

POWWOW

Traveling Trunk Curriculum



**BUFFALO BILL
CENTER
OF THE WEST**

Original Concept Developed By: Linda Pease, Crow Women's Traditional Dancer (2007)
First Revised Edition By: Megan Smith, K-12 Curriculum & Digital Learning Spec. (2012)
Second Revised Edition By: Stephany Anderson, UW Ed.D. Candidate (2016)

Table of Contents

Introduction	page 3
Teaching with Objects and Letter from the Storyteller	3
Standards/Benchmarks Matrix	
Wyoming Social Studies Standards	4
Montana Social Studies Standards	5
Common Core Reading and Writing Standards	7
C3 Framework	10
General Description of Lessons	14
Section 1 - Early Elementary Lessons	page 15
Lesson 1 & 2 - Rocky Mountain Plains Indian Dance Outfits	16
Lesson 3 - Powwow Trail Geography & Math	18
Lesson 4 - The Origin of the Powwow	19
Lesson 5 - The Powwow Experience	20
Section 2 - Later Elementary Lessons	page 21
Lesson 1 & 2 - Rocky Mountain Plains Indian Dance Outfits	22
Lesson 3 - Powwow Trail Geography & Math	23
Lesson 4 - The Origin of the Powwow	25
Lesson 5 - The Powwow Experience	27
Section 3 - Middle School/Junior High Lessons	page 28
Lesson 1 & 2 - Rocky Mountain Plains Indian Dance Outfits	29
Lesson 3 - Powwow Trail Geography & Math	31
Lesson 4 - The Origin of the Powwow	32
Lesson 5 - The Powwow Experience	34
Section 4 - High School Lessons	page 35
Lesson 1 - The Origin of the Powwow	36
Lesson 2 - Powwow Trail Geography & Math	37
Lesson 3 - Rocky Mountain Plains Indian Dance Outfits	38
Lesson 4 - The Powwow Experience	39
Section 5 - Lesson Materials	page 40
Rocky Mountain Plains Indian Dance Outfits Materials	40
Rocky Mountain Plains Indian Dance Outfits Reading	41
Object Analysis Worksheet	45
Rocky Mountain Region Map	48
Component Sort	49
Outfit Analysis Worksheet	51
Art Viewing - Arapaho & Crow Outfits Worksheet	53
Science, Art, Vocabulary & Technology Activities	60
Powwow Trail Geography & Math	62
Being a Powwow Kid Flannel Graph Story	63

Rocky Mountain Region Map Activity	65
Summer Powwow Trail Map Activity	68
Intermediate Powwow Survival Math	70
Advanced Powwow Survival Math	72
The Origin of the Powwow	74
Timeline Sample & Narrative	75
Sample Background Readings for Secondary Level	78
History of Crow Indian Dance & Sequencing Cards	79
Events Impacting Powwow Primary Source Cards - Teacher Key	82
Primary Source Research Guide	92
Research Guide Rubric	96
News Broadcast Rubric	97
The Powwow Experience	98
Costume Station	99
Poster Station	104
Etiquette Game	106
Camping Station - Crow Fairgrounds	109
Grand Entry Station	110
Drum Station	118
Object Story Prewriting Worksheet	121
<i>Celebration, The Plains Indian Museum</i> DVD Viewing Guide	122
Object Multimodal Challenge	124
Object Multimodal Challenge Rubric	126

Introduction

Teaching With Objects

*“remember ... the first word you learned - the biggest word of all - LOOK.” Robert Fulghum, *All I Really Need to Know I Learned in Kindergarten**

The lessons in this trunk have been redesigned to reflect the movement in social studies education towards thinking, interpretation, and multi-modal literacy development. The lessons focus on viewing as a literacy strategy that can be applied in analyzing objects, art, maps, timelines, oral history and both primary and secondary source documents. Objects in the trunk and objects from our digital collection are supplemented by documents from the Library of Congress and National Archives. There are also opportunities to assess and create several varieties of digital text and direction in informational literacy development through close reading practices. It is our hope that teachers of all grade levels experience the value of historical thinking in developing critical 21st century skills and enjoy actively engaging students in the interpretive work of studying history.

The curriculum is designed in four grade level bands: K-2, 3-5, 6-8, and 9-12. It is organized in four sections that focus on different aspects of the Ponwaw cultures of Montana and Wyoming. Activity sheets are available as blackline masters that teachers may photocopy for students or can be copied and shared electronically as Google Documents.

Letter from the Storyteller

Linda Pease - initial trunk development and Crow Storyteller

This Ponwaw Trunk has been developed so the friends and neighbors of the tribes of Montana and Wyoming will understand the unique lifestyle of those families that follow the Ponwaw trail. We attend school just as you, listen to the same music, and play basketball or volleyball with our school teams. We shop at the mall and crave the same shoes and clothes that all kids want to wear. But, we are lucky, we know. Not all Native American kids have “Indian outfits” or get to dance. Even fewer get to travel and visit other reservations and dance with many other tribes.

As the author and developer of this Ponwaw Trunk, I hope to share with you this greatest part of my life. This love of dance always made me different from my classmates in my school. I missed a lot of special community events, but this “way of life” pulled me to many places far away from where I have lifelong friends. I have a deeper understanding of the varying traditions of the Native Americans in both Canada and the United States. This trail took me with other dancers to perform in Russia, Sweden, Poland, Japan, and Taiwan. There I met indigenous dancers from every continent on this earth. We may not have had the same language or lifestyle, but when the song and beat began, we would teach each other the steps, and would communicate through dance.

Abo. (Thank you in the Crow language)

Special thanks to Gary Abrahamson, Colville-Spokane Traditional Artist, who made the Boy's Outfit in this trunk. We both were ponwaw kids.

Standards and Benchmarks Matrix

Wyoming Social Studies			
K-2	3-5	6-8	9-12
SS2.2.2 Recognize ways in which expressions of culture influence people (e.g., language, stories, music, and art).	SS5.2.2 Identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, and dance).	SS8.2.2 Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.	SS12.1.3 Analyze the historical development of the United States Constitution and treaties and how it has shaped the United States and Wyoming Government (tribal, local, state, federal)
SS2.4.1 Identify how an event could change the future	SS5.4.1 Describe how small changes can lead to big changes (cause and effect)	SS8.4.1 Describe how historical events impact the future (cause and effect) and how change spreads to other places.	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.
SS2.5.1 Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.	SS5.5.1 Apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and physical patterns and how local decisions may create global impacts.	SS8.5.1 Use and create models of the Earth to analyze the interactions of physical and human systems to demonstrate global interconnectedness.	SS12.2.3 Evaluate how the unique characteristics of cultural groups have contributed and continue to influence Wyoming's history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).
SS2.5.3 Use the human features of a community to describe what makes that community special (e.g., cultural, language, religion, food, clothing political, economic, population, and types of jobs in an area) and why others want to move there or move away from there.	SS5.5.3 Describe the human features of an area, past and present settlement patterns, and how ideas, goods, and/or people move from one area to another.	SS8.5.3 Explain how communities' current and past demographics, migrations, and settlement patterns influence place (e.g., culture, needs, and political and economic systems) and use this analysis to predict future settlement patterns.	SS12.4.1 Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.
SS2.5.4 Identify how people may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources).	SS5.5.4 Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food).	SS8.6.3 Use digital tools to research, design, and present social studies concepts	SS12.4.4 Describe the historical interactions between and among individuals, groups, and/or institutions and their impact on significant historical events.
SS2.6.3 Use digital tools to learn about social studies concepts.	SS5.6.3 Use digital tools to research, design, and present social studies concepts		SS12.4.5 Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.
			SS12.5.1 Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of

			global patterns and interconnectedness.
			SS12.5.2 Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and long-range problems.
			SS12.5.3 Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place.
			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.
			SS12.6.3 Use digital tools to research, design, and present social studies concepts
			SS12.6.4 Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing

Montana Social Studies		
End of 4 th	End of 8 th	End of 12 th
SS1.4.1 Students will identify and practice the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).	SS1.8. 1.Students will apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).	SS1.12. 1. Students will analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).
SS1.4.2.Students will evaluate information quality (e.g., accuracy, relevance, fact or fiction).	SS1.8. 2. Students will assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).	SS1.12. 2. Students will apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).
	SS2.8. 6. Students will explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).	SS2.12. 6. Students will analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television).
SS3.4. 1.Students will identify and use various representations of the Earth (e.g., maps, globes, photographs, latitude and longitude, scale).	SS3.8. 1.Students will analyze and use various representations of the Earth (e.g., physical, topographical, political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place.	SS3.12. 1. interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information
SS 3.4. 2.Students will locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms)	SS3.8. 2. Students will locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms)	SS3.12. 4. Students will analyze how human settlement patterns create cooperation and conflict which influence the division and

natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders).	natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem.	control of the Earth (e.g., treaties, economics, exploration, borders,
SS3.4. 3. Students will describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters).	SS3.8. 4. Students will explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.	SS3.12. 5. Students will select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes.
SS3.4. 4. Students will describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.	SS3.8. 5. Students will use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density).	SS3.12. 7. Students will describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build
SS3.4. 5. Students use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world.	SS4.8. 1. Students will interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material)	SS4.12. 1. Students will select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.
SS3.4. 7. describe and compare the ways in which people in different regions of the world interact with their physical environments.	SS4.8. 2. Students will describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues).	SS4.12. 2. Students will interpret how selected cultures, historical events, periods, and patterns of change influence each other.
SS4.4. 1. Students will identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past.	SS3.8. 3. Students will use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens.	SS4.12. 3. Students will apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues.
SS4.4. 2. Students will use a timeline to select, organize, and sequence information describing eras in history.	SS4.8. 4. Students will identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history	SS4.12. Students will 4a analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world.
SS4.4. 3. Students will examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events.	SS3.8. 6. Students will explain how and why events (e.g., American Revolution, Battle of the Little Bighorn, immigration, Women's Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.	SS4.12. 6. Students will investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).
SS4.4. 6. Students will recognize that people view and report historical events differently.	SS4.8. 7. Students will summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.	SS4.12. 7. Students will analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).
SS4.4. 7. Students will explain the history, culture, and current status of the American Indian tribes in Montana and the United States.	SS6.8. 1. Students will compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship,	SS6.12. 1. Students will analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity

	heritage) and contribute to personal identity.	
SS6.4. 1. Students will identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity.	SS6.8. 2. Students will explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture.	SS6.12 2. Students will analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.
SS6.4. 2. Students will describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, dance).	SS6.8. 4. Students will compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.	SS6.12 4. Students will evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments).
SS6.4. 4. Students will identify characteristics of American Indian tribes and other cultural groups in Montana.	SS6.8. 5. Students will explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.	SS6.12 5. Students will analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States and the world.

Common Core Reading & Writing				
2 nd	5 th	6-8 th	9-10 th	11-12 th
Reading				
CCSS.ELA-LITERACY.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies.	CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe	CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.	CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CCSS.ELA-LITERACY.RI.2.1	CCSS.ELA-LITERACY.RI.5.1	CCSS.ELA-LITERACY.RH.6-8.10	CCSS.ELA-LITERACY.RH.9-10.10	CCSS.ELA-LITERACY.RH.11-12.10

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	By the end of grade 8, read and comprehend history/ social studies texts in the grades 6-8 text complexity band independently and proficiently.	By the end of grade 10, read and comprehend history/ social studies texts in the grades 9-10 text complexity band independently and proficiently.	By the end of grade 12, read and comprehend history/ social studies texts in the grades 11-CCR text complexity band independently and proficiently.
CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			
CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.			
Writing				
CCSS.ELA-LITERACY.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	CCSS.ELA-LITERACY.W.HST.6-8.2 Write informative/explanatory texts, including the narration of historical events.	CCSS.ELA-LITERACY.W.HST.9-10.2; Write informative/explanatory texts, including the narration of historical events.	CCSS.ELA-LITERACY.W.HST.11-12.2 Write informative/explanatory texts, including the narration of historical events.
CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	CCSS.ELA-LITERACY.W.HST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CCSS.ELA-LITERACY.W.HST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CCSS.ELA-LITERACY.W.HST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing,	CCSS.ELA-LITERACY.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	CCSS.ELA-LITERACY.W.HST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	CCSS.ELA-LITERACY.W.HST.9-10.5 ; Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,	CCSS.ELA-LITERACY.W.HST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing

including in collaboration with peers.			focusing on addressing what is most significant for a specific purpose and audience.	on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	CCSS.ELA-LITERACY.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	CCSS.ELA-LITERACY.W.HST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	CCSS.ELA-LITERACY.WHST.9-10.6; Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	CCSS.ELA-LITERACY.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	CCSS.ELA-LITERACY.W.HST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	CCSS.ELA-LITERACY.WHST.9-10.7; Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	CCSS.ELA-LITERACY.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
			CCSS.ELA-LITERACY.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	CCSS.ELA-LITERACY.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.



C3 Framework			
End of 2nd	End of 5th	End of 8th	End of 12th
Dimension 1: Questions & Planning Inquiries			
D1.2.K-2. Identify disciplinary ideas associated with a compelling question.	D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.	D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
D1.3.K-2. Identify facts and concepts associated with a supporting question.	D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.	D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.	D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.	D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.	D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
	D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.	D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
Dimension 2: Applying Disciplinary Concepts and Tools			
D2.Civ.7.K-2. Apply civic virtues when participating in school settings.	D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.	D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.	D2.Civ.7.9-12. Apply civic virtues and democratic principles
D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group	D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.	D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings.
D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.	D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.	D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries.	D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade	D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.	D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.1.K-2. Construct maps, graphs, and other	D2.Eco.14.3-5. Explain how trade leads to increasing	D2.Eco.15.6-8. Explain the benefits and the costs of trade	D2.Geo.2.9-12. Use maps, satellite images,

representations of familiar places.	economic interdependence among nations.	policies to individuals, businesses, and society.	photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.	D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.	D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.	D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.	D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.	D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.	D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.	D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.	D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.	D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.	D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.	D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.	D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.1.K-2. Create a chronological sequence of multiple events.	D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.	D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.	D2.His.2.9-12. Analyze change and continuity in historical eras.
D2.His.2.K-2. Compare life in the past to life today.	D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.	D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.	D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their

			actions changes over time and is shaped by the historical context.
D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.	D2.His.2.3-5. Compare life in specific historical time periods to life today.	D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.6.K-2. Compare different accounts of the same historical event.	D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.	D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.	D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.9.K-2. Identify different kinds of historical sources.	D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.	D2.His.5.6-8. Explain how and why perspectives of people have changed over time.	D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.10.K-2. Explain how historical sources can be used to study the past.	D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.	D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.	D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.
D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.	D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.	D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.	D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.	D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.	D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development.	D2.His.10.3-5. Compare information provided by different historical sources about the past.	D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.	D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
	D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.	D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.	D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
	D2.His.14.3-5. Explain probable causes and effects of events and developments		
	D2.His.16.3-5. Use evidence to develop a claim about the past.		
Dimension 3: Evaluating Sources and Using Evidence			
D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.	D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.	D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.	D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.	D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.	D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.
	D3.3.3-5. Identify evidence that draws information from	D3.3.6-8. Identify evidence that draws information from	D3.3.9-12. Identify evidence that draws information directly

	multiple sources in response to compelling questions.	multiple sources to support claims, noting evidentiary limitations.	and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
	D3.4.3-5. Use evidence to develop claims in response to compelling questions.	D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.	D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Dimension 4: Communicating Conclusions and Taking Informed Action			
D4.2.K-2. Construct explanations using correct sequence and relevant information.	D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose
D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies.	D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).	D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.	D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.	D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

General Lesson Descriptions

Lessons have been designed to complement four different grade level bands - early elementary, later elementary, middle school, and high school. Each grade level has at least one of the following lessons adapted to meet standards for that grade level. As a teacher, you know your students. Please modify lessons and use lessons from the grade level bands that fit your students best. Please send us lesson plan adaptations that work well for your students, so we can grow in producing material for a wider range of students.

Rocky Mountain Plains Indian Dance Outfits Lesson(s)

This section corresponds to the dance outfits in the Powwow Trunk. It employs the inquiry arc of the NCSS C3 Framework along with literacy strategies including the use of viewing and close reading to guide students in studying clothing as an element of culture. Students also have an opportunity to compare the clothing of two unique cultures that participate in powwows in our region.

Powwow Trail Geography & Math Lesson

This section introduces the powwow trail, which is a term used for the highways taken, the supplies needed, and the cost associated with this way of life. Students investigate geography of the Rocky Mountain Region and how that geography impacts culture and cultural exchange. Students will look for patterns as they map the rivers, trade centers, reservations and areas that typically host summer powwows. They will use a digital timeline/map and math to plan their own powwow journey.

The Origin of the Powwow Lesson

Although, each tribe has a different story about the origin of powwow dancing, this section provides a narrative of the origin of today's dance style among the Crow with sequence sorting activities to aid comprehension. It also introduces important historical thinking concepts with timeline, primary source, and close reading activities that aid students in assessing the impact of leaders and legislation on Native American culture and the emergence of the modern powwow.

The Powwow Experience

This section includes lessons on powwow etiquette, the drum and songs of the powwow, and the Grand Entry, in which the participants dance in single file, following a flag around the dance arena's edge as the circle of dancers begins to spiral inward. It includes reading and viewing comprehension questions along with an illustration of the Crow Fair Ground and directions to make a drum. There are also instructions for songs, beats, and the "Round Dance". This section provides questions and an activity related to the DVD, *Celebration, The Plains Indian Museum*. It also includes a cumulative interdisciplinary activity where students are asked to review all products from earlier activities and combine ideas from each to write a creative story based on research that teaches their reader about their object, the history of the powwow, and the importance of the powwow experience to us today.

Section 1: Early Elementary Lessons



Lesson 1 & 2 – Rocky Mountain Plains Indian Dance Outfits

Early Elementary

Outfit Lesson 1 Objective

Use viewing as a literacy strategy to describe the Arapaho and Crow Powwow outfits.

Required Reading

Rocky Mountain Plains Indian Outfits [link](#)

Handouts

Material Culture Analysis Worksheet [link](#)

In the Classroom

1. **View/Infer/Speculate** Tell students that they are going to be investigating a new culture today. (Don't tell them what the culture is or if it is historical or modern). *I am going to divide you into teams to begin this investigation. Each team is assigned an object from our surprise culture. Study the object closely and fill out the inquiry chart to the best of your ability. Guessing is ok. Suggesting several possible answers is ok. Let's look at my object together before you start on yours.* Model completing some aspects of the worksheet as class before working independently.
2. **Gather Information Through a Group Read** Tell the students that they were analyzing pieces of an Arapaho Boy's Traditional Dance Outfit and a Traditional Crow Girl's Dance Outfit. Have them guess which of the outfits their item is a part of and write the guess on their worksheets. Then go to each object and pick it up as you read the description of each object found in the *Rocky Mountain Plains Indian Dance Outfits* [link](#) reading. **Students correct guesses as you read.**
3. **Ask and Answer Questions** Lead a discussion on what they guessed correctly about and what they had to change. Ask the following questions:

What did you guess wrong?

