Ixtlan Artists Group connects virtuoso performers who are committed to thoughtful learning with educational organizations throughout the world.

Presents:

**The Drum is the Thunder**

**The Flute is the Wind**

*featuring*

**The Kevin Locke Native Dance Ensemble**

As part of Ixtlan’s mission to connect concert performers and their thought-provoking messages with students in the classroom, this guide for *The Drum is the Thunder, The Flute is the Wind* will help teachers to connect the performance with classroom academics by providing background information along with a variety of thoughtful connections that are standards-based.

This teacher’s guide will:
- provide ideas as support for you to lead your students into meaningful, dynamic learning
- provide a means to extend the experience of the performance into the students’ lives.
Kevin Locke is known throughout the world as a visionary Hoop Dancer, a traditional storyteller, the preeminent player of the indigenous Northern Plains flute, cultural ambassador, recording artist, and educator.

Kevin is Lakota (Hunkpapa Band of Lakota Sioux) and Anishinabe. His Lakota name, Tokeya Inajin, means “The First to Arise.” While his early instructions were received from his immediate family and community, Kevin has learned from his extended family in every part of the world many lessons in global citizenship and how we each can draw from our individual heritages ... and therein create a vibrant, evolving civilization embracing and celebrating our collective heritage.

In 1990 Kevin was awarded a National Heritage Fellowship by the National Endowment for the Arts (NEA) recognizing him as a “Master Traditional Artist who has contributed to the shaping of our artistic traditions and to preserving the cultural diversity of the United States.” Kevin has released twelve recordings of music and stories.

Touring for the past three decades, Kevin has performed and lectured in nearly eighty countries sharing his vision of balance, joy, and diversity. His desire to promote universal cultural awareness initiated his cultural ambassadorship for the United States Information Service. Deeply committed to the conservation of Earth’s resources for future generations, Kevin has been delegate to the Earth Summit in Brazil and performer and speaker at the United Nations Habitat Conference II in Turkey.

The Ensemble is a troupe of experienced and highly regarded dancers, singers, and musicians whose heritages are inter-tribal.

The Ensemble has performed across the United States and around the world at:
- The opening of the National Museum of Native Americans
- The World Culture Opening at the Lincoln Center
- The US Embassy in Ankara Turkey
- Universities and Colleges
- Performing Arts Centers
- Arts Festivals
Kevin Locke’s artistic role as Hoop Dancer, flute player, and storyteller, forms the foundation for the Ensemble Dancers who are featured in:

- Buffalo Dance
- Hunting Dance
- Eagle Dance
- Men’s Fancy Dance
- Women’s Fancy Shaw Dance

*For more about these dances go to www.kevinlocke.com. Click on the photograph of the Ensemble.
The Program

An overview of the onstage themes

Dance, music, story, and sign language are entwined with humor, drama, and audience interaction in a seamless dramatic narrative as

*The Drum is the Thunder, the Flute is the Wind*

presents four evocative lessons for the audience:

1) **Original instruments in Native culture emulate the elemental forces of nature.**

Native music emulates nature. “The Return of The Thunders” program segment tells a story of springtime, and is entwined with music that speaks to all of the passages and seasons of our lives. It tells of birth, growth, maturity, and death - of both our physical selves and of the cycle of daily moments in life: relationships, beliefs, and all of the things that touch us with commonality.

2) **Indigenous people in North America crossed cultural difference without a common language.**

The need to connect with others and communicate with understanding is universal. Within the Native American culture there are hundreds of languages, and through gesture and signs people have been able to communicate without having one dominant language. There is a unity and sense of cooperation with sign language ... it is a language of beauty as well as function.

3) **The Spirit of the Eagle reflects the nobility of the One Human Race.**

The Spirit of the Eagle is a Spirit of Ascendancy. The Eagle soars high into the sky, and from there has a vantage point that shows no borders or boundaries, allowing the earth and its people to be viewed as one. Humans, too, have within themselves a desire to soar, a higher self toward which we yearn to aspire. As eagles rise on their wings, humans rise on the aspect of character.

4) **The Hoop Dance symbolizes how diverse cultures can work together in One World.**

The beauty of dance is often discovered in the message it presents. The Hoop Dance is just such a dance: one of message and of beauty. It is a metaphor for the process of regeneration apparent in our lives in many guises. The four colors of the hoops are symbols of interdependence and unity - the four human races, the four seasons, the four directions of the compass. As the Hoops move they speak of renewed creation for all of the universe.
The Connections

As part of our mission to connect performers who are committed to education with schools throughout the world, the resource guide for *The Drum is the Thunder, the Flute is the Wind* is intended to support classroom academics. In this guide we:

- provide background information
- suggest pre-performance and post-performance connections at multiple interest levels
- format ideas and information in a way that encourages participation
- provide connections to education standards.

