



**George Abeyta Fancy Feather Dance
9 - 12th Grade Lesson plan
“The Pow Wow Way of Life”
Lesson Plan #1**

LESSON PLAN DEVELOPED BY: Ann Abeyta
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COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

9th / 10th Grade

CCSS.ELA- LITERACY.RH.9-10.1 – Key Ideas and Details
CCSS.ELA- LITERACY.RH.9-10.4 – Craft and Structure
CCSS.ELA- LITERACY.RH.9-10.9 – Integration of Knowledge and Ideas

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming State Social Studies Standards (2018) 9th – 12th Grade
(see Standard Definitions at end of Lesson)

Social Studies Content Standard 2 - Culture and Cultural Diversity

SS12.2.1- SS12.2.2- SS12.2.2.a- SS12.2.3 - SS12.2.4-

Social Studies Content Standard 4 - Time, Continuity, and Change

SS12.4.4 - SS12.4.5.a-

Social Studies Content Standard 6 - Technology, Literacy, and Global Connections

SS12.6.1- SS12.6.2 - SS12.6.3- SS12.6.4

Wyoming State Fine and Performing Arts Standards (2013)

9th – 11th Grade

Visual Art Standard 1: Creative Expression Through Production: Students create, perform, exhibit or participate in the arts.

FPA 11.1.A.1 - FPA 11.1.A.2 - FPA 11.1.A.3 - FPA 11.1.A.4 - FPA 11.1.A.5 - FPA 11.1.A.6

Visual Art Standard 2: Aesthetic Perception: Students respond to, analyze, and make informed judgments about the arts

FPA 11.2.A.1 - FPA 11.2.A.2 - FPA 11.2.A.3 - FPA 11.2.A.4

Visual Art Standard 3: Historical and cultural context: Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA 11.3.A.1 - FPA 11.3.A.2 - FPA 11.3.A.3

Dance Standard 2: Aesthetic Perception: Students respond to, analyze, and make informed judgments about the arts.

FPA11.2.D.1 - FPA11.2.D.2 - FPA11.2.D.3 - FPA11.2.D.4

Dance Standard 3: Historical and cultural context: Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA11.3.D.1 - FPA11.3.D.2 - FPA11.3.D.3 - FPA11.3.D.4

DURATION OF LESSON PLAN: 2 Days

VIDEO LINK: <https://video.wyomingpbs.org/video/george-abeyta-fancy-feather-dancing-9c3rdo/>

MATERIALS REQUIRED:

- Technology with the ability to project or watch the video and ability to pause and locate appropriate timings and use any chosen addition resource videos
- Reflection Journal or Hand-Out/paper to answer discussion questions and complete reflection paragraph

KEY VOCABULARY:

Fancy Dancing, Feather Dancing, Pow Wow, Regalia

DESCRIPTOR:

This lesson utilizes Our Wyoming video “George Abeyta Fancy Feather Dance” using a variety of clips (timings provided) in order to learn about the meaning of dance, community and spirituality to indigenous tribes and offers the historical background of Pow Wows and dance as a form of prayer and celebration.

LEARNING OBJECTIVES:

- Describe the meaning and role of dancing to Native American culture and spirituality
- Discuss the elements of Native American belief systems in relation to nature and one another
- Summarize lesson themes in a reflection writing

LESSON INTRODUCTION:

Warm-Up Question: At what kinds of events do we tend to dance? Why do we dance there?

Essential Question: What is the purpose of dance in Native American culture?

STEP BY STEP PROCEDURE:

- (1) Play Video (0-0:40) | Discussion Question: What are two reasons George shares with us that dancers dance? Share out in small groups or entire class
- (2) Play Video (0:50-3:20) | George shares two different versions of the origins of the Fancy Feather Dance. One is the Bill Buffalo Cody Wild West Shows and the other is an oral history from the Ponca tribe of Oklahoma. We will now compare each source.
 - Examine the Buffalo Bill Center of the West’s web page on the Wild West Shows for 10 minutes <https://centerofthewest.org/learn/western-essays/wild-west-shows/>
 - List 5 details that you notice from the images and/or brief history
 - The Ponca’s traditional story says the dance is based on the movement of horses at play. Watch video of horses playing/prancing:
 - [Horses Playing in the Snow](#)
 - [Horses in Motion](#)

- d. Which source is more valid? Explain. Could modern fancy dancing reflect influence from different tribes and outside sources like Buffalo Bill? How might different cultural influences be seen in styles of dance, regalia or music at modern day Pow Wows?
- (3) Play Video (3:20-4:15) | Regalia/Outfits worn during the dance carry a lot of meaning related to the connection of close and extended family and the Pow Wow family community. Discussion Question: What is a similar custom from your own culture or family traditions?
- (4) Play Video (4:15-5:45) | Play Pow Wow [Denver Pow Wow](#) Native American Veterans and leaders as well as the history of Pow Wows as prayer and celebration in tribal communities is discussed. Discussion Question: What are some other ways that different groups and individuals pray for safety and celebrate success? Think about ceremonies, events or holidays.
- (5) Play Video (5:45-7:00) | The music of the Pow Wow and dancers is centered on the drum – the heartbeat of the Earth. Discussion Question: What are some cycles or rhythms of the Earth similar to a drum?
- (6) Play Video (7:35-end) | Dancing brings blessings to the people. How do the singers, drummers and dancer work as one to offer the prayer?
- (7) Writing Reflection (paragraph) Prompt: Using our discussions and your notes related to the video, explain three ways the purpose of dancing reflects spirituality, ties to nature/Earth and community ties in the Native American culture.