- *What did you guess correctly?*
- *What surprised you about the item?*
- *What is the difference between the male and female outfits?*
- *Why do you think the objects are made from the different materials?*
- *What do you wonder about these outfits?*
- *What do you wonder about Powwows?*

Have students turn their worksheet over so they can write on the back. Have them write 3-5 things that they wonder about the outfits and/or Powwows. Save Worksheets for Lesson 2.

Early Elementary

Outfit Lesson 2 Objective

Compare features of the different outfits to identify how the Crow and Arapaho Powwow communities are special.

Required Viewing

UW The Mountain Man Rendezvous Video [Link](#)

KIDK News Video [Link](#)

Rocky Mountain Region Map [Link](#)

Handouts

Outfit Component Sort Worksheet [link](#)

Outfit Analysis Worksheet [link](#)

Art Viewing Worksheet [link](#)

Science & Art Activities [link](#)

In the Classroom

1. **Evaluate Sources** Tell students that they are going to be investigating the items used to make the objects they viewed yesterday.
Ask: *Does anyone know what a rendezvous is?*
Show the short Mountain Man Rendezvous video from the University of Wyoming.
After viewing ask the following questions:
 - *Do you think the video is true?*
Review the positive aspects of the source that lead us to trust it like that it is from the University of Wyoming.
 - *If so, do you think it is the whole truth or would someone else tell the story differently?*
Give an example that it is a white man telling the story and that maybe the Native Americans would tell the story differently.
 - *Is it from back then or now-a-days?*
You don't have to teach the difference between primary and

secondary sources at this point.

- *What do you think the mountain man rendezvous has to do with creating powwow outfits?*

Then show the news video and ask the same questions. Also ask:

- *What is the difference between the videos?*
- *Which one will best help us learn about the items on our powwow outfits?*

Help them to see that information comes from different sources.

2. **Sort and Categorize Items** introduce the components sort. Show the Rocky Mountain Region Map. Ask them to point out places where rivers come together. Explain that tribes met at these *forks* to trade with each other and with white men. You can make copies of the Sort Worksheet and have students work independently or in small groups or you can make a large grid on the board or floor and complete the chart as a large group.
3. **Gather Information From Each Other.** Ask students to get out their Object Analysis Worksheet. Explain that they will now help each other analyze the items that are a part of either the girl's or the boy's outfit. Hand out the Outfit Analysis Worksheet. First model by completing the row relating to the object you analyzed together in class. Have each group fill out the row about their item together. Regroup the students so there is at least one student from each group together in the new group. Have them share about their objects with each other and complete their worksheets.
4. **Compare and Contrast Arapaho and Crow powwow clothing.** Complete the Art Viewing Worksheet as a whole class.
5. **Optional : Science & Art Activities** [link](#)

Lesson 3 – Powwow Trail Geography & Math

Early Elementary

Mapping Lesson Objective

Use a map to identify how rivers impact tribal trade, the placement of reservations and how geography impacts a typical modern child's powwow outfit.

Required Reading

Flannel Board Story [link](#)

Summer Powwow Trail Story Map [link](#)

Handouts

Rocky Mountain Region Map [link](#)

Powwow Trail - Math Worksheet [link](#)

Powwow Trail - Geography Worksheet [link](#)

Icons for Maps

In the Classroom

1. **Find Places on a Map** Divide students into groups. Give each group a map and a bag of icons. Have students place the pipe cleaners over the rivers first and then add the beads to represent the trade centers. Place the blocks where the reservations are and a bell for each location that hosts a powwow.
2. **Look for patterns.** Guide students in analyzing the map. Ask them the following:
 - *Do you notice any patterns?*
 - *What are the trade sites near?*
 - *What stands out to you about the locations of the reservations?*
 - *Think about the part to the outfit that you studied yesterday. Where might the person who made the outfit have gotten the supplies?*
 - *What stands out to you about the locations of the reservations?*
 - *What stands out to you about the places where powwows are held?*
3. **Powwow Journey Story.** Tell the story "Being a Pow-Wow Kid" written by Linda Pease. Explain that it was written by a Crow women's traditional dancer named "One Who Loves to Parade." Use the flannel board to tell the story.
4. **Plan a Powwow Journey.** There are powwows throughout the summer in Wyoming, Montana, North Dakota and Idaho. View the story map to see the schedule and map of powwows. [link](#)
With a partner, decide which pow-wows you would go to. Create a map of your planned journey. Either use a paper map or create a digital map of your own by using this online application:[link](#)
5. **Powwow Math.** Complete the worksheet to continue to plan your powwow journey. [link](#)

Lesson 4 – The Origin of the Powwow

Early Elementary

Lesson Objective

Use primary sources to identify how historical events have changed the powwow.

Required Reading

Events and Powwows Timeline [link](#)

Crow Origin Story [link](#)

Handouts

Primary Source Cards [link](#)

(a laminated set is in the trunk)

Crow Dance History Cards [link](#)

(make a copy & cut them into cards for each group)

Crow Origin Stories [link](#)

In the Classroom

1. **Primary Source Sort:** Throw the laminated Primary Source Cards on the ground. Have the students work as a group to sort the cards. Ask them to guess what order the events go in. Then have each group pick one card and write a guess about how each card impacted powwows.
2. **Reading a Timeline.** Project the timeline, so you can view it as a class. Explain to students how a timeline is organized with the first event on the left and last event on the right. Show them how the dots mark the time and lines lead from the dots to a brief explanation and picture. Show how there are expanded explanations on the bottom. Read each entry on the timeline and the expanded explanation one at a time. After each, ask students to identify which primary source card(s) match that entry. By the end the class set of cards should be in order.
3. **Close Read of Primary Source.**
 - Give each group a copy of the story.
 - Have students read through the story and use a highlighter to mark any words they don't understand. Then have them discuss meanings first as a small group, then as a large group and finally, the teacher clarifies the meaning of any words they didn't define. Use of dictionaries is ok.
 - Give each group a set of the Crow story cards. Ask them to mix them up. Then read the story out loud. Stop after each paragraph so the students can find the card(s) that relates to information shared in that paragraph. Check their work before moving to the next paragraph.
 - Have the students mess up the cards again. Then allow them to reference the reading while they put the cards back in the correct order.
4. **Connect Events From Timeline to Changes in Powwows.** Divide the individual Crow story cards between the groups so each group has one. Have students identify which event(s) on the timeline correspond to an event in the Crow story. Then ask them to prepare a short (30-60 second) news broadcast announcing that an event happened and how it impacted powwows. Have the students read their broadcasts to the class in order. (If you have the equipment and time, students can record their broadcasts and project them in order for the class).
6. **Formative Assessment/Review.** Throw the primary source cards randomly around on the floor. Have the students walk with a partner around to each card and explain to the partner how the event impacted powwows.

Lesson 5 – The Powwow Experience

Early Elementary

Lesson Objective

Participate in shared research to produce and publish writing that demonstrates understanding of how the powwow is an expression of Native American culture.

Station Set Up

Costume Station [link](#) or Poster Station [link](#)

Etiquette Station [link](#)

Camping Station [Link](#)

Grand Entry Station [Link](#) & [link](#)

Drum Station [link](#)

Handouts

Flannel Board Story [link](#)

Object Story Prewrite Worksheet [link](#)

In the Classroom

1. **Prepare for an Arapaho Powwow.** Set up stations around the room. Remind students that they completed a math/ geography worksheet about planning a trip from the Crow reservation to the Arapaho powwow. Tell them that they are going to imagine they are traveling to the event. Divide students into groups to travel through the stations. (older students can view DVD [link](#))
2. **Review/Plan** Have students return to original groups with the original object that they viewed. Allow them time to talk about the object, to remember where it came from, what it used for and such. Tell them that they are now going to use all of their knowledge of powwows and history to tell the object's story. Have them get out their Object Analysis Worksheets and Rocky Mountain Region Maps and any work from the stations to complete the Object Story Prewrite Worksheet. [link](#)
3. **Review Powwow Journey Story.** Use the flannel board to tell the story "Being a Pow-Wow Kid" written by Linda Pease.
4. **Draft Object Story.** Have students write a story about their object traveling to the powwow. Tell them to remember to have a beginning, middle and end and to include as much information from their prewrite worksheet as they can. These can be electronic or handwritten. They can be illustrated with drawings or pictures from the internet.
5. **Revise and Publish Stories.** Have students edit their stories - adding description and making sentences more complex. Make sure all is spelled correctly and that conventions and grammar is correct. Send us an electronic copy of the best story from your class, and we will post it on our website. Thank you for taking the powwow journey with us.

Section 2 - Later Elementary Lessons



Lesson 1 & 2 - Rocky Mountain Plains Indian Dance Outfits

Later Elementary

Outfit Lesson 1 Objective

Use viewing as a literacy strategy to identify and describe how expressing culture through the Arapaho and Crow Powwow outfits impacts the Arapaho and Crow dancers.

Required Reading

Rocky Mountain Plains Indian Outfits [link](#)

Handouts

Material Culture Analysis Worksheet [link](#)

In the Classroom

1. **View/Infer/Speculate** Tell students that they are going to be investigating a new culture today. (Don't tell them what the culture is or if it is historical or modern). *I am going to divide you into teams to begin this investigation. Each team is assigned an object from our surprise culture. Study the object closely and fill out the inquiry chart to the best of your ability. Guessing is ok. Suggesting several possible answers is ok. Let's look at my object together before you start on yours.* Model completing some aspects of the worksheet as class before working independently.
2. **Gather Information Through a Group Read** Tell the students that they were analyzing pieces of an Arapaho Boy's Traditional Dance Outfit and a Traditional Crow Girl's Dance Outfit. Have them guess which of the outfits their item is a part of and write the guess on their worksheets. Then go to each object and pick it up as you read the description of each object found in the *Rocky Mountain Plains Indian Dance Outfits* [link](#) reading. **Students correct guesses as you read.**
3. **Ask and Answer Questions** Lead a discussion on what they guessed correctly about and what they had to change. Ask the following questions:

What did you guess wrong?

- *What did you guess correctly?*
- *What surprised you about the item?*
- *What is the difference between the male and female outfits?*
- *Why do you think the objects are made from the different materials?*
- *How do you think dancing in these outfits impacts the dancers?*
- *What do you wonder about these outfits?*
- *What do you wonder about Powwows?*

Have students turn their worksheet over so they can write on the back. Have them write 3-5 things that they wonder about the outfits and/or Powwows. Save Worksheets for Lesson 2.

Later Elementary

Outfit Lesson 2 Objective

Compare features of the different outfits to identify how the Arapaho and Crow use natural resources and how goods and/or people move from one area to another

Required Viewing

UW The Mountain Man Rendezvous Video [Link](#)

KIDK News Video [Link](#)

Rocky Mountain Region Map [Link](#)

Handouts

Outfit Component Sort Worksheet [link](#)

Outfit Analysis Worksheet [link](#)

Art Viewing Worksheet [link](#)

Science & Art Activities [link](#)

In the Classroom

1. **Evaluate Sources** Tell students that they are going to be investigating the items used to make the objects they viewed yesterday. Ask: *Does anyone know what a rendezvous is?* Show the short Mountain Man Rendezvous video from the University of Wyoming. After viewing ask the following questions:
 - *Do you think the video is true?*
Review the positive aspects of the source that lead us to trust it like that it is from the University of Wyoming.
 - *If so, do you think it is the whole truth or would someone else tell the story differently?*
Give an example that it is a white man telling the story and that maybe the Native Americans would tell the story differently.
 - *Is it from back then or now-a-days?*
You don't have to teach the difference between primary and secondary sources at this point.

- *What do you think the mountain man rendezvous has to do with creating powwow outfits?*

Then show the news video and ask the same questions. Also ask:

- *What is the difference between the videos?*
- *Which one will best help us learn about the items on our powwow outfits?*

Help them to see that information comes from different sources.

2. **Sort and Categorize Items** introduce the components sort. Show the Rocky Mountain Region Map. Ask them to point out places where rivers come together. Explain that tribes met at these *forks* to trade with each other and with white men. You can make copies of the Sort Worksheet and have students work independently or in small groups or you can make a large grid on the board or floor and complete the chart as a large group.
3. **Gather Information From Each Other.** Ask students to get out their Object Analysis Worksheet. Explain that they will now help each other analyze the items that are a part of either the girl's or the boy's outfit. Hand out the Outfit Analysis Worksheet. First model by completing the row relating to the object you analyzed together in class. Have each group fill out the row about their item together. Regroup the students so there is at least one student from each group together in the new group. Have them share about their objects with each other and complete their worksheets.
4. **Compare and Contrast Arapaho and Crow powwow clothing.** Complete the Art Viewing Worksheet as a whole class.
5. **Optional : Science & Art Activities** [link](#)

Powwow Trail Geography & Math

Later Elementary

Mapping Lesson Objective

Use a map to identify how rivers impact tribal trade, the placement of reservations and how geography impacts a typical modern child's powwow outfit.

Required Reading

Flannel Board Story [link](#)

Summer Powwow Trail Story Map [link](#)

Handouts

Rocky Mountain Region Map [link](#)

Powwow Trail - Math Worksheet [link](#)

Powwow Trail - Geography Worksheet [link](#) Rubric [link](#)

Icons for Maps

In the Classroom

1. **Find Places on a Map** Divide students into groups. Give each group a map and a bag of icons. Have students place the pipe cleaners over the rivers first and then add the beads to represent the trade centers. Place the blocks where the reservations are and a bell for each location that hosts a powwow.
2. **Look for patterns.** Guide students in analyzing the map. Ask them the following:
 - *Do you notice any patterns?*
 - *What are the trade sites near?*
 - *What stands out to you about the locations of the reservations?*
 - *Think about the part to the outfit that you studied yesterday. Where might the person who made the outfit have gotten the supplies?*
 - *What stands out to you about the locations of the reservations?*
 - *What stands out to you about the places where powwows are held?*

Powwow Journey Story. Tell the story "Being a Pow-Wow Kid" written by Linda Pease. Explain that it was written by a Crow women's traditional dancer named "One Who Loves to Parade." Use the flannel board to tell the story.

3. **Plan a Powwow Journey.** There are powwows throughout the summer in Wyoming, Montana, North Dakota and Idaho. View the story map to see the schedule and map of powwows. [link](#) With a partner, decide which pow-wows you would go to. Create a map of your planned journey. Either use a paper map or create a digital map of your own by using this online application: [link](#) Rubric [link](#)
4. **Powwow Math.** Complete the worksheet to continue to plan your powwow journey. [link](#)

The Origin of the Powwow

Later Elementary

Lesson Objective

Use primary sources to identify how historical events cause small changes that have changed the powwow.

Required Reading

Events and Powwows Timeline [link](#)

Crow Origin Story [link](#)

Handouts

Primary Source Cards [link](#)

(a laminated set is in the trunk)

Crow Dance History Cards [link](#)

(make a copy & cut them into cards for each group)

Crow Origin Stories [link](#)

In the Classroom

1. **Primary Source Sort:** Throw the laminated Primary Source Cards on the ground. Have the students work as a group to sort the cards. Ask them to guess what order the events go in. Then have each group pick one card and write a guess about how each card impacted powwows.
2. **Close Read of a Primary Source.**
 - Give each group a copy of the story. Have students read through the story and highlight any words they don't understand. Students discuss meanings first as a small group, then as a large group and finally, the teacher clarifies the meaning of any words they didn't define. Dictionaries ok.
 - Give each group a set of the Crow story cards. Ask them to mix them up. Then read the story out loud. Stop after each paragraph so the students can find the card(s) that relate(s) to information shared in that paragraph. Check their work before moving to the next paragraph.
 - Have the students mess up the cards again. Then allow them to reference the reading while they put the cards back in the correct order.
3. **Connect Events From Change in Powwow Story to Primary Source Cards.** Divide the individual Crow story cards between the groups so each group has one.
 - Show the sample timeline [link](#). Review the parts of a timeline and how to read one as you talk through the primary source events represented in the Primary Source Sort. Identify which primary source cards from the first activity relate to each timeline entry as you explain the timeline. Ask students to gather the primary source cards that correspond to the Crow story card that they were given.
4. **Create a News Broadcast w/ Timeline**
 - Students should use their research to create a 1-3 minute news broadcast announcing that an event happened and how it impacted powwows. Rubric [link](#)
 - A. Create a Living Timeline** Have students create a poster identifying the event and time represented and place the posters in order around the room.
 - Then students stand by posters and read broadcasts in order.
 - B. Create an Electronic Gallery Timeline** If you have the resources, students can record their broadcasts on mobile devices and place them in order with a poster identifying the event and time represented in the news broadcast.
 - C. Create an electronic interactive image with broadcasts embedded in timeline.** 1) students upload individual news broadcasts to youtube, 2) they use this link to make their own timeline [link](#). 3) take a screenshot of the timeline. 4) Upload image to thinglink [link](#), create a tag for each entry & link to each broadcast.
6. **Formative Assessment/Review.** Throw the primary source cards randomly around

7. on the floor. Have the students walk with a partner around to each card and explain to the partner how the event impacted powwows.
8. **Lesson Extension.** Students could investigate how they can contribute to a nearby powwow or come alongside a nearby tribe to preserve or restore their culture or the struggles of indigenous groups in other areas to express preserve their culture or cultural practices from their family heritage and reintroduce a practice to their family.

The Powwow Experience

Later Elementary

Lesson Objective

Draw evidence from informational texts to support analysis, reflection, and research. Produce and publish writing that demonstrates understanding of how the powwow is an expression of Native American culture.

Station Set Up

Costume Station [link](#) or Poster Station [link](#)

Etiquette Station [link](#)

Camping Station [Link](#)

Grand Entry Station [Link](#) & [link](#)

Drum Station [link](#)

Handouts

Flannel Board Story [link](#)

Object Story Prewrite Worksheet [link](#)

In the Classroom

1. **Prepare for an Arapaho Powwow.** Set up stations around the room. Remind students that they completed a math/ geography worksheet about planning a trip from the Crow reservation to the Arapaho powwow. Tell them that they are going to imagine they are traveling to the event. Divide students into groups to travel through the stations. (older students can view DVD [link](#))
2. **Review/Plan** Have students return to original groups with the original object that they viewed. Allow them time to talk about the object, to remember where it came from, what it used for and such. Tell them that they are now going to use all of their knowledge of powwows and history to tell the object's story. Have them get out their Object Analysis Worksheets and Rocky Mountain Region Maps and any work from the stations to complete the Object Story Prewrite Worksheet. [link](#)
3. **Review Powwow Journey Story.** Use the flannel board to tell the story "Being a Pow-Wow Kid" written by Linda Pease.
4. **Draft Object Story.** Have students write a story about their object traveling to the powwow. Tell them to remember to have a beginning, middle and end and to include as much information from their prewrite worksheet as they can. These can be electronic or handwritten. They can be illustrated with drawings or pictures from the internet.
5. **Revise and Publish Stories.** Have students edit their stories - adding description and making sentences more complex. Make sure all is spelled correctly and that conventions and grammar is correct. Send us an electronic copy of the best story from your class, and we will post it on our website. Thank you for taking the powwow journey with us.

