <p>Long Nose Clown Stanley Good Voice Elk, Lakota <i>Heyoka</i></p>	<p>“A dream of the thunderbirds,” Densmore states, “was considered the greatest honor which could come to a man from a supernatural source, and for this reason the obligation of the dream was heavier than that of any other.” Black Elk, in telling about his vision recounts, “...they [the elder holy men] said that I must perform the dog vision on earth to help the people, and because the people were discouraged and sad, I should do this with <i>heyokas</i>, who are sacred fools, doing everything wrong or backwards to make the people laugh.” Lame Deer, another <i>heyoka</i>, knows he is obligated and must perform his vision, as he says: “Having had that dream, getting up in the morning, at once I would hear this noise in the ground, just under my feet that rumble of thunder. I’d know that before the day ends that thunder will come through and hit me, unless I perform the dream.” According to Martinez: Only after Black Elk and Lame Deer acted out their respective visions in a public ceremony could they honor the <i>Wakinyan</i> and begin serving the people in their new roles. After doing this, they even had the power of the thunderbirds to call upon. Such a power could certainly be useful, not only for amusing the people, but also when going to war, which is corroborated in Lone Man’s account...” Densmore,</p>
<p>Explore: Learning Experiences</p>	<p>Big Idea: How can a <i>heyoka</i> influence the lives of people?</p> <p>1. Students: Discuss the following Black Elk quote with a group of your peers: “When a vision comes from the thunder beings of the west, it comes with terror like a thunder storm; but when the storm of vision has passed, the world is greener and happier; for wherever the truth of vision comes upon the world, it is like a rain. The world, you see, is happier after the terror of the storm.”</p>



Will you try something new, a pattern to reflect personal cultural qualities?

“...They [*heyoka*] provoke laughter in distressing situations of despair and provoke fear and chaos when people feel complacent and overly secure, to keep them from taking themselves too seriously to provide balance or believing they are more powerful [ego] than they are”.

“...a *heyoka* protects the people from lightning and storms...his capers, which make people laugh, are holy. Laughter is something very sacred, especially for us Indians. *Lame Deer Seeker of Visions*

2. Use a “Discussion Notes Sheet” to record your thoughts about the quote above, as well as ideas that come to mind from your own life experiences (e. g., events/circumstances). Some of the ideas may be used to develop your *One-Page-Graphic*.

3. Repeat the discussion process with a new peer group. Use a “Discussion Notes Sheet” for at least five (5) quotes or images found on pages of this lesson.

4. Continue until you have enough ideas— thoughts and feelings—that may help you determine how the *heyoka* life could influence your own.

5. Think: What is the message you will communicate on your *One-Page-Graphic*? How will you communicate it?

6. Think: Will it be a poster or picture like the example in the *Explore: Learning Experience* section of this lesson? Will it be an image design for a greeting card? Will it be a flyer announcing some upcoming event?

7. Think: style, text, pattern, colors, alignment, balance, and white space.

8. Proceed by creating at least four (4) rough copies or drafts to assess your understanding of the *Basic Art Elements* (See Attachment) and the *heyoka concept* from your point of view. Select your best draft and revise it to produce/complete your *One-Page-Graphic*.

Explain: Learning Experience



Posted by kimfalconer in *Archetypes and Symbols*

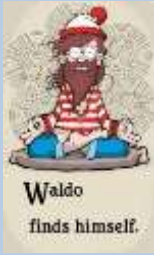
The *Heyoka* do not move through life in the usual way. They turn everything on its head, literally. They ride their horse backwards, say *hello* when they go away and *goodbye* when you meet. They might sleep all day, hunt at night, complain when people are happy and laugh when others grieve. With their clothes worn inside out, the *Heyoka* will do anything to shake up the cultural ‘norm’. That’s their job – to challenge the worn path, *taken for granted* ways and complacent consciousness.

Posted by kimfalconer in *Archetypes and Symbols*.

How do we “shake up” the cultural “norm” in society today?

How can *heyoka* teachings help you in your daily life?

**Elaborate:
Extending/Defining**



Waldo has found himself on a *one-page graphic* that connects some aspect(s) of the Lakota *heyoka* concept with one's own life

The *heyoka* concept may be easy to understand but difficult to do. One must understand that it takes commitment, responsibility and humility to perform duties required of a *heyoka*. It cannot be easy for the *heyoka* to make people feel good and laugh, while they are embarrassing themselves.

Vocabulary will be discussed as students encounter words or ideas that they are unfamiliar with, e. g., "norm", as they develop a one-page graphic connecting an aspect(s) of the Lakota *heyoka* concept with one's own life. The *Heyoka* can remind us: "Don't sweat the small stuff." "It's not the end of the world." We do not have to take ourselves and the events that we encounter so seriously all the time.

Evaluate: Summarizing Strategy

*Aho Heyokah!
Make me laugh so I'll be
Human again.*

...
*Aho Heyokah!
How contrary you can be
Yet you make me learn*

By Joan McEwen
The Contrary Writer

Students will demonstrate that they have achieved the lesson objective when their one-page graphic art communicates the *heyoka* concept in a way that is informative and accurate, according to peers and teacher critiques.

Differentiation Strategies

Extension	Intervention	Language Development
Google search <i>Heyoka</i> behavior in today's Lakota society. What do you find that you think differs from what you have learned in this lesson?	Teacher will demonstrate how to create the one-page graphic step-by-step.	

Assessment(s)

Formative	Summative
Student Drawings (drafts) <i>"Discussion Notes Sheet"</i>	Artist Statement. See Below.

Teacher Reflection: (Next steps?)

Artist Statement

Use this chart to help you construct an artist statement about your artwork

1. DESCRIBE YOUR ARTWORK

Some questions to consider: What does your artwork look like? What is the subject matter? What is the title of your work? What elements or principles are most obvious in your work?

2. HOW DID YOU CREATE YOUR ART?

Some questions to consider: What media is your artwork made from? What tools, techniques or processes did you use to create your artwork?

3. WHAT IS THE BIG IDEA BEHIND YOUR ARTWORK?








Some questions to consider: What or who inspired your artwork? Does your work express a personal or social issue? What emotions did you try to show in your artwork?

4. WHAT WERE YOUR GOALS FOR THIS ARTWORK?

Some questions to consider: What are your goals as an artist? Did this piece help you reach your goals? Why or why not?

5. WHAT ARE YOUR THOUGHTS OVERALL OF YOUR ARTWORK?

Some questions to consider: What did you learn in creating this artwork? Is the final piece what you imagined? How so? How will this piece influence your future artworks?

<h1>The Elements of Design</h1> <p>(the tools to make art)</p>		
Line		Horizontal, vertical, diagonal, straight, curved, dotted, broken thick, thin.
Shape		2D (two dimensional)/ flat Geometric (square, circle, oval, triangle) Organic (all other shapes)
Form		3D (three dimensional), Geometric (cube, sphere, cone), Organic (all other forms such as: people, animals, tables, chairs, etc).
Colour		Refers to the wavelengths of light. Refers to hue (name), value (lightness/darkness), intensity (saturation, or amount of pigment), and temperature (warm and cool). Relates to tint, tone and shade.
Value		The lightness or darkness of an image (or part of an image).
Texture		The feel, appearance, thickness, or stickiness of a surface (for example: smooth, rough, silky, furry).
Space		The area around, within, or between images or parts of an image (relates to perspective). Positive and negative space.