



# CATCHING DREAMS

Developed by Shanti Peterson & Chrissy Ensley

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July 2017



**Summary:** Lesson will begin with a review of what we have learned so far from our readings regarding cultural/historical significance of dream catchers. Students will learn how to attach their ornaments that they have created to their dreamcatchers. Any students needing to complete any weaving will be instructed to complete that portion before attaching ornaments.

**Grade/Level:** 3rd and up

**Overarching Camp Goal:** I can describe the Chippewa's cultural/historical purpose for creating dream catchers.

## Lesson Goals:

I can explain the reasoning for the web, feathers, and other ornaments on a dream catcher.

## Materials Needed:

- Example Dream Catcher
- Photos of completed dream catchers
- Shoe boxes full of painted ornaments
- Twig hoops created two days ago by students.
- Weaving materials
- Silk strips for threading ornaments.

## Introduction

1. Students will gather and be greeted.
2. Review Behavioral Management/expectations
  - a. Ask students what the following looks/sounds like to them:
    - i. Good Body Control
    - ii. Voice Levels
    - iii. Material usage



## Engagement/Pre-reading Activity

1. Review yesterday – what did we learn about ornaments?
  - a. What sort of traditional ornaments were utilized on dream catchers?
  - b. What was there significance?
2. Review earlier portion of the week.
  - a. What is significant about the web? What does it represent/mean?

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## Attaching Ornaments

1. Students will receive instructions on how to connect different types of ornaments to their dream catcher.
  - a. Selecting colors – neutrals, cools, warms, rainbow? Do they have a color theme they have created?
  - b. Tying feathers/pompoms
  - c. Drilling/threading of seashells or rocks
2. Students will be instructed to finish weaving their dreamcatcher prior to adding their ornaments if they have not completed the weaving portion.
3. If there is time remaining, students will write a story of a positive, fanciful dream they might have once hanging up their dreamcatcher in their room.

## Review of day/Evaluation

1. Ask students to pair and share why dreamcatchers are important in the Chippewa culture?
2. Each student can share their personal dream catcher with the class.
  - a. Why did you choose those colors?
  - b. Which part was the most fun for you?
  - c. Is there a specific reason you chose your ornaments?

## Day 1

### Overarching Class Goal:

I can describe the Chippewa's cultural/historical purpose for creating dream catchers.

### Lesson Goals:

I will be able to name three different items from nature that I can utilize when making a dream catcher.

### Lesson Description:

Through the shared reading of Grandmother's Dream Catcher students will be introduced to the cultural and historical significance of dream catchers. Camp participants will then embark on a nature walk to Near Island to gather twigs, pinecones/acorns, feathers, pebbles and other possible decorative items for their dream catchers.

### Materials Needed:

- Book (Grandmother's Dream Catcher)
- Example Dream Catcher
- Name Tags (1 per student)
- Walmart Sacks (1 per student (gathering supplies on hike)
- Shoe box (1 per student for supply storage)

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## Introduction

1. As students arrive they will decorate their own name tag for their workspace.
2. Students will gather with instructors in a circle for introductions.
  - a. Instructors will introduce themselves to campers/campers to each other.
3. Behavioral Management/Rules
  - a. Ask students what the following looks/sounds like to them. (Supplement any ideas they don't cover.)
    - i. Good Body Control
      1. Hands to self.
      2. No running in halls/classroom
      3. Asking prior to bathroom usage or drinks
    - ii. Voice Levels
      1. 0 – when teacher is talking
      2. 1-2 when talking with friends/working
      3. Attention Call
        - a. “Eyes up here.” “Eyes up there.”
        - b. “Hey, hey, hey! Listen up, listen up.”
    - iii. Material usage
      1. **Only take and use what you need.**
      2. **Shoobox for storing your gathered materials.**
      3. **Specific instructions for new materials will be given daily.**

## Engagement/Pre-reading Activity

1. Show the students the cover of *Grandmother's Dream Catcher* and an example of a dream catcher created by instructors.
2. Have the students to turn to a partner and share what they think the book might be about. After a moment for sharing, have groups share with larger group.
3. Using a sharing technique such as think/pair/share or group polling techniques, ask some questions to explore prior knowledge students have about dream catchers?
  - a. What population/cultures use dream catchers?
  - b. What sort of materials are used to make dream catchers?
  - c. What is their purpose? What are they used for?

## Setting the Purpose:

Explain that the previous activity was to get them thinking about dreamcatchers and why they might be used. Now we will read *Grandmother's Dream Catcher* to determine if what we thought about might be true.