Section 3 - Middle School/Junior High Lessons



Lesson 1 & 2 – Rocky Mountain Plains Indian Dance Outfits

Middle School/Junior High

Outfit Lesson 1 Objective

Use viewing as a literacy strategy to identify and describe how expressing culture through the Arapaho and Crow Powwow outfits impacts the Arapaho and Crow dancers.

Required Reading

Rocky Mountain Plains Indian Outfits [link](#)

Handouts

Material Culture Analysis Worksheet [link](#)

In the Classroom

1. **View/Infer/Speculate** Tell students that they are going to be investigating a new culture today. (Don't tell them what the culture is or if it is historical or modern). *I am going to divide you into teams to begin this investigation. Each team is assigned an object from our mystery culture. Study the object closely and fill out the inquiry chart to the best of your ability. Guessing is ok. Suggesting several possible answers is ok. Let's look at my object together before you start on yours.* Model completing some aspects of the worksheet as class before working independently.
2. **Gather Information Through a Group Read** Tell the students that they were analyzing pieces of an Arapaho Boy's Traditional Dance Outfit and a Traditional Crow Girl's Dance Outfit. Have them guess which of the outfits their item is a part of and write the guess on their worksheets. Hand out the outfit description found in the *Rocky Mountain Plains Indian Dance Outfits* [link](#).reading. Have the student read the handout in groups and identify the object analyzed by their group. Students correct guesses as they read. Teacher circulates to check for accuracy.

3. **Ask and Answer Questions** Lead a discussion on what they guessed correctly about and what they had to change. Ask the following questions:

What did you guess wrong?

- *What did you guess correctly?*
- *What surprised you about the item?*
- *What is the difference between the male and female outfits?*
- *Why do you think the objects are made from the different materials?*
- *How do you think dancing in these outfits impacts the dancers?*
- *What do you wonder about these outfits?*
- *What do you wonder about Powwows?*

Have students turn their worksheet over so they can write on the back. Have them write 3-5 things that they wonder about the outfits and/or Powwows. Save Worksheets for Lesson 2.

Middle School/Junior High

Outfit Lesson 2 Objective

Compare features of the different outfits to identify how goods and/or people move from one area to another and contribute to global interconnectedness.

Required Viewing

UW The Mountain Man Rendezvous Video [Link](#)

KIDK News Video [Link](#)

Rocky Mountain Region Map [Link](#)

Handouts

Outfit Component Sort Worksheet [link](#)

Outfit Analysis Worksheet [link](#)

Art Viewing Worksheet [link](#)

Science & Art Activities [link](#)

In the Classroom

1. **Evaluate Sources** Tell students that they are going to be investigating the items used to make the objects they viewed yesterday. Ask: *Does anyone know what a rendezvous is?* Show the short Mountain Man Rendezvous video from the University of Wyoming. After viewing ask the following questions:
 - *Do you think the video is true?*
Review the positive aspects of the source that lead us to trust it like that it is from the University of Wyoming.
 - *If so, do you think it is the whole truth or would someone else tell the story differently?*
Give an example that it is a white man telling the story and that maybe the Native Americans would tell the story differently.
 - *Is it from back then or now-a-days?*
You don't have to teach the difference between primary and secondary sources at this point.

- *What do you think the mountain man rendezvous has to do with creating powwow outfits?*

Then show the news video and ask the same questions. Also ask:

- *What is the difference between the videos?*
- *Which one will best help us learn about the items on our powwow outfits?*

Help them to see that information comes from different sources.

2. **Sort and Categorize Items** introduce the components sort. Show the Rocky Mountain Region Map. Ask them to point out places where rivers come together. Explain that tribes met at these *forks* to trade with each other and with white men. You can make copies of the Sort Worksheet and have students work independently or in small groups or you can make a large grid on the board or floor and complete the chart as a large group.
3. **Gather Information From Each Other.** Ask students to get out their Object Analysis Worksheet. Explain that they will now help each other analyze the items that are a part of either the girl's or the boy's outfit. Hand out the Outfit Analysis Worksheet. First model by completing the row relating to the object you analyzed together in class. Have each group fill out the row about their item together. Regroup the students so there is at least one student from each group together in the new group. Have them share about their objects with each other and complete their worksheets.
4. **Compare and Contrast Arapaho and Crow powwow clothing.** Complete the Art Viewing Worksheet as a whole class.
5. **Optional : Science & Art Activities** [link](#)

Lesson 3 – Powwow Trail Geography & Math

Middle School/Junior High

Mapping Lesson Objective

Use a map and reference material to analyze how physical features impacted tribal trade, the placement of reservations and predict patterns.

Required Reading

Flannel Board Story [link](#)

Summer Powwow Trail Story Map [link](#)

Handouts

Rocky Mountain Region Map [link](#)

Powwow Trail - Geography Worksheet [link](#) Rubric [link](#)

Powwow Trail - Math Worksheet (Advanced [link](#)) (Intermediate [link](#))

In the Classroom

1. **Find Places on a Map** Divide students into groups. Give each group a blank region map and either the icon bag or a sheet of blue, brown, yellow, and red construction paper. Have students tear the blue paper into strips to place over the rivers (or place pipe cleaners over the rivers) first and then tear pieces of red (or beads) to represent the trade centers. The reservations should be marked with yellow (or blocks) and brown (or a bell) will mark each location that hosts a powwow.
2. **Look for patterns.** Guide students in analyzing the map. Ask them:
 - *Do you notice any patterns?*
 - *What stands out to you about the locations of the reservations?*
 - *Think about the part to the outfit that you studied yesterday. Where might the components have come from?*
 - *What stands out to you about the locations of the reservations?*
 - *What stands out to you about the places where powwows are held?*
 - *Can you predict changes in trade, powwows, or reservations?*

1. **Plan a Powwow Journey.** There are powwows throughout the summer in Wyoming, Montana, North Dakota and Idaho. View the story map to see the schedule and map of powwows. [link](#) With a partner, decide which pow-wows you would go to. Create a map of your planned journey. Either use a paper map or create a digital map of your own by using this online application:[link](#) Digital maps should include images with citations and captions and a description of the powwow and the tribe that hosts the powwow. Rubric [link](#)
2. **Powwow Math.** Complete the worksheet to continue to plan your powwow journey. (Advanced [link](#)) (Intermediate [link](#))

Lesson 4 – The Origin of the Powwow

6-8 Band

Lesson Objective

Use primary sources to identify how historical events cause small changes that have changed the powwow.

Required Reading

Events and Powwows Timeline [link](#)

Crow Origin Story [link](#)

Handouts

Primary Source Cards [link](#)

(a laminated set is in the trunk)

Crow Dance History Cards [link](#)

(make a copy & cut them into cards for each group)

Crow Origin Stories [link](#)

In the Classroom

(For Advanced Lessons peruse the 9-12 Band)

1. **Primary Source Sort:** Throw the laminated Primary Source Cards on the ground. Have the students work as a group to sort the cards. Ask them to guess what order the events go in. Then have each group pick one card and write a guess about how each card impacted powwows.
 2. **Close Read of a Primary Source.**
 - Give each group a copy of the story. Have students read through the story and highlight any words they don't understand. Students discuss meanings first as a small group, then as a large group and finally, the teacher clarifies the meaning of any words they didn't define. Dictionaries ok.
 - Give each group a set of the Crow story cards. Ask them to mix them up. Then read put them in the right order as they read the story again. Check their work.
 3. **Connect Events From Change in Powwow Story to Primary Source Cards.** Divide the individual Crow story cards between the groups so each group has one.
 - Show the sample timeline [link](#). Review the parts of a timeline and how to read one as you talk through the primary source
- events represented in the Primary Source Sort. Ask student to Identify which primary source cards from the first activity relate to each timeline entry as you explain the timeline. Ask students to gather the primary source cards that correspond to the Crow story card that they were given.
4. **Create a News Broadcast w/ Timeline**
 - Students should use their research to create a 2-5 minute news broadcast announcing that an event happened and how it impacted powwows. Rubric [link](#)
 - A. Create a Living Timeline** Have students create a poster identifying the event and time represented and place the posters in order around the room.
 - Then students stand by posters and read broadcasts in order.
 - B. Create an Electronic Gallery Timeline** If you have the resources, students can record their broadcasts on mobile devices and place them in order with a poster identifying the event and time represented in the news broadcast.
 - C. Create an electronic interactive image with broadcasts embedded in timeline.** 1) students upload individual news broadcasts to youtube, 2) they use this link to make their own timeline [link](#). 3) take a screenshot of the timeline. 4) Upload image to thinglink [link](#), create a tag for each entry & link to each broadcast.
 5. **Formative Assessment/Review.** Throw the primary source cards randomly around on the floor. Have the students walk with a partner around to each card and explain to the partner how the event impacted powwows.

6. **Lesson Extension.** Students could investigate how they can contribute to a nearby powwow or come alongside a nearby tribe to preserve or restore their culture or the struggles of indigenous groups in other areas to express preserve their culture or cultural practices from their family heritage and reintroduce a practice to their family.

Lesson 5 – The Powwow Experience

Middle School/Junior High

Lesson Objective

Draw evidence from informational texts to support analysis, reflection, and research. Produce and publish writing that evaluates the powwow's contribution to the development and transmission of Native American culture.

Station Set Up

Poster Station [link](#)

Etiquette Station [link](#)

Camping Station [Link](#)

Grand Entry Station [Link](#) & [link](#)

Drum Station [link](#)

Handouts

Flannel Board Story [link](#)

Object Story Prewrite Worksheet [link](#)

In the Classroom

1. **Prepare for an Arapaho Powwow.** Set up stations around the room. Remind students that they completed a math/ geography worksheet about planning a trip from the Crow reservation to the Arapaho powwow. Tell them that they are going to imagine they are traveling to the event. Divide students into groups to travel through the stations. (older students can view DVD [link](#))
2. **Review/Plan** Have students return to original groups with the original object that they viewed. Allow them time to talk about the object, to remember where it came from, what it used for and such. Tell them that they are now going to use all of their knowledge of powwows and history to tell the object's story. Have them get out their Object Analysis Worksheets and Rocky Mountain Region Maps and any work from the stations to complete the Object Story Prewrite Worksheet. [link](#)
3. **Review Powwow Journey Story.** Use the flannel board to tell the story "Being a Pow-Wow Kid" written by Linda Pease.
4. **Draft Object Story.** Have students write a story about their object traveling to the powwow. Tell them to remember to have a beginning, middle and end and to include as much information from their prewrite worksheet as they can. These can be electronic or handwritten. They can be illustrated with drawings or pictures from the internet.
5. **Revise and Publish Stories.** Have students edit their stories - adding description and making sentences more complex. Make sure all is spelled correctly and that conventions and grammar is correct. Send us an electronic copy of the best story from your class, and we will post it on our website. Thank you for taking the powwow journey with us.

Section 4 - High School Lessons



Section 1 – The Origin of the Powwow

High School

Primary Source Lesson Objective

Apply historical research with primary sources to analyze the evolution of Native American song and dance as it is challenged by white settlement, treaties and laws so it can continue to influence contemporary life today.

Background Reading

American Indian Autonomy [link](#)

Freedom, Law, & Prophecy [link](#)

What is Powwow [link](#)

Crow Reservation Information [link](#)

Wind River Reservation [link](#)

American Indian Dance: Steps to Cultural Preservation [Link](#)

Resources

Life on the Rez [link](#)

Primary Source Cards [link](#) (a laminated set is in the trunk)

Primary Source Research Guide [Link](#)

In the Classroom

1. **Identify Compelling Questions.** Show the *Life on the Rez* video. Ask these questions:

- Why do you think powwows are important to the family in the video?
- Where do you think powwows came from?
- What part of Native American culture is revealed in the powwow?
- How might the US government have impacted that culture?

Put students in groups and ask them to identify what they know and need to find out about powwows.

2. **Background Building** Place several copies of the 5 suggested background readings out for students to peruse. Give them 20 minutes to read/scan whichever of the documents they choose.

3. **Primary Source Sort.** Throw the laminated Primary Source Cards on the ground. Put students in groups or pairs and have each choose a card to research.. Ask them to guess the event the primary source represents. Have them write a guess on a sticky note about how that card impacted powwows. They should leave the sticky on the card.

4. **Writing and Gathering Evidence to Support a Claim.** Identify the primary sources for students and tell them to research how that event could have impacted the powwow. [Link](#)

5. **Create a News Broadcast**
- Students should use their research to create a 3-5 minute news broadcast about the event and how it impacted the powwow and Native American culture. Rubric [link](#)

6. **Creating a Timeline.** Using the class news broadcasts as a guide, the class will put the primary source cards in the correct order. Then pairs/groups will make their own powwow evolution timeline using this resource from readwritethink: [link](#) Rubric [link](#)
7. **Formative Assessment/Review.** Throw the primary source cards randomly around on the floor. Have the students walk with a partner around to each card and explain to the partner how the event impacted powwows.

8. **Lesson Extension.** Students could investigate how they can contribute to a nearby powwow or come alongside a nearby tribe to preserve or restore their culture or the struggles of indigenous groups in other areas to express preserve their culture or cultural practices from their family heritage and reintroduce a practice to their family.

Section 2 – Powwow Trail Geography & Math

9-12 Band

Mapping Lesson Objective

Use a map and reference material to analyze how physical features impacted tribal trade, the placement of reservations and trends in Native American cultural expression.

Required Reading

Flannel Board Story [link](#)

Summer Powwow Trail Story Map [link](#)

Handouts

Rocky Mountain Region Map [link](#)

Powwow Trail - Geography Worksheet [link](#) Rubric [link](#)

Powwow Trail - Math Worksheet [link](#)

In the Classroom

1. **Find Places on a Map** Divide students into groups. Give each group a blank region map and a sheet of blue, brown, yellow, and red construction paper. Have students tear the blue paper into strips to place over the rivers first and then tear pieces of red to represent the trade centers. The reservations should be marked with yellow and brown will mark each location that hosts a powwow.
2. **Look for patterns.** Guide students in analyzing the map. Ask them:
 - *Do you notice any patterns?*
 - *What stands out to you about the locations of the reservations?*
 - *Think about the part to the outfit that you studied yesterday. Where might the components have come from?*
 - *What stands out to you about the locations of the reservations?*
 - *What stands out to you about the places where powwows are held?*
 - *Can you predict changes in trade, powwows, or reservations?*
 - *What cultural trends do you notice or predict?*
3. **Plan a Powwow Journey.** There are powwows throughout the summer in Wyoming, Montana, North Dakota and Idaho. View the story map to see the schedule and map of powwows. [link](#) With a partner, decide which pow-wows you would go to. Create a map of your planned journey. Either use a paper map or create a digital map of your own by using this online application:[link](#) Maps should include images with citations and captions and a description of the powwow and the tribe that hosts the powwow. Rubric [link](#)
4. **Powwow Math.** Complete the worksheet to continue to plan your powwow journey. [link](#)

Lesson 3 – Rocky Mountain Plains Indian Dance Outfit Inquiry

High School

Inquiry Lesson Objective

Use viewing as a literacy strategy to analyze the Arapaho and Crow Powwow outfits to illustrate an integrated view of Native American culture..

Background Reading

What is Powwow [link](#)

Crow Reservation Information [link](#)

Wind River Reservation [link](#)

Regalia Article [link](#)

Northern Plains Men's Parade [link](#)

Rocky Mountain Plains Indian Outfits [link](#)

Handouts

Object Analysis Worksheet [link](#)

Outfit Analysis Worksheet [link](#)

In the Classroom

- 1. Background Building** Place several copies of the 5 suggested background readings out for students to peruse. Give them 20 minutes to read/scan whichever of the documents they choose.
- 2. View/Infer/Speculate** Divide students into groups and give each group an object from the trunk. Tell the students: *Study the object closely and fill out the inquiry chart to the best of your ability. Guessing is ok. Suggesting several possible answers is ok. Let's look at my object together before you start on yours.* Model completing some aspects of the worksheet as class before working independently.
- 3. Gather Information Through a Group Read** Tell the students that they were analyzing pieces of an Arapaho Boy's Traditional Dance Outfit and a Traditional Crow Girl's Dance Outfit. Have them guess which of the outfits their item is a part of and write the guess on their

worksheets. Then go to each object and pick it up as you read the description of each object found in the *Rocky Mountain Plains Indian Dance Outfits* [link](#) reading. **Students correct guesses as you read.**

3. Ask and Answer Questions Lead a discussion on what they guessed correctly about and what they had to change. Ask the following

- questions:
- *What did you guess wrong?*
 - *What did you guess correctly?*
 - *What surprised you about the item?*
 - *What is the difference between the male and female outfits?*
 - *Why do you think the objects are made from the different materials?*
 - *What do you wonder about these outfits?*
 - *What do you wonder about Powwows?*

4. Gather Information From Each

Other. Ask students to get out their Object Analysis Worksheet. Explain that they will now help each other analyze the items that are a part of either the girl's or the boy's outfit. Hand out the Outfit \ Analysis Worksheet. First model by completing the row relating to the object you analyzed together in class. Have each group fill out the row about their item together. Regroup the students so there is at least one student from each group together in the new group. Have them share about their objects with each other and complete their worksheets.

- 5. Compare and Contrast Arapaho and Crow powwow clothing.** Complete the Art Viewing Worksheet as a whole class.
- 6. Optional : Science & Art Activities** [link](#)

Lesson 4 – The Powwow Experience

High School

Lesson Objective

Participate in shared historical research to produce and publish writing that demonstrates an understanding of how the powwow is a significant expression of Native American culture and a testament to the strength of that culture in the face of attempts at extermination.

Required Viewing

Celebration DVD worksheet [link](#)

Handouts

Object Research Worksheet [link](#)

Object Challenge Worksheet [link](#)

4. Revise and Publish Object Challenge

Projects. Have students edit their projects - adding description and making sentences more complex. Make sure all is spelled correctly and that conventions and grammar is correct. Send us an electronic copy of the best project from your class, and we will post it on our website. Thank you for taking the powwow journey with us.