*Please use our suggestions as springboards to lead your students, who you know best, into meaningful, dynamic thinking. Our hope is to extend the evocation of the performance into students' lives beyond traditional boundaries.*

**Pre-performance Connections**

**Kindergarten - 2nd grade**

1) **Season Wheel** *(patterns included in Appendices 1 & 2)*
As a class choose a symbol from nature to be a representation of the seasons. On the top wheel (Appendix 1) have the students draw the symbol in four different ways depicting the change for each season. On the back of the wheel (Appendix 2) draw the symbols to represent each of four elements: thunder, rain, wind, and lightning. Have students turn the wheel, then use sound to demonstrate how the elements would sound in the season it is matched to.

2) **Universal Communication**
Tell students that in Native America there were hundreds of tribes, each with its own culture and language. In order to communicate and to express their needs the people would use hand motions, thus encouraging cooperation and engendering unity. Use the attached sign language illustrations (Appendix 3) to demonstrate one of the American Indian signs.

3) **Cool Eagle Facts**
Ask students how eagles move about from place to place. What do you think the world looks like to an eagle? How is it different from the way you see the world? How is it the same? Have students pretend to “fly” over objects in the room as an eagle would, then study the same object while sitting at a desk. What is different? Share some of the “Eagle Facts” (Appendix 6) with the students.

4) **Hoops**
Use a hoop and demonstrate moving the hoop in a circle around the body. Try hooping around the hand. Use the hoop to make a figure 8 by twirling it. Tell the students they will see dancing with hoops that represents the importance of cooperation and how people can work together. They will also see dancing that reflects the stories of life.
Pre-performance Connections

3rd - 5th grades

1) Sounds of the Season
Tell students that the Native Americans view “The Return of the Thunders” in the spring as a renewing, or a rebirth. Have students work with a partner and discuss the sounds that the following instruments make: drum, rattle, voice, and flute. Ask them to list with their partner sounds in nature that could be made with each of the instruments listed above.

2) Universal Communication
Tell students that in Native America there were hundreds of tribes, each with their own culture and their own language. In order to communicate and to express their needs they would use hand motions thus encouraging cooperation and for every person to be a part of the group. Use the attached sign language illustrations (Appendix 3) to demonstrate one of the American Indian signs. Have each student work with a partner to create a sign for a phrase they will later share with the class (Appendix 5.)

3) Sacred Eagle
Tell students that eagle feathers are sacred in American Indian culture. In order for a person to have an eagle feather it must be given to them. What does the word “sacred” mean? What are some things that are considered sacred in other cultures? Ask the students how eagles move about from place to place. What do you think the world looks like to them? How is it different from the way you see the world? How is it the same? Share the Eagle Facts with the students (Appendix 6.)

4) Hoops
Use a hoop and demonstrate moving the hoop in a circle around the body. Try hooping around the hand. Use the hoop to make a figure 8 by twirling it. Tell the students they will see dancing with hoops that represents the importance of cooperation and how people can work together. They will also see dancing that reflects the stories of life.
Pre-performance Connections

6th - 8th grades

1) Rebirth
Music emulates the sounds of nature in Native American culture. The "Return of The Thunders" is viewed as symbolic of a renewing, or rebirth. Birth, growth, maturity, and death are not always physical. Have students work with a partner to discuss examples of these stages of life in their own world. For example, a favorite stuffed animal that was slept with every night for years may now be relegated to the shelf.

2) Universal Communication
Tell students that in Native America there were hundreds of tribes, each with their own culture and their own language. In order to communicate and to express their needs they would use hand motions thus encouraging cooperation and for every person to be a part of the group. Have students work with a partner using the attached list to learn the way different American Indian tribes say hello. For further investigation students may want to learn the way to say hello in many different languages. Share with the students the Eagle Facts (Appendix 6.)

3) Soaring/Ascendancy
Make a community/class list of character traits. Have each student make several feathers, and on each write a character trait they value. Throughout the day have students pass feathers on to others in the class who show a particular trait.

