



# Classroom Lesson

## “Look UP – Summer Setting, Fall Rising”

Written by: Annette S. Lee

Shadow Puppet Art: Produced by Annette S. Lee, August 2021

<https://vimeo.com/614844020/f70677e929>

Prayer song by James Spotted Thunder

Acknowledgement, References and Inspiration: [Tavia La Follette](#), [Katherine Fahey](#), and the [Crankie Factory](#)

### **Materials:**

- Black construction paper
- A shoebox
- Scissors and/or [X-acto](#) for older students
- [Shish kebob Sticks](#) (wooden)
- Tape
- Flashlight or other movable light source
- [Tracing paper](#) on a roll (or white paper)
- Black marker

**Learner Goals:** The students will gain an understanding of theatre arts, visual arts, storytelling, music, history, D(L)akota Indigenous Knowledge related to the stars and language. Students will gain hands-on experience in: theatre arts, visual arts, storytelling, music.

**Learner Outcomes:** The students will be able to 1) Research the history of a drum song 2) Research the Ojibwe Indigenous astronomy teachings of the Summer Constellations: Ajiijaak-Crane, Noondeshin Bemaadizid-Exhausted Bather, Nanaboujou and the Fall Constellation, Moooz-Moose, 3) Create a scroll with six scenes and a shadow puppets based on constellations and characters in the story 4) Perform and record the moving art story

### **Teacher Background Information**

Drum:

- <http://aktalakota.stjo.org/site/News2?page=NewsArticle&id=8913>
- [http://www.minnesotahistory.net/wptest/?page\\_id=882](http://www.minnesotahistory.net/wptest/?page_id=882)
- <https://teachingsofourelders.org/lessons-from-the-drum/>

## Ojibwe Constellation Map webpage:

<https://web.stcloudstate.edu/aslee/OJIBWEMAP/home.html>

### Activity Steps:

1. Make a stage out of a shoebox. Cut the opening.
2. Make a shadow puppet or two. Cut out a simple figure on black construction paper. Tape it to the shish kebob skewer.
3. Layout the tracing paper. Cut to fit the opening in the stage. Decide six images/scenes are needed to tell this story. Use black marker or black construction paper to place the images on the tracing paper.
4. Think of what it means to 'LOOK UP' at the sky, at the stars? What does summer mean to you? What is special about the season of summer? What are you thankful for this past summer? Place-based, authentic and relevant.
5. Ask the same questions for Fall-Dagwaagin. What things are special about fall? What are you looking forward to? How do you know it is fall?
6. What is your part in the changing of the seasons? Do you participate by performing certain rituals? Do you recognize a rhythm to the seasons? Explain.
7. Practice and Play. How can the lighting (especially colored light) be used to create mood? Think of light and darks like colors on a painting palette. How can motion be used to create a flow and layers? How do images flow into one another? What does it feel like when images overlap?
8. Record. This might take a few tries.
9. Edit. Try to keep the editing simple so that the live performance is preserved.

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Send your work or your students' work to [nativeskywatchers@gmail.com](mailto:nativeskywatchers@gmail.com) and we will add your work to the gallery on the project website!

Funded by: MN State Arts Board – Creative Support for Organizations FY21.



*This activity is made possible by the voters of Minnesota through a grant from the Minnesota State Arts Board, thanks to a legislative appropriation from the arts and cultural heritage fund.*