In the Classroom

1. **Prepare to Write an Informative Narrative** Have students view the DVD [link](#) and complete the worksheet as they watch.
2. **Research the Object:** Have students return to original groups with the original object that they viewed. Explain that the students will be participating in a group inquiry in relation to their object. The project will share a wide variety of information about the history of the powwow, Native American culture, the impact of movement and geography on modern Native American culture and expression. They will need their Object Analysis Worksheet, Rocky Mountain Region Maps and notes from the DVD. The object will guide the expression of their research so they need to plan their inquiry by completing the following research regarding the object. [link](#)
3. Use Unit Research to Defend a Thesis. Complete this Object Challenge Guide to Create Your Project. [link](#)

Section 5 - Lesson Materials

Section 5a: Rocky Mountain Plains Indian Dance Outfits Material



Rocky Mountain Plains Indian Dance Outfits Reading

by Linda Pease & Megan Smith

People that dance at powwows call themselves simply “dancers”, and the *traditional* clothes they wear are their “outfits”. Each dancer takes care of his or her outfit in its own suitcase. Children are trained to carefully fold and arrange their suitcase by the time they are ten years old. The boy’s feather *bustles* do not fit in the suitcase. During the powwow, they are hung in the camp or in the car. When they come home, there is usually a special wall in the house reserved for the bustles.

The Arapaho Boy’s Traditional Dance Outfit

The Arapaho Round *Bustle* in the trunk is made from turkey feathers. These are purchased from supply warehouses or the local trading posts. The two feather circles on the bustle are made from the feathers of a turkey’s tail. The center circle feathers are split at the feather *shaft*. This creates the “curly” look. The outer circle feathers are tied close at the end of the feather shaft, and then divided by plastic beads further up the shaft.

The two “*spikes*” in back of the round bustle are turkey wing tips. This is the upper-most feather on each wing. Arapahos also use red willow sticks instead of wing tips for the two “spikes”.

From the bottom of the round bustle extends the “*trailer*”. It is a long rectangular piece trade wool, and has turkey feathers cut in *intricate* designs hanging straight down in rows.

Eagle or hawk feathers are also used to make Arapaho traditional round bustles. These birds are respected for their swiftness, vision, ability to fly high, and beauty. Eagles and hawks are rare birds, and to *possess* their feathers is considered an honor. If a feather is even touches the ground, there must be a *ceremony* done by a war veteran to pick it up off the ground. The dancer who has lost the feather must give money or gifts to that war *veteran* for his service. Children dancers know this and carefully watch their feathers.

There are two other feather items in this Boy’s Traditional Outfit. The headpiece is made of eagle feathers*. Four will stand straight up in the back of the head, with two hanging down. The round ornament to which they are tied is a deer rawhide medicine wheel. The colors and “cross” design in this circle represent the four directions of the earth. The north is white, the east is yellow, the south is red and the west is black.

The dancer’s fan is made of eagle* feathers as well. These feathers are attached to a wooden handle, which is then covered with white deer *buckskin*. The fan is often lifted to honor the Creator of All Things (God) in the dance. It is also used to keep cool or shade a dancer’s eyes from the sun. You will see dancers fanning themselves when the song ends. This cool breeze created by the fan is always a relief after the *rigorous* dancing.

Another animal featured in the Arapaho Boy’s Traditional Outfit is the elk. On the dark blue trade wool vest, are many elk* teeth sewn down with *sinew**. These are carefully arranged and secured to the wool with many precise stitches. A ribbon shirt made of cotton is worn under the vest, but in the

summer, this boy dancer may not use it. **Leggins** are made of trade wool as well to match the vest. The edge of the leggins are secured by elk teeth and brass bells. The leggins are put on over the foot, and the long edge is pulled completely up to the waist. They resemble the **chaps** worn by cowboys, and protected a warrior's legs from cuts and scratches in the old days. The bells, a part of every man or boy's dance outfit, are usually worn around the ankles. In this case they are attached to each elk tooth on the leggin.

The red wool rectangular "hider", "apron", or "**breech cloth**", completes the boy's leg wear. It extends from the waist downwards to the knees.

The last two items most Boy Traditional Dancers wear are the "**breastplate**" and the moccasins. The "breastplate" is made of carved bone. These originally slender bones were hollowed out in the center and are now called **bone hair pipes**. These are arranged to cover the entire upper body of a boy or man. Originally, these were made to protect this part of the body in battle serving as a type of **armor**. These are separated in the middle by colorful beads in a pattern.

Last, but not least are the moccasins. They are made of deer buckskin with a thicker hide bottom. The design on these moccasins is red, black and white, which are favorite Arapaho colors. Moccasins wear out on the bottom after a few years of dancing. The seam between the **sole** and the moccasin may split open. Dancers jokingly refer to this as a "blow-out", like tires.

It is harder to walk in moccasins in rough areas. This traditional boy dancer wishes for a smooth grassy dance **arena**. When the songs get good and the drumbeat is strong, he can spin, duck, dive, and throw in a fancy step here and there. He listens to the song, and **calculates** the end.

To "stop on a dime" is a saying used by successful dancers.

**indicates that these items may be not real today*

Traditional Crow Girl's Dance Outfit

A Crow girl is given an elk tooth dress when she is young. The elk **symbolizes** the love her parents, grandparents or an aunt and uncle may have for her. This dress is made of purple trade cloth and the elk teeth are arranged in a **linear** pattern on the dress. The sleeves are long, with the trade cloth stripes at the wrist. The bottom of the dress also shows the trade cloth stripes. The top of the dress is soft white deer buckskin. This is edged with "Crow" pink cut beads. The beads are dusty rose color with "**facets**" that sparkle in the light. The Crow people love this color and it is often found in the old Crow beadwork.

The belt is fully beaded in a flat sewn style. This means that the beads are stitched down every two or three beads. If you look at the back of the belt, you will see the tiny stitches. The intricate designs of blue, purple, and pink are **highlighted** by the white background. The "purse" is worn on the front of the belt and has the same design as the belt. Until about 1960, girls and women kept their money in these tiny purses while dancing. Now these are made flat with no pouch.

On her feet, this young Crow girl would wear old style “high tops moccasins”. These are made of soft white buckskin, with *floral* designs. There is a trick to tying these moccasins to stay on that only the grandmothers know. You often see the young girls with the leg on their mother or grandmother’s lap. They wrap the moccasins tight, and the little girl runs off to dance in the arena.

This little Crow girl would carry a purse and a shawl. The purse is small and not heavy to carry. She will dance in the “*Tiny Tots*” contest, in which every child gets two to five dollars. Placing that money in her purse, she will run off to a concession stand to get lemonade.

Her *shawl* is chosen to match her outfit. This is wool with long silk fringes all the way around. These fringes are tied evenly and *individually* to the wool. The shawl can be used to put around their shoulders and dance or stay warm. When the Crow girl wears an elk tooth dress or a buckskin dress, they just carry the shawl. If the Crow girl wears a silk dress, she will then wear the shawl if she wants to.

The Crow girl’s jewelry is simple. A choker of bone hair pipe to match her dress is worn around her neck. The elk tooth necklace is the symbol of a Crow woman. These are made by the mother, grandmother or an aunt, and given to the little girl. The bead colors and patterns *signify* the family design that is passed down from many *generations*.

The little Crow Girl Traditional dancer will have neatly braided hair. On each braid is a hair tie that hangs down and moves as she dances. She may dance in simple “*Kaa’le*” style (grandmother-like), or do a double high step. You will see groups of little Crow girls bouncing about the dance floor with their hands on their hips, not carrying their shawl and purse. They laugh and chase always in time with the song and drum. The heart of each little Crow girl is light as a breath-feather (eagle *plume*), and these will be remembered as the best time of their lives. Soon, each of these little girls will have to slow their steps, curb their craziness, and become dignified young dancers.

Object Analysis Worksheet

Team # -

Names -

FIRST - Object Description -

1. How big is the object? Compare it to something of similar size.

2. What is it built out of?

3. Special markings

4. Signs of damage or repair

5. What can you infer about the object from your observation?

SECOND - Object Use

1. Who do you think created the object?

2. How and where do you think it was created?

3. What do you think it was it used for? And How do you think it was used?

4. Who do you think used it?

5. Where and when do you think it was used?

6. How common do you think this object is?

7. Have you seen or used anything that you think may be similar to or may be used in a similar way as you think this object is used?

8. How might the object have impacted the community where it was used?

THIRD - Listen to Your Teacher's story about the objects.Object Description.

Then Go Back Through Your Answers. Cross Out (Don't erase) incorrect guesses and add new information to each box.

What do you wonder about the object?







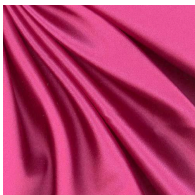

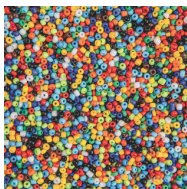



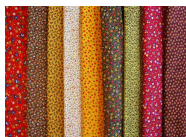




Sort the Components

The Arapaho, Shoshone, Crow, Blackfeet, Nez Perce, Hidatsa, Cheyenne, and Mandan established trade centers at river forks in the Rocky Mountains. They traded items that were used for clothing. What items did the white man bring to these centers? What did the tribes bring to these centers?

From Native Americans Natural Products Gathered From Nature and Traded Among Tribes from Different Areas.	From Europe Manufactured Products Brought From Europe and Traded By Whites for Fur

Cut Out These Cards and place them in the correct column.

 <p>Animal Hides</p>	 <p>Shells</p>	 <p>Stones</p>
 <p>Fur</p>	 <p>Feathers</p>	 <p>Wool</p>
 <p>Animal Hair</p>	 <p>Horns/Antlers</p>	 <p>Satin</p>
 <p>Porcupine Quills</p>	 <p>Glass Beads</p>	 <p>Linen</p>
 <p>Animal Bones/Teeth</p>	 <p>Seeds</p>	 <p>Calico</p>
 <p>Ribbon</p>	 <p>Metal Cones</p>	 <p>Brass Bells</p>

Outfit Analysis Worksheet

Boy's Outfit

Name of object	The object is made of	Possible Origin of materials	Inference
Bustle			
Headdress			
Leggins			
Moccasins			
Ribbon Shirt			
Vest			
Fan			

Girl's Outfit

Name of object	The object is made of	Possible Origin of materials	Inference
Dress			
Mocassins			
Belt			
Necklaces			
Braid Ties			
Shawl			

Art Viewing - Arapaho & Crow Outfits



<http://www.loc.gov/pictures/item/2001695728/>

PAINTER: Bodmer, Karl 1809-1893 **SUBJECT:** Hidatsa (Crow) warrior wearing ceremonial costume for the Dog Dance.

DATE: between 1839 and 1841

- Published in (Rare Book copy): Many nations: A Library of Congress resource guide for the study of Indian and Alaska native peoples of the United States / edited by Patrick Frazier and the Publishing Office. Washington : Library of Congress, 1996, p. 35.

S – Scan (Search & Study) for Important Details. Look closely at the clothing being worn. Discuss materials, resources, sewing technique, decorations and colors.
(Look 1, 2, 3 ... times! Your goal is to see what no one else sees!)

I – Identify similarities and differences between the clothing in the painting and the clothing you studied. *(What items in the painting are also in our learning trunk? What items are in the painting but not the trunk? What items are in the trunk but not the painting?)*

G – Guess at the creator's intent.
(Consider all points of view. Why was this painting created? How many purposes could this have been for?)

H – Hear the voices
(Think about all levels: internal monologue, dialogue, outside the scene, context, connections to the future/past, artist statement)

T - Tell the story

Review your responses above. Tell the story of the Crow dancer's outfit that is depicted in the picture. Use details from each of the sections above and your notes on the Costumes in the trunk to construct your story. (Write at least 20 sentences combining your notes from all four of the boxes above to explain what the picture is about).



<http://www.loc.gov/pictures/item/2007684706/>

PHOTOGRAPHER: Rinehart, Frank A. 1861-1893 **SUBJECT:** Freckle Face, an Arapaho Woman

DATE: 1898

- on the occasion of The Indian Congress occurred in conjunction with the Trans-Mississippi International Exposition of 1898, in Omaha, Nebraska, USA

S – Scan (Search & Study) for Important Details. Look closely at the clothing being worn. Discuss materials, resources, sewing technique, decorations and colors.
(Look 1, 2, 3 ... times! Your goal is to see what no one else sees!)

I – Identify similarities and differences between the clothing in the photo and the clothing you studied. *(What items in the painting are also in our learning trunk? What items are in the painting but not the trunk? What items are in the trunk but not the painting?)*

G – Guess at the creator's intent.
(Consider all points of view. Why was this photo created? How many purposes could this have been for?)

H – Hear the voices
(Think about all levels: internal monologue, dialogue, outside the scene, context, connections to the future/past, photographer's statement)

T - Tell the story

Review your responses above. Tell the story of the Arapaho woman's outfit that is depicted in the picture. Use details from each of the sections above and your notes on the costumes in the trunk to construct your story. (Write at least 20 sentences combining your notes from all four of the boxes above to explain what the picture is about).

Compare/Contrast Historical Art

Use the the chart below to demonstrate how the above works of art are similar and different.

List ways the two works of art are the same below.

List ways the Crow Dancer painting is different below.

List ways the Arapaho Woman photo is different below.

Science, Art, Vocabulary, & Technology Activities

The following activities will help the student understand the history, resources, materials, and designs of Rocky Mountain Plains Indian Outfits. The activities also give the students a chance to study the wildlife of this region.

Science Activities

1. Elk or Deer
 - Study elk or deer habitat.
 - Watch a video on wild game.
2. Feathers
 - Eagle, Hawk, Wild Turkey – Look at diagrams of bird feathers and study their aerodynamic properties (i.e. how they can fly).
 - Research the design and colors of the feathers of the:
 - Bald Eagle
 - Golden Eagle
 - Red-Tail Hawk
 - Chicken Hawk (or other type)

Art Activities

1. Feathers
 - Fold an 8" x 10" paper in half vertically. Draw a feather of one bird on the left side, and a feather of another on the right. At the base of the shaft, trace a quarter. Color your feathers with colored pencils or fine tip markers. Draw a Plains Indian Design in the quarter circle. Color with markers or colored pencils. Display.
2. Beads
 - Look at the geometric design of the beadwork on the dress, belt and moccasins. Using the same shapes and / or colors, recreate a similar design. Use shape templates or a ruler. These are ***symmetrical*** designs. Color with markers. Glue on to construction paper of a contrasting color. Display.

Technology Activity

Create a database table that is formatted as follows.

Name of object	The object is made of	Origin of materials

Language Arts Activity- Vocabulary

Divide the students into groups of two or four. Evenly divide the words between the students. With a dictionary in hand, have the students discuss meaning and part of speech. On large sheets of paper, have them write sentences using the word correctly.

- | | |
|---------------------|--------------------------------|
| 1. traditional | 19. armor |
| 2. bustle | 20. sole |
| 3. shaft | 21. arena |
| 4. spike | 22. calculate |
| 5. trailer | 23. symbolize |
| 6. intricate | 24. linear |
| 7. possess | 25. facets |
| 8. ceremony | 26. highlighted |
| 9. veteran | 27. floral |
| 10. rawhide | 28. 'Tiny' Tots |
| 11. buckskin | 29. shawl |
| 12. rigorous | 30. individually |
| 13. sinew | 31. signify |
| 14. leggings | 32. generations |
| 15. chaps | 33. Kaa'le- Grandmother in the |
| 16. breechcloth | Crow language |
| 17. breastplate | 34. plume |
| 18. bone hair pipes | 35. symmetrical |

Section 5b: Powwow Trail Geography and Math



Being a Powwow "Kid"

By

Linda Pease, Daa-nii- lee-ii- schit-cheesh – One Who Loves to Parade

Crow Women's Traditional Dancer

Flannel Pieces Created by Shiloh Francis, Teachers for Global Classrooms 2013 Cohort

My family drives (car piece) into the dusty powwow grounds. (Add Welcome piece - leave for entire story) The license plates on the cars are from every state in the West and even Canada! We quickly put up the tent (tent piece) and pull out our suitcases (suitcase piece). Everyone in all the camps is busy braiding hair, tying, buckling, and dressing in their dance outfits (single girl piece - add elk tooth dress, braids, a feather, moccasins, a feather fan and a number).

It is Grand Entry time, and we rush to the dance arena. We look through the lines of dancers (line of girls and boys pieces) and see friends from faraway and dancers we have never seen before. All the people stand and watch (observers piece) as we dance into the arena. We see all the drums (drummer piece) surrounding us and singing their turn, and know we will have many good songs. We see our relatives, waiting for us as to dance by. We smile as they snap a picture. As the song ends, there is a prayer, usually in a tribal language. We look up into the air (person with hands to the sky piece) and hope to see an eagle circling, and sometimes, there is (eagle piece). The host drum will sing the flag song. We look towards the American and Canadian flags, (flag corp piece) and remember all the warriors that fought for our hunting grounds long ago, the soldiers that fought in all the wars, and especially admire the bravery of all our Native American troops in Iraq.

The Grand Entry is over, and we may return to our seats. (clear board) Our family has set up our chairs (chair pieces), and I have my very own with my name on it (put the girl on a seat). We have a little cooler, and I grab a bottle of water to drink. (bottle of water piece) It is cool and I quietly thank the Creator for the gift of water as I sit to rest a minute.

Ah, but the Intertribal song is a good one, and everyone can dance! (add drum group piece and then the line of boys and line of girls). My heart begins to move with the drum, I gather up my fan and straighten my outfit, and rush onto the dance floor (put girl back in arena) before I miss one more beat.

(Clear board and add Man with microphone piece) The M.C. will tell us many important things, so I must listen. We will also tell us funny jokes, and everyone will laugh. When it is my dance contest, my heart will pound like a dance drum as I go into the dance arena (put girl in arena) to wait for the first song. I look at all the other dancers (put line of girl dancers in) and am glad to see my friends. I listen closely to the beat, and my feet begin to move. My arms dance, my shoulders dance, and my head dances ever-so- gently as I let my feet design the string of tricky steps I have worked on all winter. When the song gets faster and louder, I put a little more swing into my steps. When the song seems to soar and spin, I let my heart go with it, knowing at that time I am "dancing with the song". I begin to calculate the end of the song just a few beats away

now. One beat, two beats, three beats, STOP! I was right, I knew it was going to stop then. The announcer tells all the dancers to line up, with our numbers facing the line of judges (put her in line). They are famous dancers and singers, and I hope they write my number down on their judging sheet. All we dancers shake hands and head to our seats. All my family says, "You did great!," and I smile. (Clear board)

My mom will give me money to go to the concession stand (add the **concession stand pieces**) to get a lemonade and meet my friends there. (add **girl piece and line of girls piece**) Just outside the dance arena and ring of spectators, we will stand and talk about the song, and then girl talk, or boy talk. We will laugh at each other's stories, as we watch the people and other dancers go by. We will look at jewelry at a stand, and I decide if I win, I will buy "that ring". My friend wants to buy a powwow t-shirt.

