



**“Wacipi: A Celebration of Native American Dance & Song”
9 – 12th Grade Lesson plan #1**

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COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

9th – 10th Grade

Key Ideas and Details:

CCSS.ELA- LITERACY RH.9-10.1

Integration of Knowledge and Ideas:

CCSS.ELA- LITERACY.RH.9-10.9

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2018)

Social Studies Content Standard 2 - Culture and Cultural Diversity

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

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

SS12.4.5- SS12.4.5.a

Social Studies Content Standard 5 - People, Places, and Environments

SS12.5.2.a- SS12.5.3 - SS12.5.3a- SS12.5.4 -

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

Visual Art Standard 4: Artistic Connections: Students relate the arts to other disciplines, careers and everyday life

FPA 11.4.A.1 - FPA 11.4.A.2 - FPA 11.4.A.3 - FPA 11.4.A.4

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

Dance Standard 4: Artistic Connections: Students relate the arts to other disciplines, careers and everyday life.

FPA11.4.D.1 - FPA11.4.D.2 - FPA11.4.D.3 - FPA11.4.D.4 - PA11.4.D.



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

FPA11.2.M.1 - FPA11.2.M.2 - FPA11.2.M.3 - FPA11.2.M.4

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

FPA11.3.M.1 - FPA11.3.M.2 - FPA11.3.M.

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

FPA11.2.T.1 - FPA11.2.T.2 - FPA11.2.T.3 - FPA11.2.T.4 - FPA11.2.T.5

DURATION: 2-3 Days

VIDEO LINK: <https://video.wyomingpbs.org/video/wacipi-celebrating-native-american-dance-and-song-wbq7a1/>

TIMEFRAME(S) OF LESSON PLANS:

Viewing 1: (Entire Class) ~7 minutes

Introduction to Wacipi, the roles played at the gathering and the importance of educating Native American youth in their cultural and spiritual traditions

(0-1:20) Introduction to Wacipi

(28:40-30:49) Importance and Sacred Meaning of Singers

(36:55-38:07) Importance of teaching habits and culture to youth/youth dancing

(47:34-49:40) Concluding Comments

Individual Project Timings for Each Dance

These are the pieces of video for students to complete their chosen/assigned dance viewing

A - (1:20-5:14) Crow Style Women's Traditional | ~4 minutes

B - (9:56-13:06) Southern Men's Fancy Dance (Comanche) | ~3.5 minutes

C - (13:07-16:23) Women's Fancy (Shawl) Dance | ~3.5 minutes

D - (16:25-22:49) Northern Men's Fancy Dance | ~6 minutes

E - (22:50-28:39) Men's Grass Dance | ~5.5 minutes

F - (30:50-36:08) Women's Jingle Dance | ~5 minutes

G - (38:08-42:49) Women's Traditional Style | ~5 minutes

H - (42:50-47:33) Men's Traditional, Omaha Style | ~4.5 minutes

Additional Segment

(5:15-9:55) Flag Songs and Honoring Veterans

MATERIALS REQUIRED:

- PBS Video - Wacipi: Celebrating Native American Dance and Song
- Technology available to display and hear the introductory and concluding video clips as an entire class
- One-to-one or library device allowing individual dance style videos, do limited research and image/symbol searches and the ability to create a PowerPoint or Google Slide Show
- Technology available for students to present different styles to entire class and/or small groups



- Graphic organizer (provided) to outline presentation creation

KEY VOCABULARY:

Wacipi, Prayer, Spirituality, Singers, Drummers, Outfit (Regalia), Beadwork, Contemporary Education, Traditional Education, Cultural Education, Understanding of Oral Histories

DESCRIPTOR: This lesson introduces your students to a variety of Western Plains Tribes dance styles performed in Wacipi, gatherings and additional celebrations. As an entire class, you will complete viewing of approximately 5 minutes of different clips (timings provided above) that introduce students to the program, Native American dance, singers and drummers and concluding with the importance of educating the next generation in cultural traditions and meanings. Students can choose or be assigned (to guarantee as many styles are covered as possible) one dance style (timings provided above) to study more closely. The provided graphic organizer allows them to outline their presentation and identify any holes that may require basic online research. Each student (or small group if preferred) will create the presentation to share with the whole class/rotating small stations in a jigsaw style technique. Then, the entire class will watch Chico Her Many Horses concluding comments.