4) Hoops
Use a hoop and demonstrate moving the hoop in a circle around the body. Try hooping around the hand. Use the hoop to make a figure 8 by twirling it. Tell the students they will see dancing with hoops that represents the importance of cooperation and how people can work together. They will also see dancing that reflects the stories of life.
The Connections

Post-performance Connections

Kindergarten - 2nd grade

Native American Flutes
1) Ask the music teacher for an instrumental recording. Play for the students and let them either draw a picture, or write a story or sentences about what mental image the music gives them.
2) Writing Prompt
Write a note to one of the performers. Tell your thoughts about the way the instruments sounded, and how they were like nature.

The Language of Signs
1) Write out lyrics to a song the students know, such as "Old MacDonald." Together as a class, or with students working in groups, make sign language for different parts of the song. Have the groups perform for each other, or have the class perform for another class.
2) Use the words listed on Appendix 4. Assign a word to each student. Have students work individually or with a partner to create a sign for their word(s) to share with the class.

The Spirit of the Eagle
Writing Prompt
Color the eagle picture in the Appendices and then write two facts about the eagle. On a separate piece of paper write a fiction sentence about an eagle - this sentence may later be the beginning of a story.

Hoop Dance
1) Now that the children have seen the Hoop Dance, ask them if they would like to recreate some more advanced hoop moves. Ask the students if they remember the colors of the hoops and the symbolic way the hoop was used. Ask the students to share with a partner something they learned from the performance.
2) Writing Prompt
Write a story (group or individual) about how your class is the same as the students in another class, and how they are different. Use a Venn Diagram, or another graphic organizer your teacher gives you, to organize your information before you write.
Post-performance Connections

3rd - 5th grades

Common Language
1) Have the students work with a partner. Make a list of gestures or signs that they see as universal across cultures. Discuss and combine ideas to make a class list. Throughout the week add to the list as children find other examples of universal communication.

2) Writing Prompt
Write a letter to a person in a culture other than your own. Find a way to communicate through signs or pictures a simple message you wish to share.

The Spirit of the Eagle
Writing Prompt
Write a letter to Kevin Locke. Tell him about the world you would see if you were flying high above. Use some of the things you learned from the "Eagle Facts" you read.

Individuality and Universality
1) In a journal or on a piece of paper have students list the traits they have that make them special and unique. Ask them to think of character traits or talents rather than physical traits.

2) Writing Prompt
Write a paragraph using the list you made previously. Explain how your uniqueness is important to the world we live in. Tell how you can use your unique gifts to be a positive force in the world.

Hoop Dance
Using several different balls of yarn in several different colors create a "Web of Life" with your students. As students sit in a circle begin with one color and one ball of yarn. Pass the yarn across the circle and as you do mention something you notice about the person you are passing to. Have each student follow your lead in turn until all students have a piece of the yarn. You can then continue the process with a second ball of yarn of a different color. Discuss the idea of our interconnection and importance in the "Web of Life" in which we live.
6th - 8th grades

Common Language
1) Have the students work with a partner. Make a list of gestures or signs that they see as universal across cultures. Have students discuss ways communication can be facilitated so that there is greater understanding in the world.

2) Writing Prompt
Write a letter to the National Secretary of Education. Discuss the reasons you feel it is important to develop a universal way of communicating with students in other parts of the world. Explain your suggestions for ways this goal can be achieved.

The Spirit of the Eagle
Writing Prompt
Write a letter to Kevin Locke. Tell him about the world you would see if you were flying high above. Use some of the things you learned from the “Eagle Facts” you read.

Individuality and Universality
1) In a journal or on a piece of paper have students list the traits they have that make them special and unique. Ask them to think of character traits or talents rather than physical traits.

2) Writing Prompt
Write an article for a class newspaper using the list you made previously. Explain how your uniqueness is important to the world we live in. Tell how you can use your unique gifts to be a positive force in the world.

Hoop Dance
1) Begin a class list of ways in which people in our lives and in cultures across the world are alike and ways in which we are unique. Continue to add to this list over time with the idea in mind that students will see the importance of celebrating our individually unique traits as well as our similarities.

2) Writing Prompt
Write an article for a class newspaper using the information from your class list. Discuss the data you gathered and why this information is important.
People who lived on the North American continent before the arrival of the first Europeans knew each other by tribal names. These American Indians, or First Peoples, had lived on the lands of what are now Canada, Mexico, the United States, and parts of Central and South America for tens of thousands of years.

The American Indians are from many different tribes and cultures. Their belief systems are varied and their customs and ways of living depend largely on where they live. Just as today our homes are built so that we are secure and safe from the elements in the region where we live, so too the First Americans built their homes according to the climate.