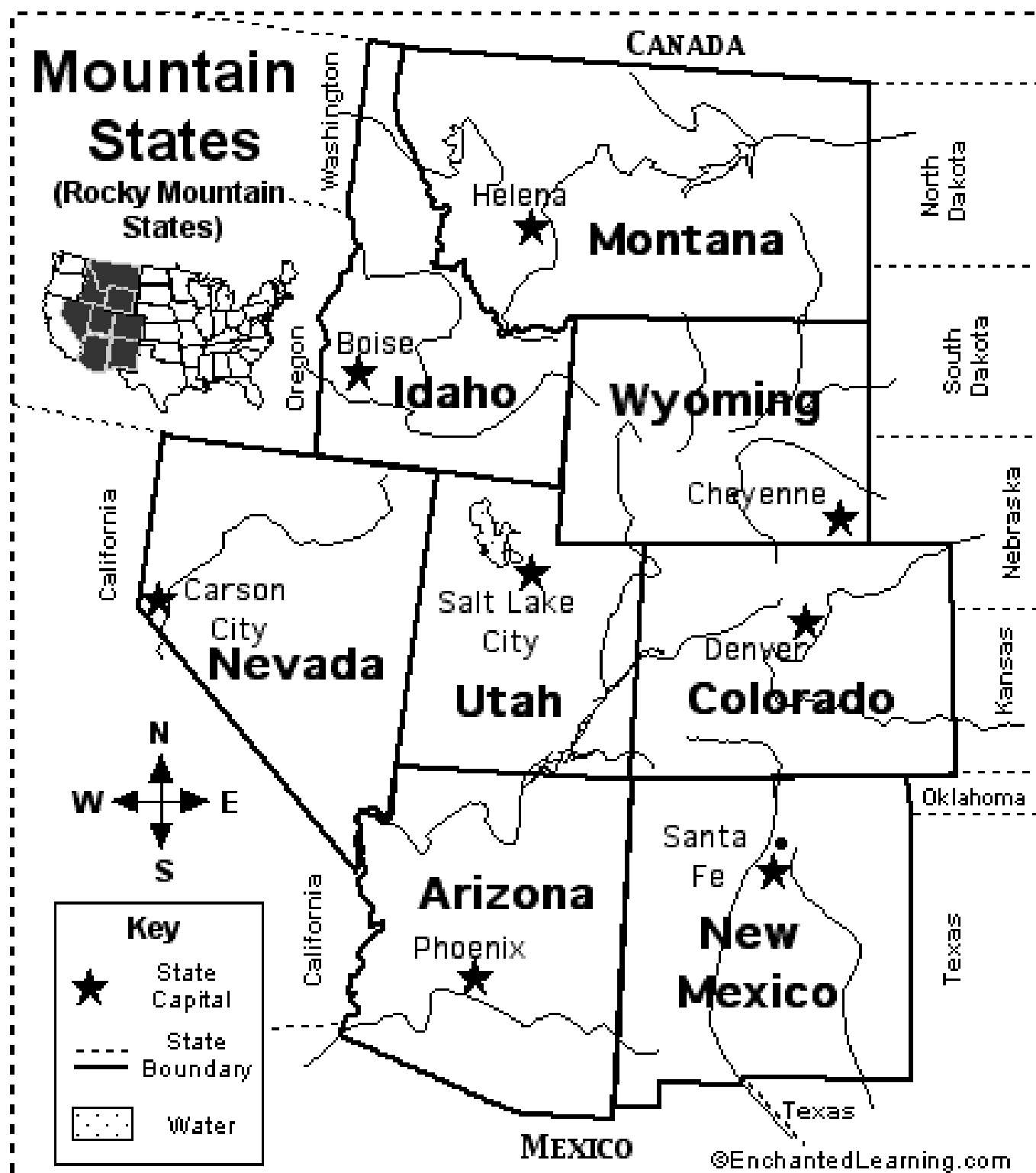
My brother's contest will be soon, and then my uncle's contest late, (clear board) so I rush back to my chair with my family. I will watch them, (**set up chairs and put the girl on one**) as they have watched me, and hope the judges look at their dance numbers.

As the dance continues late into the night, I get sleepy. (clear board - leave **girl**) My mom takes me back to the tent, (add **tent, suitcase & car pieces**) and we carefully fold my outfit, (**remove outfit pieces**) put it in my suitcase, and lock it up in the car. I crawl into my sleeping bag, (lay girl down) and dream off as the dance drums and powwow continue late into the night.

Link to Powwow Trail Electronic Storymap:

<https://uploads.knightlab.com/storymapjs/32b0e041308a7160e05e9d9a377b4166/the-northern-rocky-mountain-powwow-trail/index.html>

Link to make your own Electronic Storymap: <https://storymap.knightlab.com/>



Rocky Mountain Region Map Activity

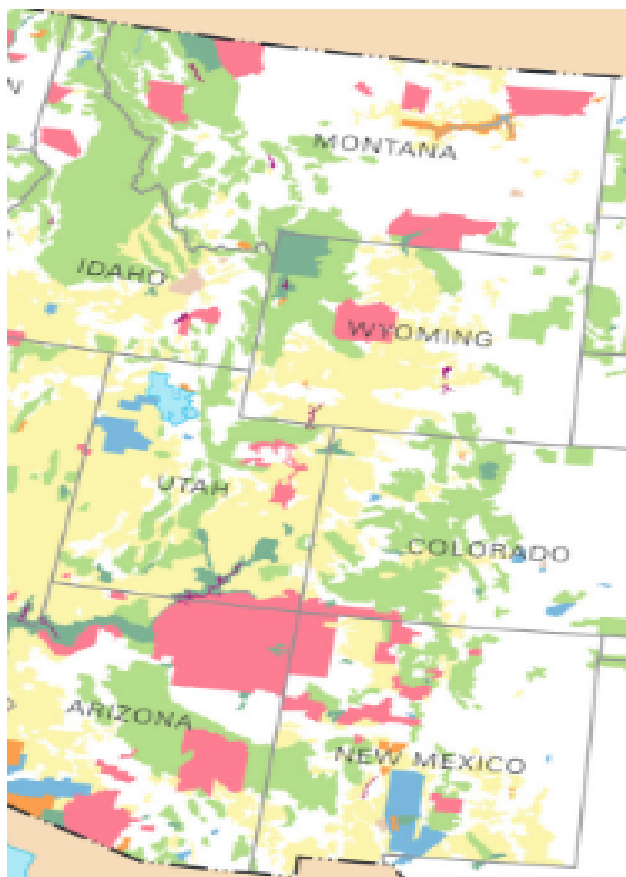
Instructions:

Use the reference maps below to place icons on the map above. Place blue pipe cleaners along the rivers, trade beads on the rendezvous/trade sites, blocks on the reservations, and bells where powwows are hosted.

Rendezvous/Trade Areas have a red tag on the map below:



Reservations are marked in red below.



Note to students that the Crow Reservation is on the Montana/Wyoming border and the Shoshone & Arapaho (Wind River) Reservation is in the center of Wyoming.

Areas in Wyoming, Montana and Idaho that typically host powwows are tagged in grey on the map below.



Rendezvous Video links:

UW link <https://www.youtube.com/watch?v=yHBiL0rJ838>

News link:

<http://www.localnews8.com/news/jackson-hole-makes-final-plans-for-rendezvous-fest-2016/38448502>

Map Activity – Summer Powwow Trail

There are powwows throughout the summer in Wyoming, Montana, North Dakota and Idaho. View the storymap to see the schedule and map of powwows.

With a partner, decide which pow-wows you would go to. Create a map of your planned journey. Either use a paper map or create a digital map of your own by using this online application:[link](#)

3rd Week in June- Cody, WY/ Plains Indian Museum Powwow: Many tribes gather for day dances in a beautiful grassy arena near the museum, giveaways, contests. No camping.

Frazer, MT/ Red Bottom Celebration: Canadians and Northern tribes gather for the 3 night, 2 day celebration under a big-top tent. Camping, free buffalo feast.

4th Week in June- Crow Agency, MT/ Crow Native Days Celebration: Ceremonial dancing, night powwows, rodeo, Little Big Horn Battle Reenactment, fireworks show

Wind River, WY/ Eastern Shoshone Powwow: Buffalo feast, Grand Entry at 1 and 7 p.m. daily, daytime rodeo, camping. “Below the Wind River Mtns.”

1st Week in July- Arlee, MT/ Arlee 4th of July Celebration: In Mission Mountains near Flathead Lake. Camping, powwows with grand entry at 1 p.m. and 7 p.m. daily

Lame Deer, MT/ Northern Cheyenne 4th of July Celebration: Campground in pine red dirt hills. Grand Entry at 1 and 7 p.m. daily, rodeo, parade, gourd dances.

2nd Week in July- Browning, MT/ North American Indian Days: Grand entry at 1 and 7 p.m. daily, rodeo, parade, painted tipis, camping

3rd Week in July- Ft. Belknap, MT/ Milk River Indian Days: Camping, Grand Entry 1 and 7 p.m. daily. Canadian and American dancers gather. Includes ceremonies and giveaways

4th Week in July- Ethete, WY/ Northern Arapaho Powwow: Grand entry 1 & 7 p.m. daily. Rodeo, feast, camping beneath the Wind River Mountains.

1st Week in August- Rocky Boy, MT/ Chippewa-Cree Powwow: Camping in Bear Paw Mountains, Grand Entry- 1& 7 p.m. daily, stick games, special contests, rodeo.

2nd Week in August- Hays, MT- Hays Powwow: Atop the Little Rocky Mountains, camping, grand entry at 1 & 7 p.m., special contests, starry nights, Canadian dancers also.

Ft. Hall, ID- Shoshone-Bannock Days: Camping, grand entry 1& 7 daily, contest dancing, huge rodeo.

3rd Week in August- Crow Agency, MT- Crow Fair: 1000+ tepees, 2 square mile campground, horse parades daily, grand entry- 1 & 7 daily, rodeo, horse racing, Indian relays

4th Week in August- Poplar, MT- Oil Celebration: Camping with powwow under Big Top tent. contests. grand entry 1& 7 p.m. Canadian dancers also.

	1	2	3	4
Title Slide	Significantly incomplete title slide.	Partial or inadequate title or image that either doesn't reflect title and/or is missing citation and/or caption. Introductory paragraph incomplete.	Appropriate Title, Image Reflects Title and includes both citation and caption. Adequate introductory paragraph.	Exceptionally creative/ relevant title, image reflecting title w/clear citation, caption and introductory paragraph.
Tags on Maps	Less than 2 places tagged.	2-3 places tagged or doesn't represent a feasible Powwow Trail journey.	4 places tagged representing a feasible Powwow Trail journey.	More than 4 places tagged. Tags represent an efficient Powwow Trail journey.
Use of Images	No Images related to subject included on slide.	Images related to subject included on some slides.	Images related to subject included on most slides.	Images related to subject included on each slide.
Headline	No headline.	Headline doesn't fit the story or lacks strong wording.	Headline offers and fits the story. Includes specific and accurate wording and strong action verbs.	Headline is unique and fits both the story & the mood. Includes specific and accurate wording and strong action verbs.
Event Paragraph	No paragraph or mention of the Powwow or the tribe.	Paragraphs mention but don't describe the Powwow or don't describe tribe.	Paragraphs adequately describe the Powwow and the host tribe.	Paragraphs include exceptional detail describing Powwow and distinguishing features of the host tribe.

The PowWow Trail

Intermediate Powwow Survival Math

You are going the the Northern Arapaho Powwow in Wind River, Wyoming. There are four in your family and you plan to camp. What do you need to take?

MAPS You are in Crow Agency, Montana, fifteen miles south of Hardin, MT. It is the weekend of the Northern Arapaho Powwow in Wind River, Wyoming. Wind River is fifteen miles beyond Lander, WY. In groups of two or three students, determine the distance between Crow Agency and Wind River.

There is more than one way to go. Decide on the route that would be best. In writing, describe how to get from Crow Agency, MT to Wind River WY. Take turns writing the directions, make sure you use the highway numbers, and mention the larger towns you would pass through.

- -----
- -----
- -----
- -----
- -----
- -----
- It is ----- miles to Wind River, Wyoming.

Gas costs \$3.00 per gallon. Your car gets 20 miles to the gallon. How much will gas cost you to get to Wind River?

\$3.00 per gallon X #----- total miles X 2 (round trip)=\$-----

It is 100 degrees outside. You would like to swim. What rivers do you cross?

What mountain ranges are nearby the route from Crow Agency, MT to Wind River, WY?

Following are the costs of food and refreshments for two days at the Northern Arapaho Powwow.

- Breakfast food for a family of 4 (cook yourself) = \$10
- 4 Cheeseburgers at a stand for \$2.50 each = \$_____
- 4 Fresh-Squeezed Lemonade Drinks @ \$4. each = \$_____
- 4 Snow-Cones for refreshment @ \$2. each = \$_____
- 1 case of water to keep in the cooler @ \$6.00 = \$ 6
- Ice @ \$2.00 per bag and you buy 2 = \$_____
- 4 Indian Tacos for Dinner \$4.00 each = \$_____

TOTAL = \$_____

Multiply all this by two days.

X 2

Grand Total Cost for food at the Powwow

= _____

CONTEST MATH

You win \$200, FIRST PLACE in your dancing contest. Your sister wins \$50, your mother wins \$100 and your father wins \$400. How much money did your family win all together?

Me-\$ _____

+ sister-\$ _____

+ Mom-\$ _____

+ Dad- \$ _____

Family Total Winnings = \$ _____

Bonus- Subtract the cost of gas and food from the winnings. How much did your family profit from attending the pow-wow? \$ _____)

The PowWow Trail

Advanced Powwow Survival Math

You are going the the Northern Arapaho Powwow in Wind River, Wyoming. There are four in your family and you plan to camp. What do you need to take?

MAPS You are in Crow Agency, Montana, fifteen miles south of Hardin, MT. It is the weekend of the Northern Arapaho Powwow in Wind River, Wyoming. Wind River is fifteen miles beyond Lander, WY. In groups of two or three students, determine the route you will take and the distance between Crow Agency and Wind River.

There is more than one way to go. Decide on the route that would be best. In writing, describe how to get from Crow Agency, MT to Wind River WY. Take turns writing the directions, make sure you use the highway numbers, and mention the larger towns you would pass through.

- -----
- -----
- -----
- -----
- -----
- -----
- It is ----- miles to Wind River, Wyoming.

Gas costs \$2.33 per gallon. Your car gets 28 miles to the gallon. How much will gas cost you to get to Wind River and back to Crow Agency?

It is 100 degrees outside. You would like to swim. What rivers do you cross?

What mountain ranges are nearby the route from Crow Agency, MT to Wind River, WY?

Following are the costs of food and refreshments for two days at the Northern Arapaho Powwow.

➤ Breakfast food for a family of 4 (cook yourself)	=	\$20
➤ 4 Cheeseburgers at a stand for \$4.25 each	=	\$_____
➤ 4 Fresh-Squeezed Lemonade Drinks @ \$4. each	=	\$_____
➤ 4 Snow-Cones for refreshment @ \$2. each	=	\$_____
➤ 1 case of water to keep in the cooler @ \$6.00=		\$ 6
➤ Ice @ \$2.00 per bag and you buy 2	=	\$_____
➤ 4 Indian Tacos for Dinner \$6.00 each	=	\$_____

TOTAL = \$_____

Multiply all this by two days.

X 2

Grand Total Cost for food at the Pow-wow = _____

CONTEST MATH

You win \$200, FIRST PLACE in your dancing contest. Your sister wins \$50, your mother wins \$100 and your father wins \$400. How much money did your family win all together?

Me-\$_____

+ sister-\$_____

+ Mom-\$_____

+ Dad- \$_____

Family Total Winnings = \$_____

Subtract the cost of gas and food from the winnings. How much did your family profit from attending the pow-wow? \$ _____)

Your family invests 15% of their profit from each powwow. How much will they invest?

Use the formula to figure simple interest ($I = prt$) How much will your family earn in a year if you earn a 5% interest on your investment?

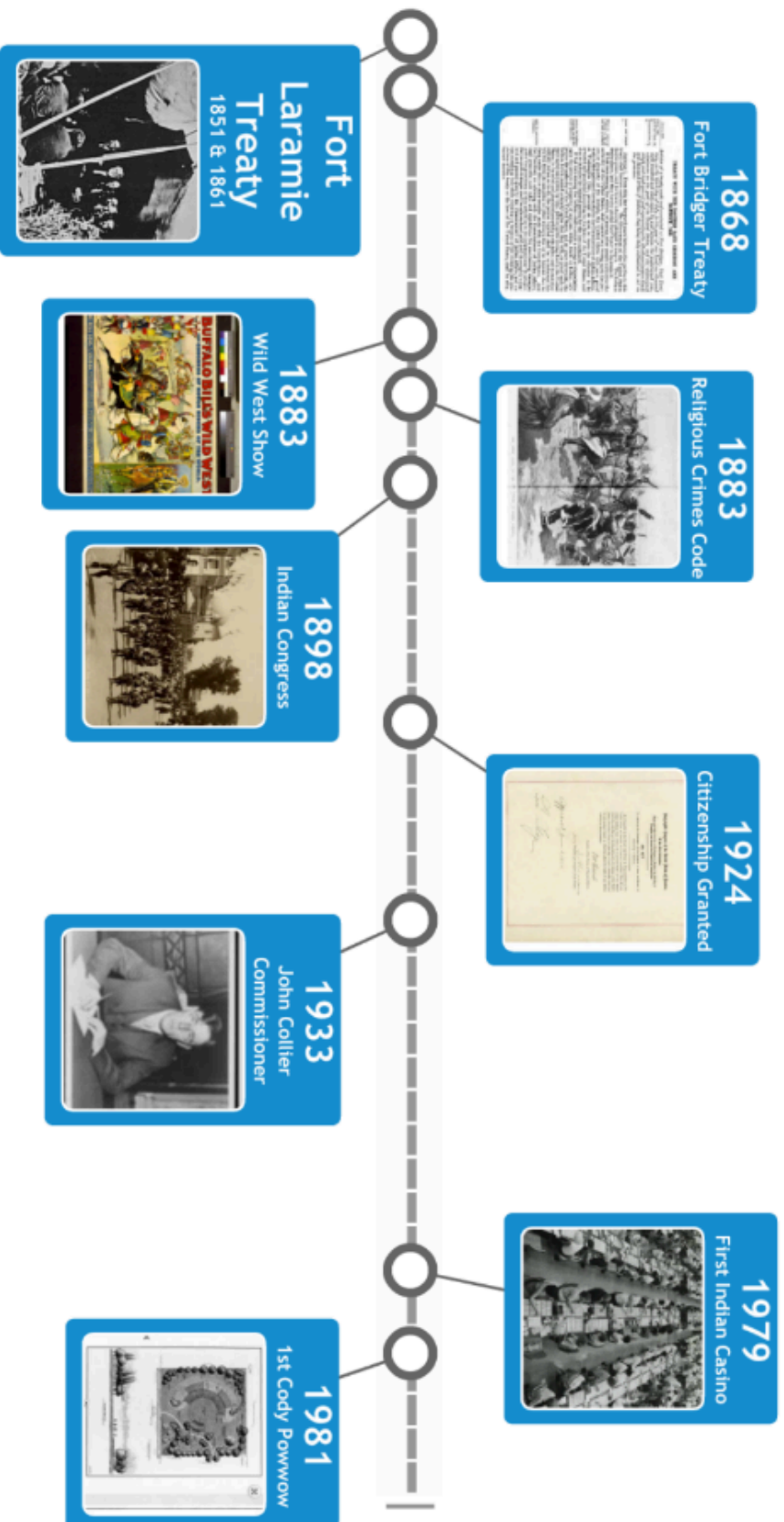
Section 5b: The Origin of the Powwow Lesson Materials



TIME LINE

Events & Powwows

By: Stephany



TIMELINE

Events & Powwows

By: Stephany

Items:

- **Fort Laramie Treaty**
A series of Acts led to moving Indians onto Reservations through treaties. The Arapaho, Crow & Sioux were some who received land with this treaty.
- **1868**
Acts moved Indians to reservations through treaties. The Shoshone recieved their land through this treaty.
- **1883**
Buffalo Bill moved his theater show about the West to an outdoor setting and launched a 30 year run of his international traveling show depicting life in the West.
- **1883**
The practice of medicine men, indian dances, potlaches and other traditional reciprocal gift-giving and other customary practices were all made illegal.
- **1898**
A large gathering of Native Americans at the World's Fair allowed for social and cultural exchange between tribes and opportunities for education for visitors.
- **1924**
All Native Americans born in the US were granted citizenship.
- **1933**
As Commissioner of Indian Affairs, John Collier changed policy by allowing tribal self-government and working to ensure that promised land was in tribal hands.
- **1979**
The Seminole Tribe opened a high stakes bingo hall in 1979. This has become the casino movement of today.
- **1981**
The BBHC hosted the first annual Powwow at the high school football field. The event continues today. This is a 1985 drawing of the gardens still used today to host the event.