ADDITIONAL VIDEO DETAILS:

Video (7:00-7:35) | The athleticism of the dancers is discussed. Center for the West Web Story https://centerofthewest.org/2014/05/15/powwow-lens/img_0194-medium-2/

EVALUATION:

- Class Discussion/Participation
- Discussion Notes/Graphic Organizer
- Reflection Paragraph



COMMON CORE STANDARDS ADDRESSED IN LESSON:

9th / 10th Grade

Key Ideas and Details:

CCSS.ELA- LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Craft and Structure:

CCSS.ELA- LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Integration of Knowledge and Ideas:

CCSS.ELA- LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming State Social Studies Standards (2018)

9th – 12th Grade Social Studies

Social Studies Content Standard 2 - Culture and Cultural Diversity Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

Rationale

Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. This understanding allows students to relate to peoples of local, tribal, state, national, and global communities.

SS12.2.1- Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.

SS12.2.2- Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.

SS12.2.2.a- Compare and contrast the human experience and cultural expression of Indigenous Tribes of Wyoming (e.g., oral history, Native literature, traditional arts, values, songs, dance, artifacts, and language).

SS12.2.3 - Evaluate how the unique characteristics of cultural groups, including Indigenous Tribes of Wyoming, have contributed and continue to influence Wyoming's history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).



SS12.2.4- Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional).

Social Studies Content Standard 4 - Time, Continuity, and Change Students analyze events, people, problems, and ideas within their historical contexts.

Rationale

Students need to understand their historical roots and how past events shape the present and may shape the future. Students must know what life was like in the past to comprehend how things change and develop over time. Students gain historical understanding through inquiry, and through researching and interpreting events affecting individual, local, tribal, state, national, and global histories.

SS12.4.4 - Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical event.

SS12.4.4.a- Describe the historical interactions between Indigenous Tribes of Wyoming, state, and federal governments (e.g. Chief Washakie and the federal government, treaties, 1871 Indian Appropriations Act, Dawes Act, and the 1956 Indian Relocation Act).

SS12.4.5- Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.

SS12.4.5.a- Interpret and evaluate historical events with primary and secondary sources, including oral tradition and traditional storytelling of Indigenous Tribes of Wyoming (e.g., traditional drama and theater, song, and dance).

Social Studies Content Standard 6 - Technology, Literacy, and Global Connections Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

Rationale

Using a variety of resources, students will apply the inquiry process to locate, interpret, and evaluate multiple primary and secondary sources. Students will use this information to become critical thinkers and decision makers in a global community. Social Studies Content Standard 6 was written around the Framework for 21st Century Skills and the Common Core Literacy Standards for History and Social Studies.*

SS12.6.1- Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.

SS12.6.2 - Assess the extent to which the reasoning and evidence in a text supports the author's claims.

SS12.6.3- Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). link to ISTE student standards

SS12.6.4- Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing.



Wyoming State Fine and Performing Arts Standards (2013) 9th – 11th Grade

Visual Art Standard 1: Creative Expression Through Production: Students create, perform, exhibit or participate in the arts.

- FPA 11.1.A.1: Students conceptualize, create and revise original art to express ideas, experiences and stories
- FPA 11.1.A.2: Students envision, create, communicate experiences and ideas, and work toward artistic goals through use of media, techniques, technologies, and processes
- FPA 11.1.A.3: Students plan and create artistic works based on use of design elements and principles
- FPA 11.1.A.4: Students collaborate with others in creative artistic processes
- FPA 11.1.A.5: Students use art materials and tools in a safe and responsible manner
- FPA 11.1.A.6: Students select, prepare and exhibit their artwork and explain their choice(s)

Visual Art Standard 2: Aesthetic Perception: Students respond to, analyze, and make informed judgments about the arts

- FPA 11.2.A.1: Students observe and describe in detail the physical properties of works of art
- FPA 11.2.A.2: Students interpret and analyze the intentions of artists through themes, subjects and symbols. Students question and explore the implications of the artists' various purposes
- FPA 11.2.A.3: Students state preferences for individual works of art and provide rationale for those preferences based on an analysis of artistic elements and principles
- FPA 11.2.A.4: Students form and defend their preferences for artists, specific works and styles

Visual Art Standard 3: Historical and cultural context: Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

- FPA 11.3.A.1: Students differentiate among a variety of historical, environmental, and cultural contexts in terms of characteristics and purposes of works of art
- FPA 11.3.A.2: Students describe the function and explore the meaning of specific art objects within varied cultures, eras, and environments
- FPA 11.3.A.3: Students analyze relationships of works of art to one another in terms of history, aesthetics, environment, and culture and place their work within the continuum of the visual arts

Dance Standard 2: Aesthetic Perception: Students respond to, analyze, and make informed judgments about the arts.

- FPA11.2.D.1: Students interpret and analyze themes and symbolic movements in a dance performance
- FPA11.2.D.2: Students observe and critique performance of dance, based on their intellectual, kinesthetic and emotional response to the performance



FPA11.2.D.3: Students use dance terminology to analyze how technical, organizational and dance elements contribute to the ideas, aesthetic quality, and impact of the performance

FPA11.2.D.4: Students evaluate how production elements contribute to the ideas, aesthetic quality, and impact of the performance

Dance Standard 3: Historical and cultural context: Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA11.3.D.1: Students analyze the role of dance in reflecting the values and beliefs of various societies

FPA11.3.D.2: Students analyze the relationships between historical events and the development of dance.

FPA11.3.D.3: Students analyze the contributions of selected dance artists to various styles of dance and how they have used materials, inventions and technologies in their work

FPA11.3.D.4: Students analyze the contributions that dance and its artists make to their local community