LEARNING OBJECTIVES:

- Describe the meaning and role of dancing to Native American culture and spirituality
- Discuss the elements of Native American dance, prayer and gatherings unique to different Western plains tribes
- Examine one particular style of dancing in greater detail
- Summarize key elements, history and themes of your style in a Google Slides/PPT presentation, may require simple additional on-line research
- Present your summary presentation to fellow classmates

LESSON INTRODUCTION:

Warm-Up Question Ideas:

- What is the purpose of dancing in Native American Cultures?
- Native American citizens must learn to live in and navigate two different worlds – how does this impact the kinds of education needed to contribute in their communities?
- How did Western Plains Tribes influence one another by sharing stories, gatherings and dance styles?

Essential Questions:

- How are both traditional and contemporary education approaches essential to tribal communities and cultural survival?
- How does dance, prayer or meditation help community connection and understanding?



STEP BY STEP PROCEDURE:

Day 1

- (1) Utilize Warm-Up Question(s) / KWL Exercise
- (2) Complete Viewing #1, Reflect and Discuss in Small Groups and then Whole Class
- (3) Choose/Assign Dance Style for Project, Cover the Graphic Organizer and any rubric you choose for the presentation that aligns with your existing assessments
- (4) Ensure the style and video timings and link to video are saved/written on graphic organizer for future reference
- (5) Allow students to watch their own section of the video covering their dance and begin the graphic organizer
- (6) Exit Question: What are some common parts of the dancers introducing themselves? What makes their introductions unique?

Day 2

- (1) Utilize Warm-Up Question(s)
- (2) Students should be given time checkpoints and be completing the graphic organizer outline and begin their presentation creation
- (3) Depending on the time period in your schedule, students may need extra time to finish. It could be homework or presenting could be done in small group stations if that is more time efficient than entire class presentations. Students presenting in groups can also increase time efficiency.
- (4) Exit Question: What are two unique things about your assigned dance?

Day 3

- (1) Utilize Warm-Up Question(s)
- (2) If possible, allow for review time of 5-10 minutes, final prep, tech problems buffer
- (3) Presentations in format you chose
- (4) Debrief and watch Concluding Remarks clip again if time allows

Possible Extensions:

- (1) Examine two different dances and add a compare/contrast element
- (2) View the Additional Segment about flag songs and Veterans
- (3) Additional presentations possible about singer/drummers or flag songs/veterans

EVALUATION:

Can be a self-assessment completed by student or by the instructor

Group Slide Presentation Rubric

Criteria (Score for each criterion)	Needs Improvement 0 - 1	Developing 2 - 3	Accomplished 4 - 5	Exemplary 6 - 7	Score for Criteria 0 - 7
Content-	Lacks Understanding of the topic Didn't cite reference	General Understanding of Topic Cited Sources Incorrectly	Adequate Understanding of Topic Cited some References	Thorough Understanding of Topic Cited References	
Design-	Lack Visual Appeal Errors in Grammar and Spelling Slides too blank or too busy	Slides not consistent with Theme of Topic Too Much Text	Minimal Text on slides Correct Grammar and Spelling Same Theme Throughout all slides	Designed with exemplary theme design, no error in grammar and spelling	
Oral Delivery-	Poor Communication Skills Not All Members participated	Somewhat effective Communication throughout presentation, most of the group presented	Oral demonstration was clear, All group members presented but not equally.	Highly Effective Communication, All group members presented equally.	
Presentation Notes-	Did not have notes on presentation slide	Minimal Notes on presentation slides	Notes included	Every Slide is fully explained in the presentation notes	
Contribution to the Group-	Not all group members scored team members with full points.	Group members were more concerned about their own individual scores.	Group members stated the workload was shared equally.	Group members each took turns on facilitating and taking leadership role.	
Timeliness/Length of Presentation-	Was too short or too long. Did not present on the due date.	Was too short or too long but did present on the due date.	Time of the presentation was within the time limit and they did present on due date.	Time of presentation was within the time limit and presented early. Received feedback and presented again applying the recommendations the second time presenting.	