Narrative for Timeline:

Early Native Americans did not participate in inter tribal powwows. The earliest dances were usually performed by those in the Warrior Societies. When men returned from war, their families would celebrate their safe return and the warriors would dance. Other society dances also existed to celebrate natural events like the seasons or a harvest for those that farmed.

In 1851 Congress introduced a series of Appropriations Acts that allowed the US government to appropriate certain lands to the US government and certain lands to the Indians that they had conquered. These Acts led to a series of Treaties that were signed with tribes around the United States. The treaties that most impacted tribes in Wyoming and Montana were the Fort Bridger and Fort Laramie Treaties. These created the first version of the Wind River and Crow

Agency Reservations (along with others). When the reservations were created many different tribes were forced to live together and share land. They even had to share land with traditional enemies. In this setting the intertribal powwow was born. Tribes began to dance together and to exchange dances, songs, and regalia.

In the late 1800's when things were bad on the Indian Reservations a spiritual movement emerged to give the Indians hope. This was the Ghost Dance movement. The US government thought it was a movement to rally the tribes to go to war against the US, so they passed a law forbidding dancing along with other religious and traditional expression. Because of this law, some Indians snuck into the woods to dance and risked being put in jail for it.

Also in the late 1800's people around the world became interested in the American West. Performers like Buffalo Bill put together Wild West Shows to show people what life was like in the West. They hired Indians from the reservations to travel with them and perform. The audience enjoyed the Indian performances and dances. Directors of the shows asked them to fancy up the dances to impress the crowds, so Fancy Dancing was developed. Eventually, the Indians wanted to tell their own stories and discovered a way to practice their customs. They discovered they could receive special permission to dance if they invited the public to observe. They first performed independently at the Indian Congress at the Omaha Exhibition in 1898.

Native Americans experienced more and more freedom to express their culture In 1924 when Congress granted citizenship to all Native Americans born in the United States and in 1933 when John Collier was appointed as the Commissioner of Indian Affairs. Collier was especially sympathetic towards the Native American cause and worked to ensure they were treated more fairly.

After this, tribes invited other tribes to participate with them in powwows and other traditions were resurrected. Powwows changed again in the early 80's when reservations got in the casino business and wanted to draw tourists to the reservations to spend money. Casinos began to offer big cash prizes to dancers and some powwows became contests. However, powwows continued to be cultural expressions and ways for Native Americans to honor their ancestors by expressing their ancient culture.

This is Sample Possible Secondary Level Background Reading:

American Indian Autonomy

<http://www.gilderlehrman.org/history-by-era/american-indian-history/essays/new-era-american-indian-autonomy>

Freedom, Law, & Prophecy <http://www.sacredland.org/PDFs/Irwin.pdf>

What is Powwow <https://oied.ncsu.edu/MSA/native-american-student-affairs/native-american-pow-wow/>

Crow Reservation Information http://www.montanatribes.org/links_&_resources/tribes/crow.pdf

Wind River Reservation <https://wyomingstatearchives.wikispaces.com/Wind+River+Reservation+History>

American Indian Dance: Steps to Cultural Preservation

https://www.academia.edu/1399055/American_Indian_Dance_Steps_to_Cultural_Preservation

Life on the Rez <https://www.youtube.com/watch?v=CIrec5hYe7A>

The History of Crow Indian Dance

by

Linda Pease, Daa-nii- lee-ii- schit-cheesh – One Who Loves to Parade
Crow Women's Traditional Dancer

The Crow Indian Hot Dance

The Crows always have celebrated and called on power in the form of dance. The movement was free and individual, but sometimes *repetitive* and similar in direction and step. Today's style of dance comes from the warrior– the War Dance, and *society* dances– the Hot Dance.

Before the horse came, the Crow had been part of the Hidatsa (1600–1700 A.D.) along the Missouri River. The Crow band departed west looking for the place a sacred tobacco seed would grow and found that place along the Eastern slopes of the Big Horn Mountains.

Dances were done by warrior societies with names like Fox, Lumpwood, and Crazy Dog. Men were invited to join by family, deed or honor, and their activities were supported by the family through feasts and events.

In 1880, after *treaties* were signed and there were no more battles and no more need for the Warrior societies. The Hot Dance Society was introduced by the Hidatsa people. The songs were similar in beat and sound. Those who loved to dance were invited to join the Hot Dance Society.

The Crazy Dancers

The Crow reservation was finally located around the Pryor, Big Horn and Wolf Mountains. At that time they lived in box tents camping much of the summer. The Crows returned to simple cabins for cozy family winters. The Congress of the United States passed a law called the *Religious Crimes Code of 1890*. This prevented the Crows, along with all other Native Americans, from dancing, having any ceremonies, or even gathering in groups of three or more. They longed to dance, and began to find a way.

Men could make the dance bustles from many types of birds. The women continued to do the beadwork making moccasins, belts, and wrist cuffs. The women also made buckskin and elk tooth dresses for themselves.

In the early 1900's, some of the Crow People began to sneak deep into the countryside in wagons and the earliest model cars. They would sing songs that were joyous, and the Crow dancers were thrilled to be free of the law and enjoy themselves. They risked being put in jail to dance. These were the Crazy Dancers.

Crow Pow-Wows Today





Many “dancing” families descend from the Crazy Dancers. In the winter there are dances with just *giveaways*, honoring songs and no contests. People sing and dance for the fun of it.

The third week each August, Crow Fair takes place. The campground has over 1,000 teepees, and in the center is the large dance arbor. There is room for thirty drums to sit under the shaded wooden arbor. The expansive dance arena inside the arbor can host over 500 dancers.

At Crow Fair and other seasonal pow-wows, warriors continue to dance. They celebrate the return of Crow Indian soldiers that have returned from WW1, WW11, The Korean, Viet Nam, Afghanistan and now the Iraq war. The Crow people, however, simply gather for the love of dance and the opportunity to share in the celebration of Crow Indian way of life.

The Crow Story Sequencing Cards

Copy and cut out one set of cards for each student according to their reading level: Picture w/word, short sentence/phrase or longer sentence. Each student will have 8 cards.

Picture	Short Sentence /Phrase	Long Sentence
	The Crow have always danced.	The Crow have always celebrated and called on power through dance.
	First, they had Warrior society dances.	Warrior societies invited men to join by family, deed or honor. Families supported their activities through feasts and events.
	After peace, they had the Hot Dance Society.	In 1880, after <i>treaties</i> were signed and there were no more battles and no more need for the Warrior societies, yhe Hidatsa people introduced the Hot Dance Society.
	Laws made - No More Dancing	In 1890 the <i>Religious Crimes Code</i> prevented the Crow, along with all other Native Americans, from dancing, having any ceremonies, or even gathering in groups of three or more. They quit dancing.

	<p>Crazy Dancers danced in secret.</p>	<p>In the early 1900's, some of the Crow People (called Crazy Dancers) began to sneak to the countryside to sing songs and dance.</p>
	<p>Today “dancing families” dance for fun in the winter.</p>	<p>Many of today’s “dancing” families descend from the Crazy Dancers. In the winter there are dances with just <i>giveaways</i>, honoring songs and no contests.</p>
	<p>Today Native American military veterans dance</p>	<p>At Crow Fair in August and other seasonal pow-wows, warriors continue to dance. They celebrate the return of Crow Indian soldiers that have returned from WW1, WW11, The Korean, Viet Nam, Afghanistan and now the Iraq war.</p>
	<p>Today “dancing families” dance in contests and win money at fairs and special powwows.</p>	<p>Seasonal powwows have contests and dancers win money. The Crow people gather for the love of dance and the opportunity to share in the celebration of Crow Indian way of life.</p>

Events Impacting Powwows Primary Source Cards - Teacher Key

MET Museum: Warrior Society Dance Attributed to Artist A (Henderson Ledger) (Native American, Arapaho, active ca. 1870–90) , also identified as Horseback

This represents early tribal dances that were performed by families and special societies. They were religious ceremonies and not public gatherings.



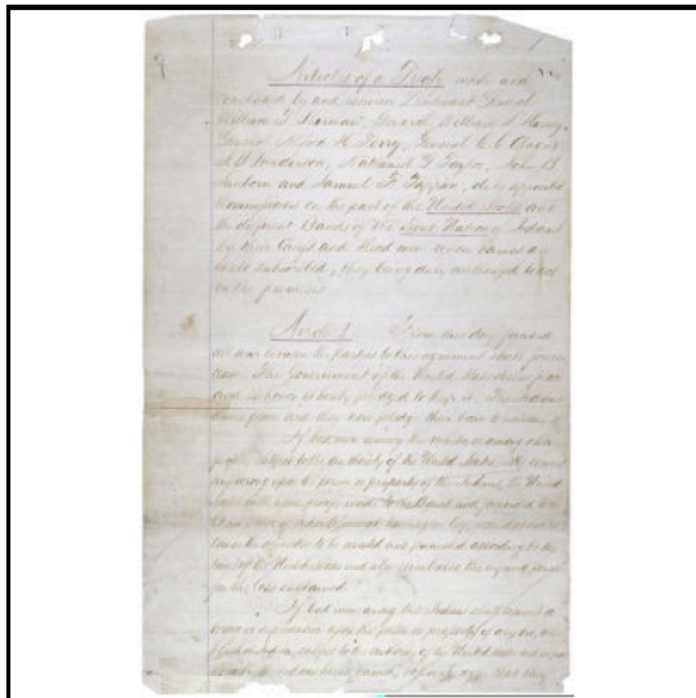
1861 Fort Laramie Treaty

National Archives - Photograph of General William T. Sherman and Commissioners in Council with Indian Chiefs at Fort Laramie, Wyoming

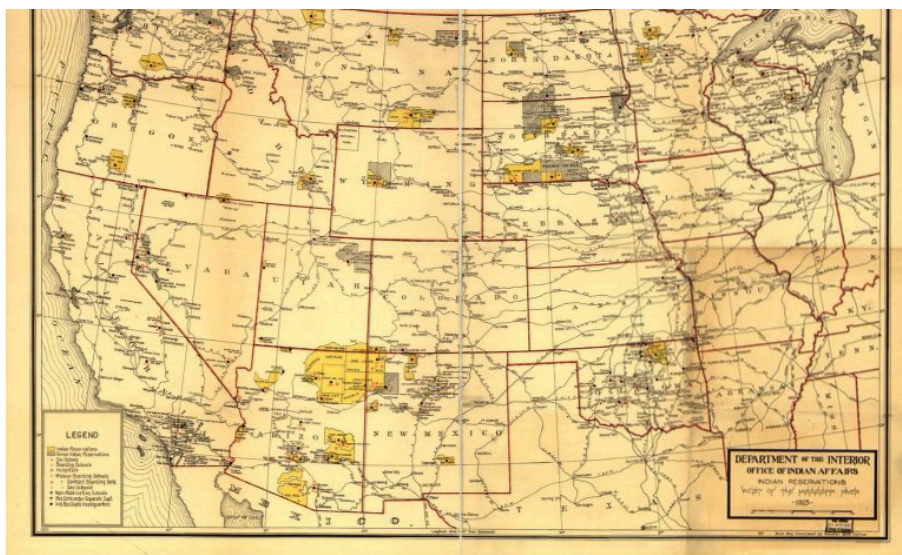
The treaties and movement to reservations show how different tribes were forced into sharing land. This caused the rise of intertribal dancing (different tribes dancing together) and the sharing of dances, songs, and materials to create costumes.



Treaty of Fort Laramie 1851



Library of Congress: Indian Reservations West of the Mississippi River



1868 Fort Bridger Treaty

University of Nebraska-Lincoln Treaties Portal

1020 TREATY WITH THE EASTERN BAND SHOSHONI AND BANNOCK, 1868.

Attest:
 Geo. W. G. Getty, colonel Thirty-seventh Infantry, brevet major-general U. S. Army.
 B. S. Roberts, brevet brigadier-general U. S. Army, lieutenant-colonel Third Cavalry.
 J. Cooper McKee, brevet lieutenant-colonel, surgeon U. S. Army.
 Theo. H. Dodd, United States Indian agent for Navajos.
 Chas. McClure, brevet major and commissary of subsistence, U. S. Army.
 James F. Woods, brevet major and assistant surgeon, U. S. Army.
 J. C. Sutherland, interpreter.
 William Vaux, chaplain U. S. Army.

TREATY WITH THE EASTERN BAND SHOSHONI AND BANNOCK, 1868.

July 3, 1868.
 10 Stat., 673.
 Ratified Feb. 26, 1869.
 Proclaimed Feb. 27, 1869.

Articles of a treaty made and concluded at Fort Bridger, Utah Territory, on the third day of July, in the year of our Lord one thousand eight hundred and sixty-eight, by and between the undersigned commissioners on the part of the United States, and the undersigned chiefs and head-men of and representing the Shoshone (western band) and Bannack tribes of Indians, they being duly authorized to act in the premises:

Peace and friendship.
Article 1. From this day forward peace between the parties to this treaty shall forever continue. The Government of the United States desires peace, and its honor is hereby pledged to keep it. The Indians desire peace, and they hereby pledge their honor to maintain it.

Offenders among the whites to be arrested and punished.
 If bad men among the whites, or among other people subject to the authority of the United States, shall commit any wrong upon the person or property of the Indians, the United States will, upon proof made to the agent and forwarded to the Commissioner of Indian Affairs, at Washington City, proceed at once to cause the offender to be arrested and punished according to the laws of the United States, and also to reimburse the injured person for the loss sustained.

Among the Indians to be given up to the United States, etc.
 If bad men among the Indians shall commit a wrong or depredation upon the person or property of any one, white, black, or Indian, subject to the authority of the United States, and at peace therewith, the Indians herein named solemnly agree that they will, on proof made to their agent and notice by him, deliver up the wrong-doer to the United States, to be tried and punished according to the laws; and in case they wilfully refuse so to do, the person injured shall be reimbursed for his loss from the annuities or other moneys due or to become due to them under this or other treaties made with the United States. And the President, on advising with the Commissioner of Indian Affairs, shall prescribe such rules and regulations for ascertaining damages under the provisions of this article as in his judgment may be proper. But no such damages shall be adjusted and paid until thoroughly examined and passed upon by the Commissioner of Indian Affairs, and no one sustaining loss while violating or because of his violating the provisions of this treaty or the laws of the United States, shall be reimbursed therefor.

Rules for ascertaining damages.

Reservation.
Article 2. It is agreed that whenever the Bannacks desire a reservation to be set apart for their use, or whenever the President of the United States shall deem it advisable for them to be put upon a reservation, he shall cause a suitable one to be selected for them in their present country, which shall embrace reasonable portions of the "Port Neuf" and "Kansas Prairie" countries, and that, when this reservation is declared, the United States will secure to the Bannacks the same rights and privileges therein, and make the same and like expenditures therein for their benefit, except the agency-house and residence of agent, in proportion to their numbers, as herein provided for the Shoshone reservation. The United States further agrees that the follow-

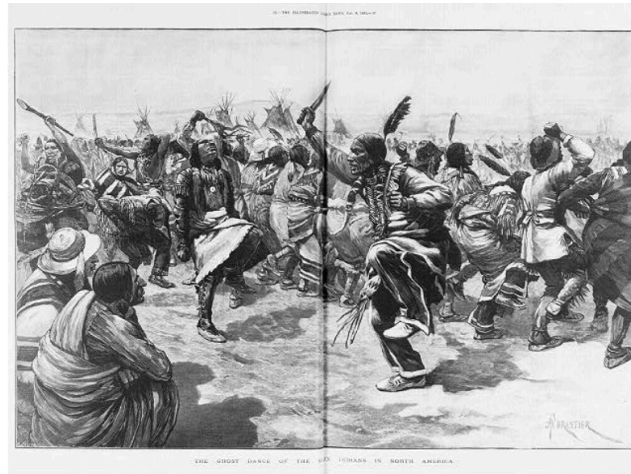
Ghost Dance

Buffalo Bill Center of the West: Ghost Dance Dress, Arapaho, Oklahoma, ca. 1890

The ghost dance represents the time that dancing and other religious ceremonies were outlawed. Dancers could be arrested for dancing during this time.



Library of Congress: The Ghost dance of the Sioux Indians



Library of Congress: Indian Congress 1898

The Indian Congress and Wild West Shows demonstrate the time when Native American dancing became interesting to the general public. Dancers were able to receive special permission to perform to entertain white audiences. This evolved into noncompetitive powwows and caused the development of showy dancing called Fancy Dancing.



Buffalo Bill Center of the West: Buffalo Bill Wild West Show Poster



Library of Congress - Native American "chief Bald Eagle" shaking hands with Lt. Wells Hawks (1870-1941)

Native Americans enlisted in the military as early as World War I and have been actively serving in the military ever since. When they would return from war, tribes would greet them and hold traditional warrior society dances for them.