The L'Dakota (a term used to denote both the Lakota and Dakota people) Nation lived at one time in the north-central forests of the continent, along the upper Mississippi River. Today the L'Dakota Nation has two groups or dialects: Dakota, and Lakota, (also called the Western Dakota or Titunwan) which is the larger of the two groups.

Some of the Lakota did not plant crops for their sustenance. They gathered wild plants as they traveled, and they traded with those people who were planters. Their main source of survival was the buffalo, or Tatanka. The people of the Lakota tribes used every part of the buffalo carcass: for food, shelter, tools, and equipment. They often made a food called pemmican from dried and pounded buffalo mixed with melted fat.

The summers were a great time for gathering, a time when Lakota people would get together with people from other tribes for activities such as dancing or council meetings. This was often time, too, for families to reunite after periods of separation. The tradition of gathering was, and still is, an important part of life for the people of the Plains. Dance is a way to communicate and to share stories, rather than a form of entertainment as it often is in the Western culture.

Today people of the L’Dakota Nation and other American Indian tribes walk in two worlds. The desire is strong to keep alive the traditions and the soul of their culture. There is also a strong wish to share the way of life they know with the other people among whom they live and work, and to learn of the ways of others in return. Only through a greater knowing can we live together in harmony, accepting and celebrating what makes us one as well as what makes us unique.
Standards

Included are reference to educational standards or guidelines, created by various national and educational organizations, in the major subject areas related to the connections presented in this teacher’s guide.

Standards for the English Language Arts
Sponsored by NCTE and IRA

S 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.
S 4. Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences for a variety of purposes.
S 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
S 6. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
S 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
S 12. Students use spoken, written, and visual language to accomplish their own purposes.

Standards for the Social Sciences
Sponsored by the National Center for History in the Schools

S 1B. The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values.
S 6A. The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage.
S 7A. The student understands the cultures and historical developments of selected societies in such places as Africa, Asia, Europe, and the Americas.
S 7B. The student understands great world movements of people now and long ago.
S 8C. The student understands changes in communication and their effects.

Standards for the Fine Arts
Sponsored by the Consortium of National Arts Education Associations

S M K-4.8 and 5-8.8 Understanding relationships between music, the other arts, and disciplines outside the arts
S M K-4.9 and 5-8.9 Understanding music in relation to history and culture
Appendix 1
Top circle: draw a seasonal picture in each section. Use a brad/brass fastener to connect this circle to the larger back circle.
Appendix 2

Draw one of the elements from the program around the sides of the wheel. Connect the top wheel to the bottom wheel and complete the connection as discussed.
Appendix 3
The Drum is the Thunder, the Flute is the Wind

“O Great Spirit

whose Voice

I hear

in the wind

and whose

Breath

gives life to all the world.”
<table>
<thead>
<tr>
<th>Hello</th>
<th>Good-bye</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog</td>
<td>Cat</td>
</tr>
<tr>
<td>Lion</td>
<td>Cow</td>
</tr>
<tr>
<td>Tree</td>
<td>Storm</td>
</tr>
<tr>
<td>Run</td>
<td>Eat</td>
</tr>
<tr>
<td>Drink</td>
<td>Talk</td>
</tr>
<tr>
<td>Hug</td>
<td>Pour</td>
</tr>
<tr>
<td>Dance</td>
<td>Stomp</td>
</tr>
<tr>
<td>Elephant</td>
<td>Bird</td>
</tr>
<tr>
<td>Sleep</td>
<td>Swing</td>
</tr>
<tr>
<td>Snake</td>
<td>Bat</td>
</tr>
<tr>
<td>Sing</td>
<td>Swim</td>
</tr>
</tbody>
</table>
Appendix 5
The Drum is the Thunder, The Flute is the Wind

- drive a car
- tie your shoe
- smell a flower
- pour a drink and drink it
- cut your hair
- make a sandwich
- be a bird
- hammer a nail
- climb a tree
- brush your teeth
- jump a rope
- fall and hurt your knee
- stir ingredients in a bowl
- paint a picture
- fly a kite
- be blown by the wind
- build a snowman
- rake leaves into a pile
- peel and eat a banana
- drive a car
- ride a bucking bronco
- push a heavy rock up a hill
EAGLE FACTS

- The Bald Eagle is the only eagle species living strictly in North America.

- The Bald Eagle has a wing span of up to 8 feet and can weigh up to 15 pounds. Eagles inhabit areas near bodies of water where there are plenty of fish and tall trees.

- Bald Eagles can live as long as 40 years.