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.

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 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.

SS12.2.1.a - Analyze and evaluate the ways Indigenous Tribes of Wyoming meet human needs and concerns and contribute to tribal identity (e.g., group, nation, and global), as well as historical and contemporary situations and events (e.g., intergenerational care, mineral royalty payments, water rights, tribal economic development, the repopulation of local animal species, and social/cultural 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).

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.

SS12.4.5- 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 5 - People, Places, and Environments

Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.

Rationale

Students gain geographical perspectives of the community, state, nation, and world by studying the Earth and how humans interact with people, places, and environments. Their knowledge of geography allows students to make local and global connections. Students develop increasingly abstract thought as they use data and apply skills to analyze human behavior in relation to its physical and cultural environment.

SS12.5.2.a- Analyze how the value placed on physical characteristics and natural resources cause conflict among different groups. (e.g., Black Hills, energy development, Big Horn River Adjudication, Devils Tower/Bear Lodge, and Yellowstone)

SS12.5.3 - Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place.

SS12.5.3a- Analyze how conflict, demographics, movement, trade, transportation, communication, and technology affect the Indigenous Tribes of Wyoming's sense of place.

SS12.5.4 - Analyze how environmental changes and modifications positively and negatively affect communities, tribes and the world both economically and socially.

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

Visual Art Standard 4: Artistic Connections: Students relate the arts to other disciplines, careers and everyday life

- FPA 11.4.A.1: Students synthesize the creative and analytical processes and techniques of the visual arts and other disciplines
- FPA 11.4.A.2: Students identify artistic skills and determine how they apply to a variety of careers and recreational opportunities
- FPA 11.4.A.3: Students analyze the contributions that art and visual artists make to their local community and contemporary society
- FPA 11.4.A.4: Students demonstrate appropriate behavior in a variety of art settings



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

Dance Standard 4: Artistic Connections: Students relate the arts to other disciplines, careers and everyday life.

- FPA11.4.D.1: Students identify and explain commonalities and differences between dance and other disciplines
- FPA11.4.D.2: Students identify how dance skills and experiences support and apply to a variety of careers and recreational opportunities
- FPA11.4.D.3: Students understand how media and social environment affect a dancer. Students analyze strategies to maintain personal health and well-being through dance
- FPA11.4.D.4: Students are attentive and respond appropriately to vocal, musical, social or observed cues.
- PA11.4.D.5: Students analyze the economics of dance including the role of management, patronage, philanthropy and advocacy

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

- FPA11.2.M.1 Students analyze compositional devices and techniques used in a musical work and give examples of other works that make similar uses of these devices and techniques
- FPA11.2.M.2 Students respond to aural examples by evaluating musical elements and expressive devices of a varied repertoire of music
- FPA11.2.M.3 Students apply criteria in evaluating their own and others' performances, compositions, arrangements, or improvisations by comparing and contrasting them to similar or exemplary models.
- FPA11.2.M.4 Students form and defend their preferences for musicians, musical works and



genres

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

FPA11.3.M.1: Students classify, by genre or style and by historical period or culture, unfamiliar music and explain the reasoning behind their classifications

FPA11.3.M.2: Students listen to a varied repertoire of music, emphasizing American music, and analyze the characteristics that cause a work to be considered historically or culturally significant

FPA11.3.M.3: Students evaluate the various purposes of music, select music for a specific purpose, and defend their choice

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

FPA11.2.T.1: Students view and critique a live performance, including responses to the intellectual and emotional effects of the performance

FPA11.2.T.2: Students observe and evaluate how technical, organizational and theatrical elements contribute to the ideas, aesthetic quality, and impact of the theatrical form.