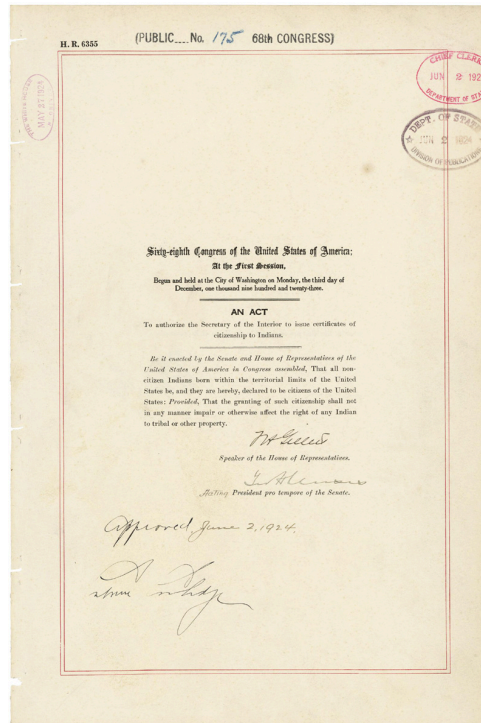


Buffalo Bill Center of the West - Photo of Joe Medicine Crow at powwow. Joe was the last Crow chief. He completed his requirements to be chief fighting in the US military.



National Archives: "Act of June 2, 1924, ... which authorized the Secretary of the Interior to issue certificates of citizenship to Indians."

When Native Americans became citizens and an Indian Commissioner was appointed who was felt Native Americans deserved better treatment, they received more rights to practice their religion and manage their own land. They had more freedom to dance and intertribal powwow dancing continued to develop on reservations.



Library of Congress: John Collier Appointed Indian affairs commissioner



CLIO.com - Seminole Bingo Hall in Florida

In the 80's reservations began to build elaborate Bingo Halls and Casinos. This created the funds for competition powwows.



Buffalo Bill Center of the West: Conceptual drawing for Powwow Grounds Amphitheater, December, 1985.



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Primary Source Research Guide

Primary Source Card Chosen:

Write Research Questions that will help you discover how the card you chose impacted the powwow.

1. In what context did this event occur?
 - a. Where did this event happen - describe the location
 - b. When did this event happen - describe the time period in relation to Native American concerns & US expansion
 - c. What events happened before this event that might have impacted it?
2. Describe the event thoroughly.
 - a. Who?
 - b. What?
 - c. Why?
3. Significance: How is this event related to powwows?
 - a. What was the short-term effect of the event?
 - b. What was the long-term effect of the event?
4. Write at least two more questions (either supporting or compelling) specific to your event that you need to find out.
 - a. ?
 - b. ?

Now you will begin to research your object. First, you will focus on **secondary sources**. Do not use Tertiary Sources (like encyclopedias or Wikipedia). You need at least 2 solid sources (from online databases or **.org, .edu, .gov**). You can use the background material offered in class.

Use the following graphic organizer to guide your research. You will most likely not use each column for every source.

Secondary Source 1	Information about the source - bias? perspective?	What this source says about Context?	Describe the event?	What does this source say that could have impacted the powwow?	How does this source answer your first question?	How does this source answer your second question?
Secondary Source 2	Information about the source - bias? perspective?	What this source says about Context?	Describe the event?	What does this source say that could have impacted the powwow?	How does this source answer your first question?	How does this source answer your second question?

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Now, you will focus on **primary sources**. Think pictures of artifacts, diary entries, letters, newspaper reports from the time period. A primary source is written by an eyewitness or is an artifact from the event/person. You need at least 1 solid primary source in addition to the 1 source you have been given (**a total of two primary sources**). You can find these through the national archives, Library of Congress, Fordham's Internet History Sourcebook, DocsTeach, Spartacus Educational, the Avalon Project, Life Magazine's photo archive, Livius, Eyewitness to History.

Use the following graphic organizer to guide your research.

Primary Source 1	Information about the source - bias? perspective?	What this source says about Context?	Describe the event?	What does this source say that could have impacted the powwow?	How does this source answer your first question?	How does this source answer your second question?
Identify the Source: Describe Source - How is it primary?						
Primary Source 2	Information about the source - bias? perspective?	What this source says about Context?	Describe the event?	What does this source say that could have impacted the powwow?	How does this source answer your first question?	How does this source answer your second question?
Identify the Source: Describe Source - How is it primary?						

Research Rubric

____/14

	4	3	2	1
Research Questions	Questions can guide to in depth analysis of the event.	Questions can guide to an adequate analysis of the event.	Questions can guide to some analysis of the event.	Questions are not sufficient to guide research
Secondary Sources	Two high quality, diverse sources cover a broad look at topic	Two high quality sources	Only one source or sources not quality or repeat same information	Irrelevant or insufficient secondary sources
Primary Sources	Two high quality sources giving insight to a broad look at topic	Two high quality sources	Only one sources or sources not quality.	Irrelevant or insufficient primary sources
Gathering Information	Notes reflect extensive details from each source to thoroughly answer the questions & support claim.	Notes reflect significant information from each source. Notes reflect a balanced answering of questions and support claim.	Notes reflect information on some of the questions from some of the sources or does not gather significant information or support claim.	Little information gathered or claim not supported.

News Broadcast Rubric

____/30

	4	3	2	1
Quality of Thesis Statement	The thesis statement proposes an idea that is both supportable and arguable, establishes the focus that clearly directs the body of the broadcast. The scope is narrow and has at least three strong points that directly support the argument or stance.	The thesis statement is a bit too broad. The idea is supportable and addresses the importance of the topic, though it only provides a weakly arguable stance. Some irrelevant material may be in the thesis statement.	The thesis statement is vague and does not make a concrete point. Contains an unfocused topic that lacks clear direction or over-generalizes or significant irrelevant material is included.	The thesis statement is missing, unrelated to the topic, or cannot be supported with the text.
Project Plan	Creates a complete plan that demonstrates clear, reflective insightful thought regarding thesis. Plan is ready to implement immediately with extensive supporting documentation.	Created a complete plan that is ready to implement immediately with supporting documentation.	Described some details of the broadcast, based on some of the elements requested.	Insufficient detail in plan to adequately describe project.
Historical Accuracy	Extensive attention has been paid to detail indicating where information can and cannot be corroborated.	No historical errors.	Minor historical errors present.	Many historical errors.
Analysis and Interpretation	Insightful analysis and interpretation of events, people, long and short-term effects.	Includes adequate analysis and interpretation of events, people, long and short-term effects.	Some analysis and interpretation of events, people, long and short-term effects.	No analysis and interpretation of events, people, long and short-term effects.
Historical Context	Context is clearly established and used to provide insight into topic.	Context is adequately established and used to provide insight into topic.	Context is partially established and/or is not used to provide insight into topic.	Context is not established and is not used to provide insight into topic

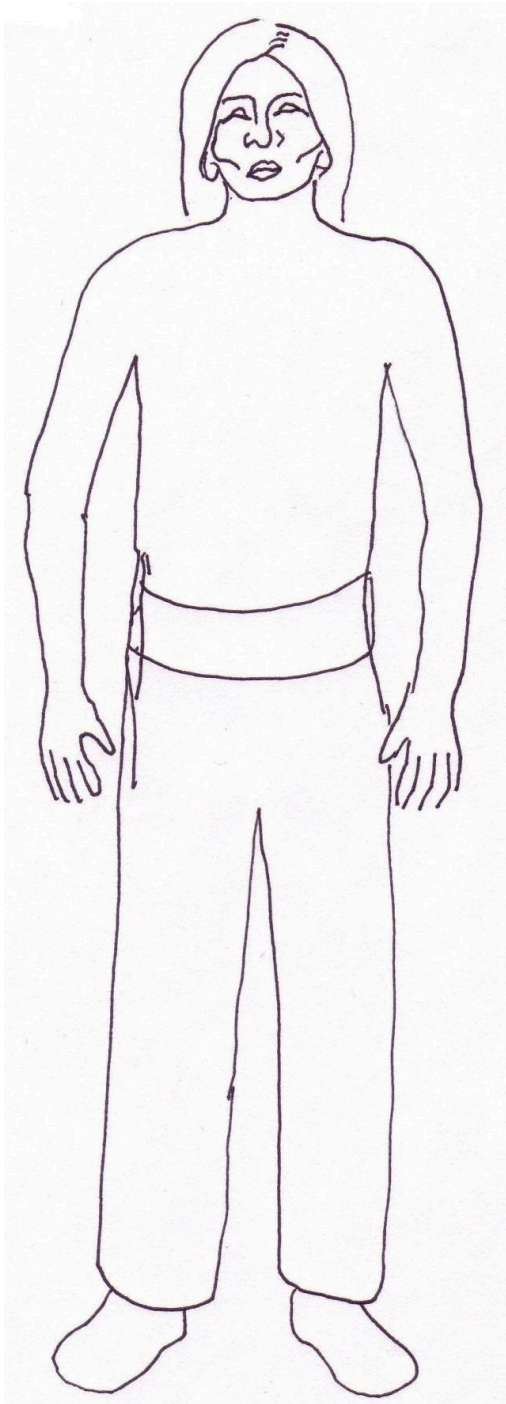
Wide/Balanced Research	Uses extensive details from a diverse pool of sources to thoroughly establish contention.	Uses significant details from a diverse pool of sources to adequately establish contention	Uses some information but is either not from a diverse pool of sources or does not establish contention	Little information used from few sources.
Use of Primary Sources	Uses available primary sources to effectively enhance project.	Uses available primary sources.	Uses some available primary sources.	Does not use primary sources.
Draws Defendable Conclusions	Creatively draws extensive conclusions that are defended with multiple evidences.	Draws reasonable conclusions defended with evidence.	Conclusions not clearly drawn or not defended with adequate evidence.	No conclusions drawn or not defended with evidence.
Clarity of Presentation	Originality, clarity, appropriateness, organization and articulation is exceptional.	Material is original, clear, appropriate, organized and articulate	Material is slightly lacking in originality, clarity, appropriateness, organization or articulation.	Material is significantly slightly lacking in originality, clarity, appropriateness, organization or articulation.
Visual Impact	Use of graphics, audio, media, font, spacing and such powerfully enhance impact.	Use of graphics, audio, media, font, spacing and such adequately enhance impact.	Use of graphics, audio, media, font, spacing and such somewhat enhance impact.	Project lacks use of graphics, audio, media, font, spacing and such to enhance impact.
Length	Broadcast/Presentation is within one minute of the highest length range.	Broadcast/Presentation is above the lowest length range but not within a minute of the longest length range.	Broadcast/Presentation is below the length range.	No Broadcast or Presentation is attempted.

Section 5d: Powwow Experience Lesson Materials

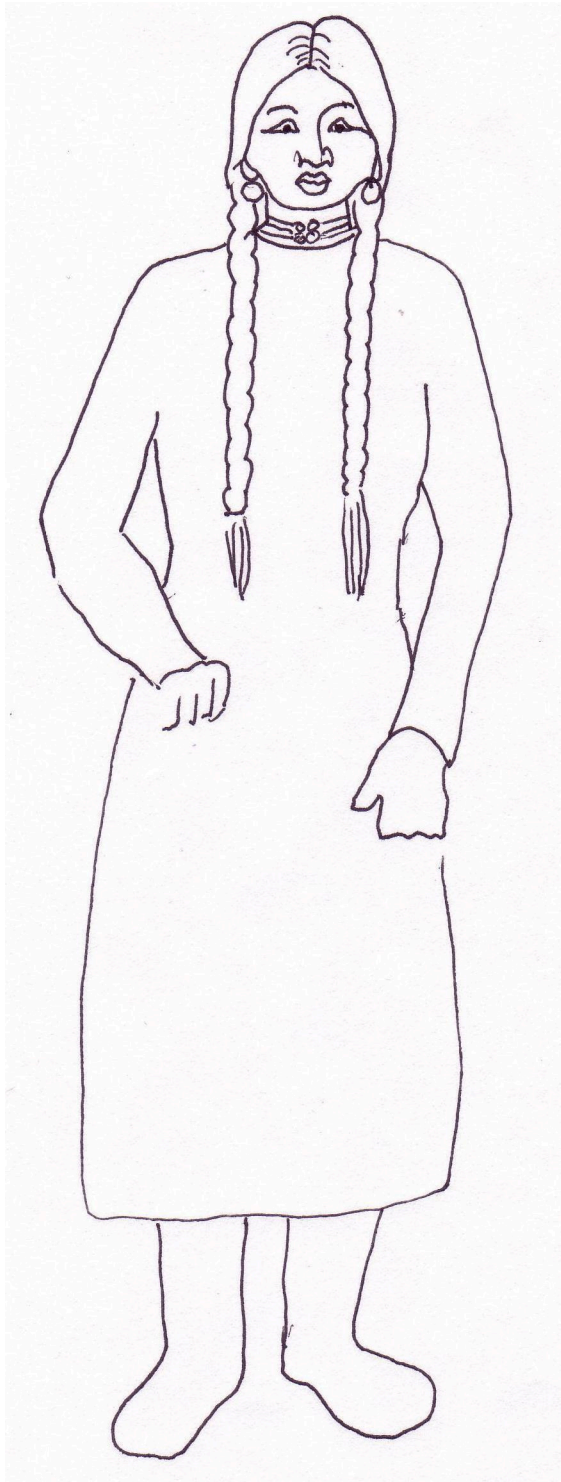


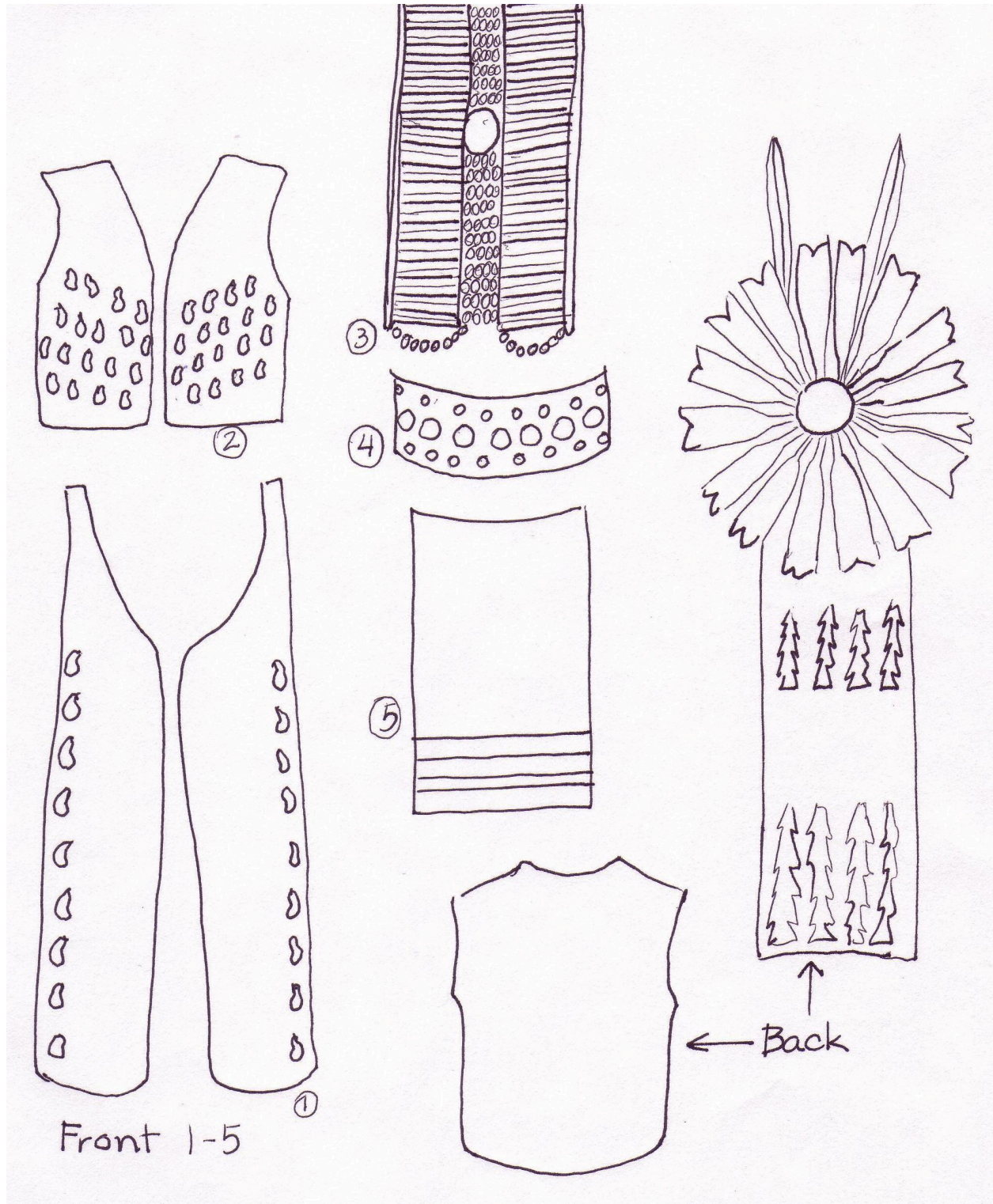
Costume Station

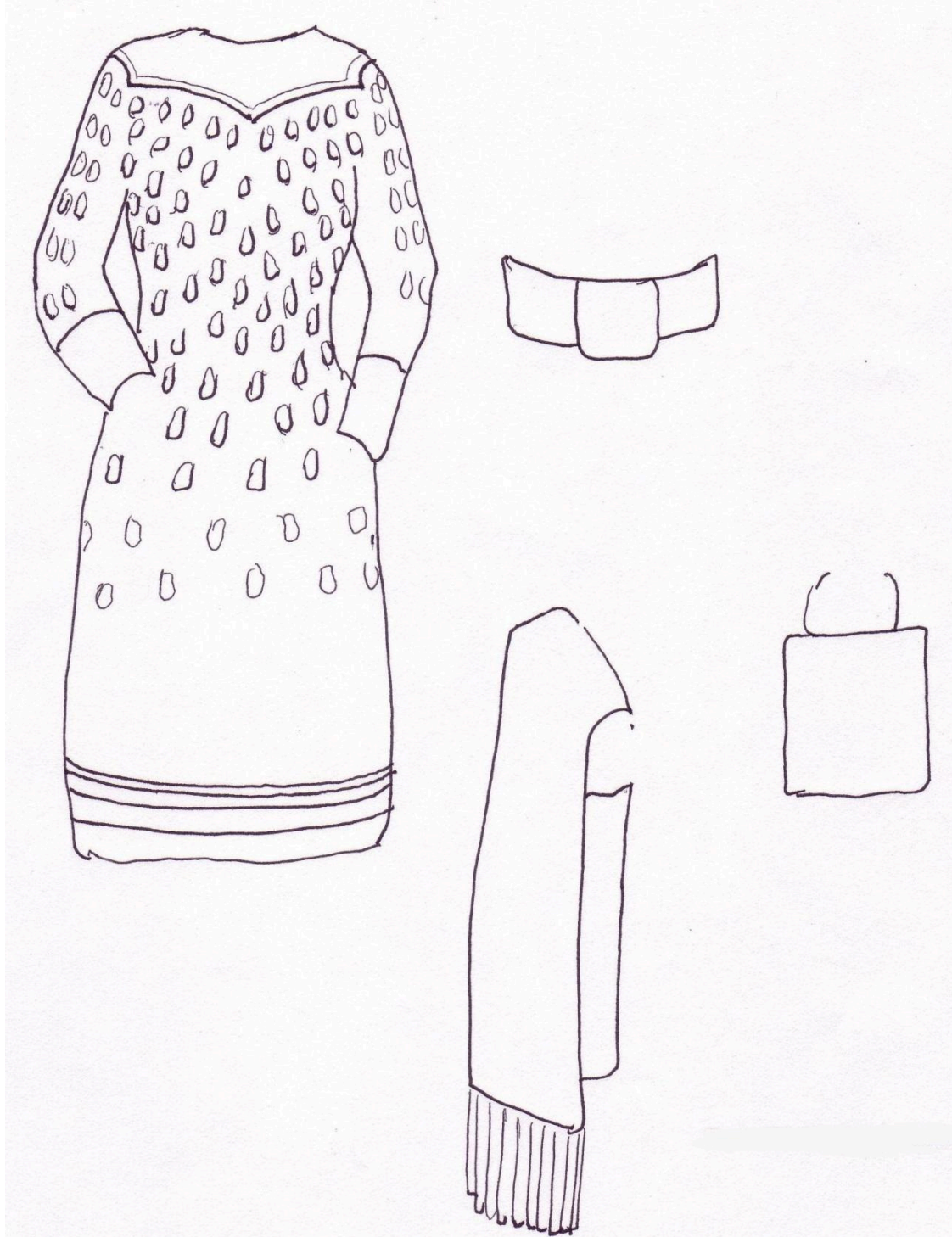
Choose one dancer, girl or boy, to assemble. Color outfit pieces. Cut out the outfit pieces and glue onto the child. (For Younger Students.)