- The Golden Eagle is a large brown and golden colored booted eagle and is found in mountainous areas of the U.S.

- The Golden Eagle has a wing span of up to 8 feet and can weigh up to 15 pounds.

- Eagles seldom dive vertically on their prey; they prefer to descend more gradually and snatch fish, rabbits, and other small animals with their feet. Their diving speed is estimated at 75-100 miles per hour.

- Bald Eagles mate for life; they are monogamous. They will select another mate only if the faithful mate should die.

- All Native American People attach a special significance to the Eagle and its feathers. A feather can only be received as a gift, and to be given an Eagle feather is the highest honor that can be awarded within indigenous culture.

- When one receives an Eagle feather, that person is being acknowledged with gratitude, love, and ultimate respect. Eagle feathers are never to be abused, shown disrespect, dropped, or contaminated.

- Both Bald and Golden Eagles (and their feathers) are highly revered and considered sacred with the American Indian traditions, cultures, and religion. They are honored with great care and shown the deepest respect. They represent honesty, truth, majesty, strength, courage, wisdom, power, and freedom.

- According to traditional American Indian belief, the Creator chose the Eagle to be the leader, the Master of the Sky.

- The Eagle flies higher and sees more clearly than any other bird. Therefore, its perspective is different from other creatures.

- “Prophesy says that it is time to share some of the sacred traditions of our culture. The four colors of man will be coming together to unite and heal. Creator has given different gifts and responsibilities to each of the four colors. Ours is to help preserve Earth for all the children. Time is running out. It is time to act.”
The Drum is the Thunder, the Flute is the Wind

Just for fun! - Word Search Puzzle - Grades 1-2

I C W D E M R O Z W T Q S E B
L D N T E L U E L W I D O C U
X I R P C A G S D M F N V N N
W D T J I K E A I N R U T A K
G Q K X O M E U E C U W E D L
V N I A V G R C F Q Z H M W Q
K G I Q F A N A T U R E T C T
K I T N T D O L E Y D V U A N
C E N T T Z S D H A E R I E Z
L T L A G H E J V O L N H M E
D E K X F T G L S P O O H D H
S R G E U C Y I C G D C C M F
S Z U L S I U J L W E M X Z F
T J F M Z H L Q J W X B D P P
I H M H Q G Y B D U P T L Z U

DANCE        HOOPS        RATTLE
DRUM          LIGHTNING     THUNDER
EAGLE         MUSIC         VOICE
FLUTE          NATURE       WIND

Created by Puzzlemaker at DiscoverySchool.com
The Drum is the Thunder, the Flute is the Wind

Just for fun! - Word Search Puzzle - Grades 3-5

ASCENDENCY
BUFFALO
CULTURE
DRUM
EAGLE
EARTH

FLUTE
HOOPS
LIGHTNING
MUSIC
NATURE
RATTLE

SOAR
SPIRIT
THUNDER
VOICE
WIND

Created by Puzzlemaker at DiscoverySchool.com
The Drum is the Thunder, the Flute is the Wind
Just for fun! - Word Search Puzzle - Grades 6-8

AWARENESS  HUMANITY  SOAR
ASCENDENCY  FLUTE  SPIRIT
BUFFALO  HOOPS  THUNDER
CULTURE  LIGHTNING  UNIVERSAL
DRUM  NATURE  VOICE
EAGLE  ONENESS  WIND
EARTH  RATTLE

Created by Puzzlemaker at DiscoverySchool.com
Just for Fun
Bald Eagle
Coloring Page
Books about Kevin Locke
Lakota Hoop Dancer
The Hoop of Peace

Books by Charles Alexander Eastman
Indian Boyhood
Old Indian Days
Red Hunters and the Animal People
Wigwam Evenings: 27 Sioux Folk Tales
The Soul of the Indian: An Interpretation
From the Deep Woods to Civilization: Chapters in the Autobiography of an Indian
Indian Scout Craft and Lore
The Indian Today: The Past and Future of the First American
Indian Heros and Great Chieftains
The Soul of an Indian and Other Writings from Ohiyesa
Light on the Indian World: The Essential Writings of Charles Eastman (Ohiyesa)

Books by Paul Goble
Buffalo Woman
Indians of North America
Lost Children
Brave Eagle's Account of the Fetterman Fight, 21 December 1866
Tipi: Home of the Nomadic Buffalo Hunters
Song of Creation
The Gift of the Sacred Dog: Story and Illustrations
Star Boy
Her Seven Brothers

For more mature readers
Black Elk Speaks