FPA11.2.T.3: Students interpret and analyze the intentions and artistic choices of dramatic artists through themes, subjects and symbols through use of theatrical terminology. Students question and explore the implications of the dramatic artists' various purposes

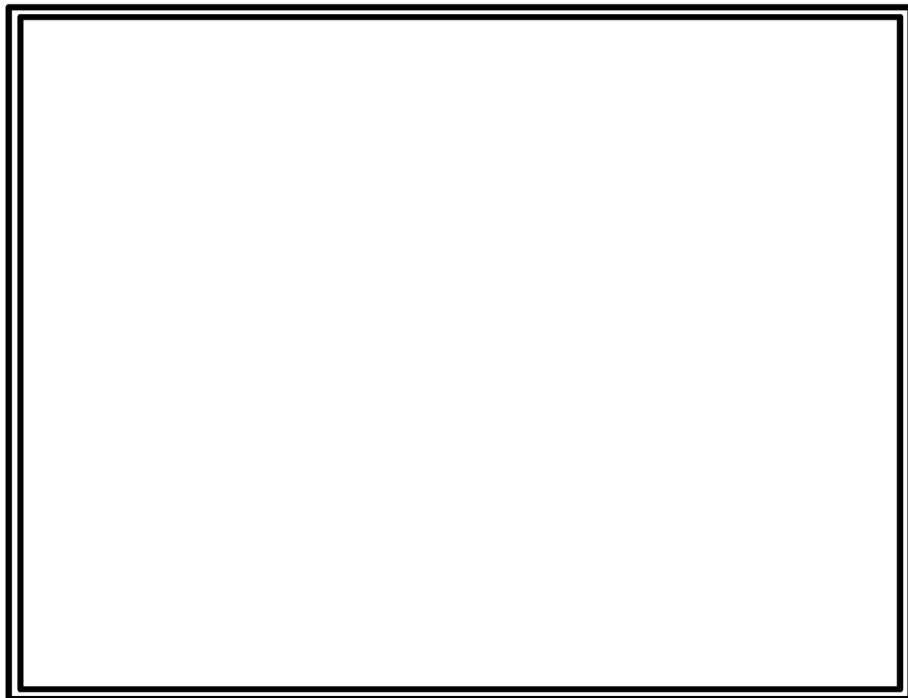
FPA11.2.T.4: Students form and defend preferences for specific theatrical works using a rationale based on an analysis of theatrical elements, and personal experiences