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## During Reading

1. As you read, allow for the students to point out when they hear about the purpose of a dream catcher.
2. As you read, take time to make sure that the students are following the story line. If they understand the story they will be able to make inferences with words they may not be familiar with.
3. Show the students the pictures as you read also allow them to see the presentation of the text. Have students give a thumbs up when they hear something related to cultural/historical importance about dream catchers.

## After Reading

1. Review what they shared before reading.
2. Identify new things they might have learned about dream catchers.
  - a. Specifically used by the Chippewa
  - b. Used to catch bad dreams.

## Nature Walk

1. Discuss expectations for Nature Walk.
  - a. Stay in groups of 2 or more.
  - b. You can always see one of the teachers.
  - c. Cross streets together as a large group and stay on sidewalks when provided.
  - d. Good stewards of nature's resources (only remove what you think you'll use)
2. Partner up and distribute bags for collection.
3. Go on walk (anticipated path is the closest path on Near Island)
4. Return and review day.

## Review of day/Evaluation

1. Ask students share in their own words with a partner what the purpose of a dream catcher is.
2. Ask students which culture was identified in the book as using dream catchers.
3. Ask students which item they gathered on our walk is the item they are most excited about using for their dream catcher and why?

## Day 2

### Overarching Camp Goal:

1. I can describe the Chippewa's cultural/historical purpose for creating dream catchers.

### Lesson Goals:

- 1) I can name the native name for the Chippewa – Obijiwe
- 2) I can describe traditional usages for decorative items on a dream catcher.

### Lesson Description:

Lesson will begin with the shared reading of *The Dreamcatcher*. Students will be introduced to the native name for the Chippewa – Obijiwe. Students will look through images in today's book and yesterday's book (and other images provided). Students will provide different examples of decorations and we will discuss ones that were traditionally used. Students will craft their decorative items for dreamcatchers in different stations.

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## Materials Needed:

- Book (The Dreamcatcher)
- Example Dream Catcher
- Photos of dream catcher ornaments
- Shoe boxes full of gathered items
- Decorative items to supplement
  - ~ Feathers, Ribbon, Yarn, Silk strips,
- Dremel
- Paint and paint trays

## Introduction

1. Students will gather and be greeted.
2. Review Behavioral Management/expectations
  - a. Ask students what the following looks/sounds like to them:
    - i. Good Body Control
    - ii. Voice Levels
    - iii. Material usage

## Engagement/Pre-reading Activity

1. Review yesterday - What did you learn about dreamcatchers?
  - a. What sort of items did we collect yesterday on our hike?
  - b. How do you think they will be used?

## Setting the Purpose:

1. Show the students the cover of The Dreamcatcher. Explain that today's story will introduce the name native Chippewa Indians refer to themselves by – Obijiwe.
2. Explain that the story is written in a much different style than yesterday. Instruct students to pay close attention to the photos for ideas of ornaments/decorations and to listen to why specific items are attached to dream catcher

## During Reading

1. As you read, allow for the students to point out when they hear about the purpose of a dream catcher.
2. As you read, take time to make sure that the students are following the story line. If they understand the story they will be able to make inferences with words they may not be familiar with.
3. Show the students the pictures as you read. Allow them to see the presentation of the text. Point out areas of importance.

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## After Reading

1. Review Obijiwe is the native name for Chippewa.
2. Discuss cultural significance of feathers, beads, ribbon ...
  - a. Things found in their everyday life of the Native Americans. Good Dreams slide down the beads and feathers, making their way to the mind of the child sleeping below. Bad dreams get caught in the web...
  - b. Acknowledge that not all the decorative items students might add or make for their dream catcher are traditional.

## Planning their ornaments

1. Instruct students to think about their dream catcher.
  - a. Are they making it for themselves or a gift?
    - i. What sort of things might be important to the person they are creating it for?
      - 1) Seashells? Feathers? Pinecones? Yarn PomPoms, etc..
    - ii. What colors would they like to use? Cools, Warms, Neutrals, Rainbow? Pay attention to that choice as you create.
2. Draw a sketch/design how they want their dream catchers to look, using provided worksheet.

## Creating Ornaments

3. Stations – Students will begin at one of three stations and spend 20 min (approx.) at each first 3 stations.
  - a. Feather painting/cone painting
  - b. Yarn PomPoms
  - c. Thread Balls
4. If time permits, students can paint other decorative items or they can choose to paint with feathers.