FPA11.2.T.5: Students read, analyze and evaluate scripts

Native Dance Presentation Planner

Name(s) _____ Dance _____ Timings _____

Slide #1



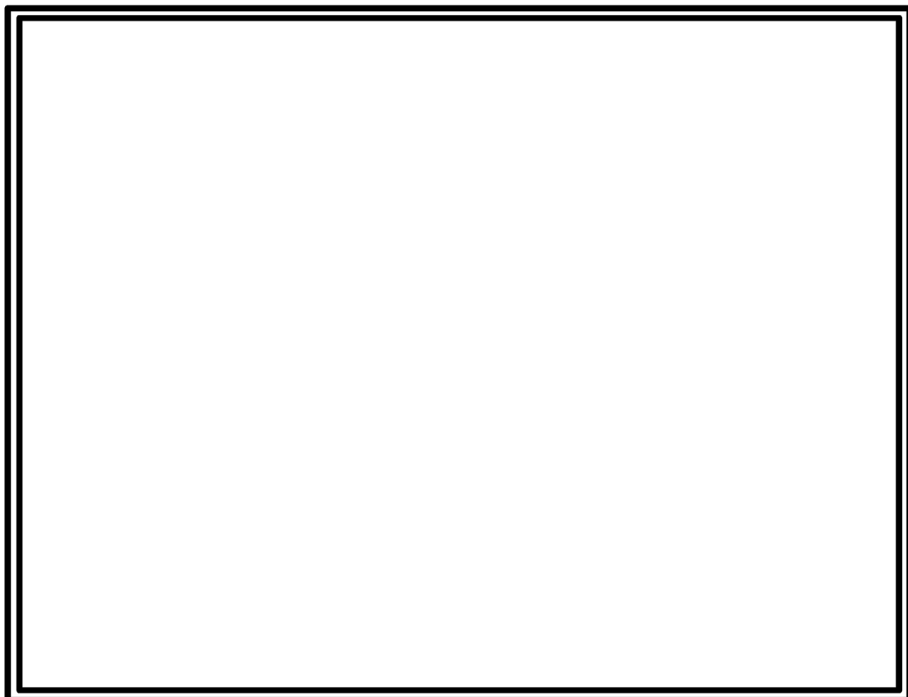
Title Slide

- * Presentation Title
- * Image of Pow Wow or Gathering
- * Your name(s)
- * Date

Slide #2

Dance Details

- * Style of Dance Name
- * Tribe
- * Image representing dance and/or tribe



Slide #3

Meaning of the Dance

- * Origin Story/Stories of the Dance
- * Related Beliefs
- * Purpose and/or meaning of the dance
- * At least one image

Slide #4

Influences on the Dance

- * Animals, Geography or Events related to the Dance
- * What other groups or regions are related to the Dance
- * At least one image

Slide #5

About the Dancer

- * Name(s)
- * Tribe(s)
- * How long have they danced? Why?
- * Image or screen shot of dancer

Slide #6

Environment of Dance

- * Choose one tribe or primary/enrolled tribe of dancer
- * Where are they from? What does it look like? What are keystone animals?
- * At least one image

Slide #7

Native Education

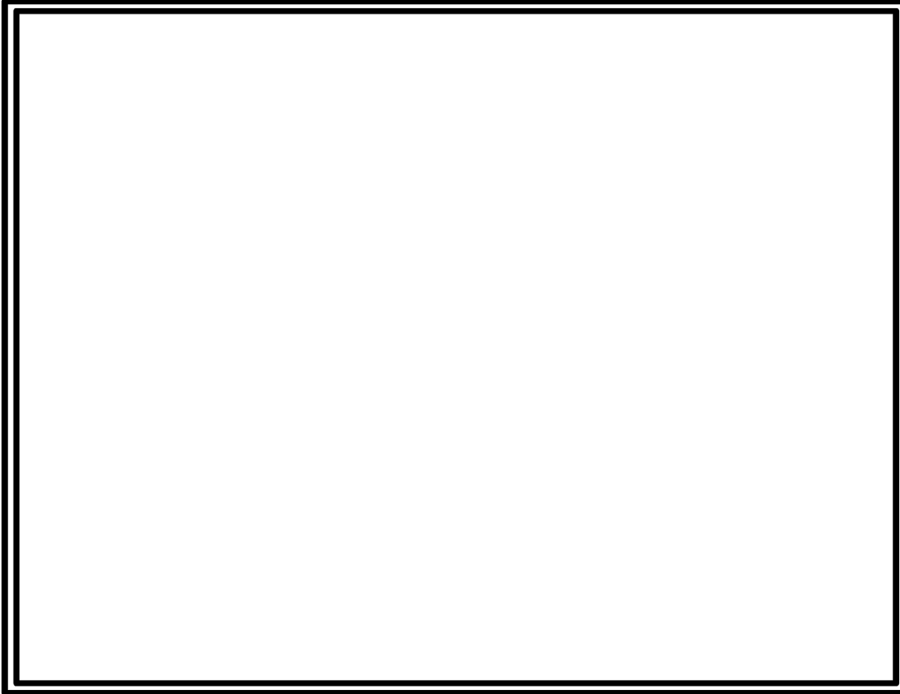
- *What does the dancer say or display about education?
- *How do traditional and modern education relate?
- *At least one image

Slide #8

Dance Outfit (Regalia)

- *Meaning of the Outfit
- *Meaning of bead work, colors, elements
- *Who contributed to the outfit?
- *At least one image

Slide #9



Education

- *What is an example of modern education in the video?
- *What is an example of traditional education in the video?
- *How do the two worlds coexist?
- *At least one image

Slide #10

Questions?

- *Allow audience questions/ comments and discussion when appropriate
- *One video clip of the dance not in the PBS video