## Review of day/Evaluation

1. Ask what name the native Chippewa persons call themselves...
2. Ask students to name an item they are putting on their dream catcher.
  - a. Have them identify whether it is a traditional or non-traditional item.
  - b. If it's a traditional item, have them explain the significance

## Day 3

### Overarching Camp Goal:

1. I can describe the Chippewa's cultural/historical purpose for creating dream catchers.

### Lesson Goals:

1. I can name/describe the reason for using a circular frame in my own words.
2. I can describe the purpose of the woven "web" in my own words.

### Lesson Description:

Lesson will begin with the shared reading of *Isaac's Dreamcatcher*. Students will learn about the purpose of a circular frame and the weaving a "web" for the dream catcher.

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## Materials Needed:

- Book (Isaac's Dreamcatcher)
- Example Dream Catcher
- Supplies to make hoop
  - + Twigs, yarn, hemp thread
- Needlepoint circles for practice weaving
- Yarn/leather/Hemp for weaving

## Opening/Intro to today's camp

1. Students will gather and be greeted.
2. Review Behavioral Management/expectations
3. Today's Tasks
  - a. Read Isaac's Dreamcatcher.
  - b. Create frame
  - c. Practice weaving on needlepoint frames.

## Engagement/Prereading Activity

1. Review yesterday - What did you learn about dreamcatchers?
  - a. Which Native American group did they originate with?
  - b. What is the hoop used for?
  - c. Why is there a web?

## Setting the Purpose:

1. Show the students Isaac's Dreamcatcher.
2. Instruct students to listen for specific information about how the hoop is created and how the "web" is weaved.

## During Reading

1. As you read, take time to make sure that the students are following the story line. If they understand the story they will be able to make inferences with words they may not be familiar with.
2. Show the students the pictures as you read. Allow them to see the presentation of the text. Point out areas of importance, specifically looking information about structure.

## After Reading

1. Review the purpose of a circle.
2. Review why a web is created.

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## Creating the Hoop

1. Students will retrieve their boxes with twigs. Teachers will provide yarn/hemp for binding.
2. Provide instructions on how to overlap twigs to create a frame.
3. Begin binding twigs with yarn/hemp after
4. Form into a circle and bind.

## Weaving the web

1. Students will receive a needlepoint hoop to practice and learn the art of weaving for creating the catcher.
  - a. See specific instructions in back of the book Isaac's Dreamcatcher.
2. After practicing on the needlepoint hoop, students will begin weaving the web of their catcher they are creating utilizing twigs.

## Review of day/Evaluation

1. Ask why a hoop or circle is used rather than a triangle, square, etc....
2. What is the significance of the web we wove?

## Day 4

### Overarching Camp Goal:

1. I can describe the Chippewa's cultural/historical purpose for creating dream catchers.

### Lesson Goals:

2. I can explain the reasoning for the web, feathers, and other ornaments on a dream catcher.

### Lesson Description:

Lesson will begin with a review of what we have learned so far from our readings regarding cultural/historical significance of dream catchers. Students will learn how to attach their ornaments that they have created to their dreamcatchers. Any students needing to complete any weaving will be instructed to complete that portion before attaching ornaments.

### Materials Needed:

- Example Dream Catcher
- Photos of completed dream catchers
- Shoe boxes full of painted ornaments
- Twig hoops created two days ago by students.
- Weaving materials
- Silk strips for threading ornaments.

## Introduction

1. Students will gather and be greeted.
2. Review Behavioral Management/expectations

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## Engagement/Prereading Activity

1. Review yesterday – what did we learn about ornaments?
  - a. What sort of traditional ornaments were utilized on dream catchers?
  - b. What was their significance?
2. Review earlier portion of the week.
  - a. What is significant about the web? What does it represent/mean?

## Setting the Purpose:

1. Remind students that this is the last day of camp and we will be finishing our dreamcatchers today to take home. Their parents/guardians will be prompted to ask them to explain how they made it and its purpose, so they should be prepared to answer.

## Attaching Ornaments

1. Students will receive instructions on how to connect different types of ornaments to their dream catcher.
  - a. Selecting colors – neutrals, cools, warms, rainbow? Do they have a color theme they have created?
  - b. Tying feathers/pompoms
  - c. Drilling/threading of seashells or rocks
2. Students will be instructed to finish weaving their dreamcatcher prior to adding their ornaments if they have not completed the weaving portion.
3. If there is time remaining, students will write a story of a positive, fanciful dream they might have once hanging up their dreamcatcher in their room.

## Review of day/Evaluation

1. Ask students to pair and share why dreamcatchers are important in the Chippewa culture?
2. Each student can share their personal dream catcher with the class.
  - a. Why did you choose those colors?
  - b. Which part was the most fun for you?
  - c. Is there a specific reason you chose your ornaments?