Boy Traditional Dancer

Girl Traditional Dancer



Boy's Traditional Outfit Pieces

Girl's Traditional Outfit Pieces

Poster Station

This is an example of the information found on a Northern Arapaho Tribal Celebration. Notice the Arapaho Language on the third line down. These types of posters are common, and may have moving dancers or graphics. This poster is plain, but they are usually beautifully designed. Can you design a poster for this powwow and make it more beautiful?

The 53rd annual NORTHERN ARAPAHO POW-WOW and 42nd annual ETHETE CELEBRATION presents

HIINONO'EI' HO'EISEE3I' BETOOOT

NORTHERN ARAPAHO TRIBAL CELEBRATION

July 20th 21st & 22nd 2007

Arapahoe/Ethete, Wyoming.

Wind River Indian Reservation

<u>Contest categories</u>	<u>Head Staff</u>	<u>Specials</u>
Golden Age Men's & Women's	MC - TBA	
	AD - TBA	Ethete District
<u>Men</u>	Host Drum - TBA	Princess Contest
Northern Traditional Contemporary/Old	Honor Drums -	
Style,Southern Straight, Grass, Northern/Southern	Ethete District Eagle Drum -	Arapahoe District
Fancy, Chicken	John Yellowplume	Queen Contest
		Others TBA
<u>Women</u>		
Northern Traditional Buckskin/Cloth,Southern	Arapahoe District Eagle Drum –	
Buckskin/Cloth, Jingle,Fancy	Burnett Whiteplume	
		<u>Events</u>
<u>Teen</u>	Host Color Guards -	Softball Tourney
Northern/Southern Traditional,Grass, Jingle, Fancy		

<p>Jr</p> <p>Traditional, Grass, Jingle, Fancy, Tiny Tots</p>	<p>"Arapaho Warriors" Arapahoe Legion Post 84, Arthur/Brown</p> <p>Ethete Legion Post 86 Trosper/Redman</p> <p>"Northern Arapaho Powwow Queen" Sharla Harris</p> <p>"Ethete Celebration Jr Princess"</p> <p>Phyllis Gardner</p>	<p>Horse Shoe Tourney</p> <p>Co-ed Volleyball Tourney</p> <p><i>Information to TBA @ later date.</i></p>
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OVER \$50,000 IN PRIZES

DANCE AND DRUM CONTESTS

<p>Point system will be used. All dancers must make 2 of 3 Grand Entries to receive points!</p> <p>Judges selections are final.</p>	<p>Grand Entries 20th @ 6PM, 21st @ noon & 7PM, 22nd @ 1PM</p>	<p>Dancer registration opens Friday 20th @ 4 PM</p> <p>Closes @ 1 PM Saturday 27th</p>
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All information stated in this flyer such as contest categories, date, and contact numbers are all subject to change without notice. Please be advised for future announcements regarding the Northern Arapaho Tribal Celebration.

All dancers, drum groups, color guards, and general public welcome. All arts & craftsmen, food vendors must call to reserve spot. Also anyone wishing to sponsor any specials may email the Northern Arapaho Tribal Powwow Committee; northernarapahopowwow@yahoo.com, or contact the Northern Arapaho Tribal Committee @ 307-332-8548. The NATPC is not responsible for any thefts, short funded travelers, ugly snags, and/or divorces. NO DRUGS & ALCOHOL ALLOWED!

Powwow Etiquette Game - Dance Don't Dance

This game is like red light green light but the leader says Dance and Don't Dance. Students line up. When the leader says, "Dance," they take tiny two steps (like traditional dancing) towards the leader. When the leader says, "Don't Dance," they freeze. The person who has moved closest to the leader draws a card describing the dancer's behavior at the powwow. If the behavior is polite, the person can stay where they are but if it is not polite they have to return to the starting line. The person who reaches the leader first wins.

Powwow Etiquette

1. Be on time. The Committee is doing everything possible to ensure that activities begin and run smoothly. Please cooperate in this regard.
2. Appropriate dress and behavior is required in the Arena. Anyone unwilling to abide by this rule will be asked to leave by the Arena Director. (If you are going to dance, try to wear dance clothes.)
3. Arena benches are reserved for dancers. Dancers wishing to reserve a space on the bench should place a blanket in that space before the dance begins. Please do not sit on someone else's blanket unless invited. Uncovered benches are considered unreserved.
4. Listen to the Master of Ceremonies. He will announce who is to dance, and when.
5. Respect the position of the Head Man and Head Woman Dancers. Their role entitles them to start each song or set of songs. Please wait until they have started to dance before you join in.
6. Dance as long and as hard as you can. When not dancing, be quiet and respect the Arena
7. Be aware that someone standing behind you may not be able to see over you. Make room, step aside, sit, or kneel if someone is behind you.
8. Show respect to the flag and honor songs by standing during "Special" songs, stand in place until the sponsors of the song have danced a complete circle and have come around you, then join in. If you are not dancing, continue to stand quietly until the song is completed.
9. While dancing at any Powwow, honor the protocol of the sponsoring group.
10. Some songs require that you dance only if you are familiar with the routine or are eligible to participate. Trot dances, snake, buffalo, etc. require particular steps or routines. If you are not familiar with these dances, observe and learn. Watch the Head

Dancers to learn the procedures. Only Veterans are permitted to dance some Veteran's songs, unless otherwise stated; listen to the MC for instructions.

11. The Flag Song, or Indian National Anthem, is sung when the American Flag is raised or lowered. Please stand and remove hats during the singing of this song. It is not a song for dancing.

12. Powwows are usually non-profit. It depends upon donations, raffles, blanket dances, etc. for support. Donations are encouraged as a way to honor someone. Any participant can drop money onto the blanket to aid in the powwow expenses. Support the Committee and buy raffle tickets.

13. Certain items of religious significance should be worn only by those qualified to do so. Respect the traditions.

14. Giveaways, attributes of Indian generosity, are held at many dances. They are acknowledgments of appreciation to recipients for honor given. When receiving a gift, the recipient thanks everyone involved in the giving. NOTE: All specials and giveaways must be coordinated with the Master of Ceremonies. Please remember that is traditional to make a monetary contribution to the Drum for this request--clear this through the MC.

15. The Drums are sometimes closed, check with the Head Singer for permission to sing.

16. If at any time you are uncertain of procedure or etiquette, please check with the MC, Arena Director, or Head Singer. They will be glad to help you with your questions.

17. Take a chair. Most Powwows will not have seating for the public or enough seating for everyone. Also remember that the benches in the arena are for dancers only.

18. No Alcohol or drugs are allowed at Powwows.

19. If taking pictures, asked the dancer first. Remember common courtesy and ask permission. Group photographs are usually alright to take, but you might want to ask the committee first.

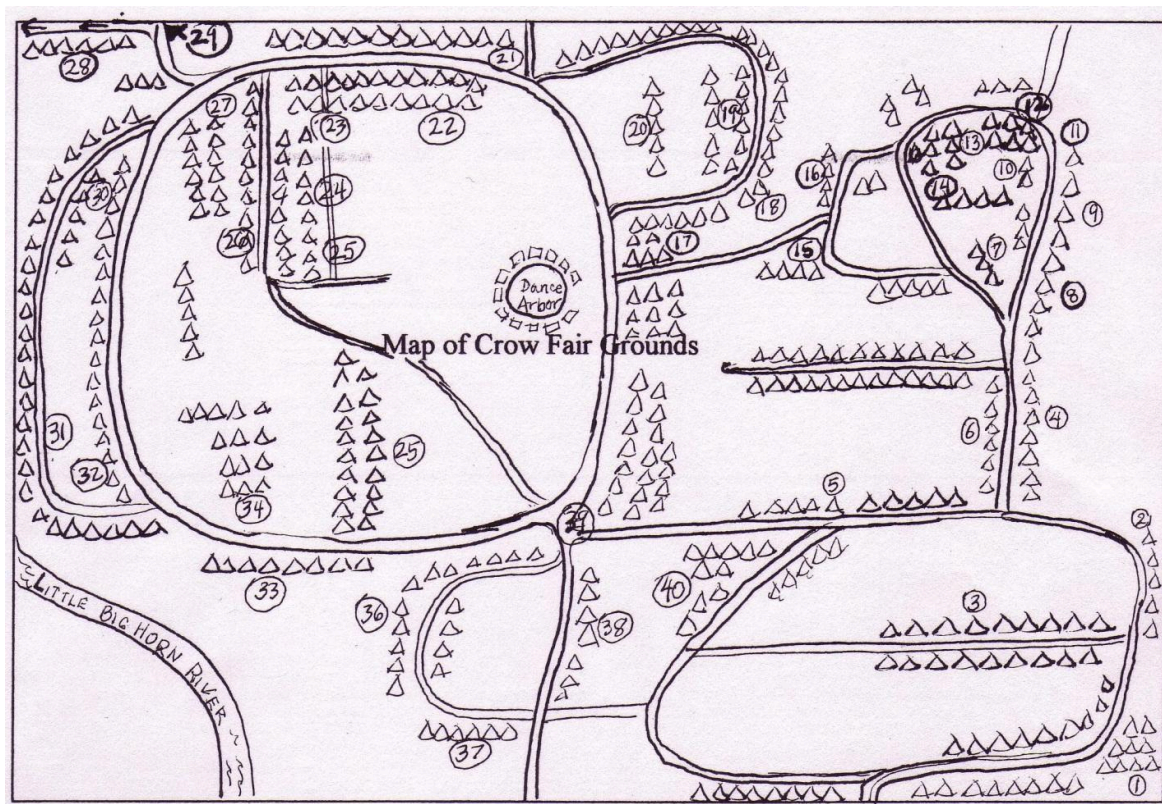
Remember that in each area you travel to and visit, things can and will be slightly different than your area. Different groups and have different customs and methods of doing things. Different is not wrong, just different. Be respectful of the uniqueness of each area

Copy these cards and cut them up.

You arrived on time.	You were late.
You wore your dance costume.	You wore your basketball uniform

You reserve a seat on a bench with a blanket.	You sat on a seat that was covered with someone else's blanket.
You lined up when the master of ceremonies told you to.	You didn't listen to the master of ceremonies so didn't know when to line up.
You started dancing after the head man or woman started dancing.	You started dancing before the head man or woman started dancing.
You danced as long and hard as you could and then waited quietly.	You didn't dance very long and made noise while others were dancing.
When you noticed someone short standing behind you, you kneeled so they could see.	You ignored the people behind you and only cared if you could see.
You stood during the "Special Song" and didn't start dancing until the person leading it had passed you.	You kept dancing during the "Special Song"
You stood and removed your hat during the Flag Song.	You danced during the Flag Song.
You gave a donation to help with the expenses of the powwow and bought raffle tickets.	You did not give a donation or buy raffle tickets to help with the expense of the powwow.
You asked permission to give a special gift during the ceremony and gave a gift to the drums for playing.	You gave a gift during the ceremony without asking permission.
You asked for permission to sing with the drums.	You sang along with the drums without asking permission to sing.
You brought your own chair to observe the powwow.	You sat on one of the benches at the powwow even though you were not a dancers.
You asked before taking pictures.	You took a dancer's picture without asking for permission first.

Crow Fairgrounds



Families camp in the same location each year. The numbers match the numbers on the map.

- | | | |
|--------------------|----------------------------|---------------------|
| 1. Old Horn | 15. Yellowtail | 28. Old Elk 2 |
| 2. Three Irons 1 | 16. Yellow Mule | 29. Red Star |
| 3. Old Man Eagle | 17. Pretty on Top-Old Bear | 30. LaForge |
| 4. Doyle | 18. Whiteman Runs Him | 31. Stewart |
| 5. Whiteman | 19. Old Bull | 32. Whiteclay |
| 6. Yarlott- Howe | 20. Red Wolf | 33. Ten Bear |
| 7. Blacksmith | 21. Pretty Paint | 34. RealBird 2 |
| 8. Cummins 2 | 22. Old Elk | 35. Wyola Cummins |
| 9. Moccasin | 23. Bird In the Ground | 36. Sends Part Home |
| 10. Walks Over Ice | 24. Little Light | 37. Bends |
| 11. Old Crow | 25. Real Bird 1 | 38. White Hip |
| 12. Three Irons 2 | 26. Holds the Enemy | 39. Small |
| 13. Pease-Russell | 27. Old Coyote | 40. Spotted Bear |
| 14. Realbird 3 | | |

Assign family names and have students find their camp on the map.

They will camp as families in a similar way at the powwow on the Wind River Reservation.

Younger students: Bring in camping gear (tent, cot, sleeping bag, camp cook set, etc.) and set up an area where the students can pretend to camp. Older students: Plan gear to bring to camp.

An Arapaho Powwow Grand Entry

The Arapaho people of Wyoming share a reservation with the Eastern Shoshone in southwestern Wyoming. These people used to hunt and move along the Eastern slopes of the Rocky Mountains and into the Midwestern plains. One band of Arapahos settled in Oklahoma, and are a recognized tribe there. The Northern Arapaho and Southern Arapaho often gather in Wyoming for Powwows.

Because of their central location of Southern Wyoming, the Arapaho powwows attract visitors from Utah, Colorado, Idaho, Montana, and sometimes even further.



Singers and Drummers

Arapaho powwows, like most others in the United States and Canada, could never happen without the talents of the singers and drummers. These men have highly developed vocal skills, timing, and physical stamina. They learn thousands of songs, and keep exact time with the drummers in their group who are vigorously striking the large drum. These drum groups sing together often and travel together to powwows.



Grand Entry

The first song sung at a powwow, is the Grand Entry. In this song, veterans carry flags into the dancing arena. All the dancers follow. First, the Golden Age Men dancers come in, then the Men's Traditional, Chicken, Grass, and then Fancy.

Men's Traditional Dancers

The Men's Traditional dancer wears a single bustle tied at the waist. He may wear a porcupine head roach or a set of fine eagle feathers. A bone breastplate hangs from his neck. These breastplates originally protected warriors from arrows. The Traditional dancer wears leather moccasins and bells on his ankles. Some dancers wear a ribbon vest, with a matching ribbon and silk breechcloth.



Men's Fancy Dancers

The Fancy Dancers are colorful and with two large bustles worn on their upper back and hips. Each style of dance is unique and spans from the stately traditional dancer to the acrobatic fancy dancer.



Women's Traditional Dancers

Following the fancy dancers, come the women's traditional. These women wear buckskin or silk dresses with wide belts, long breastplates, beautiful moccasins, fur wrapped braids, and headbands.



Women's Jingle Dress Dancers

Next in the grand entry are the women's jingle dress dancers. Their dresses are made of cloth, with tin cones made of chewing tobacco lids. This style of dance originated in the Great Lakes area of the Ojibway peoples. The jingles were originally made of bullet casings or deer hooves. The sound of the Jingle Dress dancer is beautiful.



Women's Fancy Dancers

There are Women's Fancy Dancers that have brightly colored silk dresses and shawls with long fringes. They, like the Men's Fancy Dancers, are acrobatic with intricate and precise body movements and steps.



Children Dancers

When all the adult dancers complete their entry, the children enter the arena dancing in the same categories as the men and women. Children enter in the following order:

1. Boy's Traditional Dancers
2. Boy's Chicken Dancers
3. Boy's Grass Dancers
4. Boy's Fancy Dancers
5. Girl's Tradition Dancers
6. Girl's Jingle Dancers
7. Girls' Fancy Shawl Dancers





Conclusion

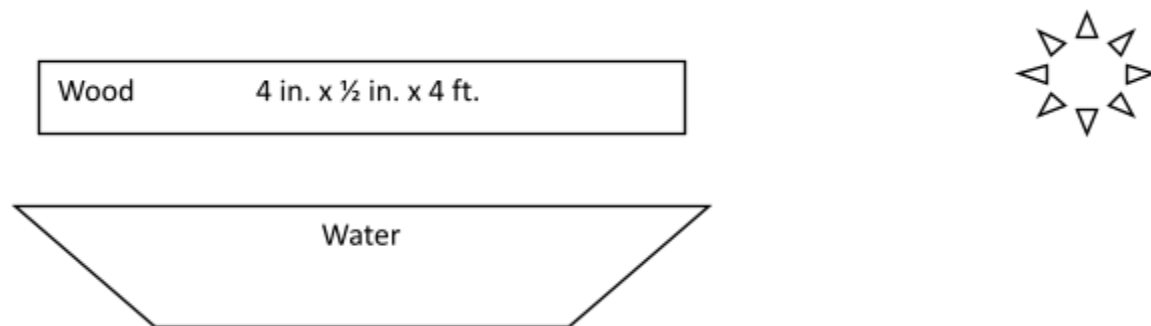
When all the dancers have circled the arena or dance floor, the Grand Entry Song ends. The veteran's carrying the flags are honored with the Flag Song. This is similar to the National Anthem of a country, like the United States' *Star Spangled Banner*. An elder of the Arapaho Tribe offers a prayer, thanking the Creator for this opportunity to gather and dance, and asking for safe travel for all that participate at the Northern Arapaho Powwow. Then the intertribal dancing begins. There can be fifteen drum groups or more that have traveled to participate in this powwow. They will each sing a different song, and the dancers fill the arena, dancing their finest steps.

Drum Activity

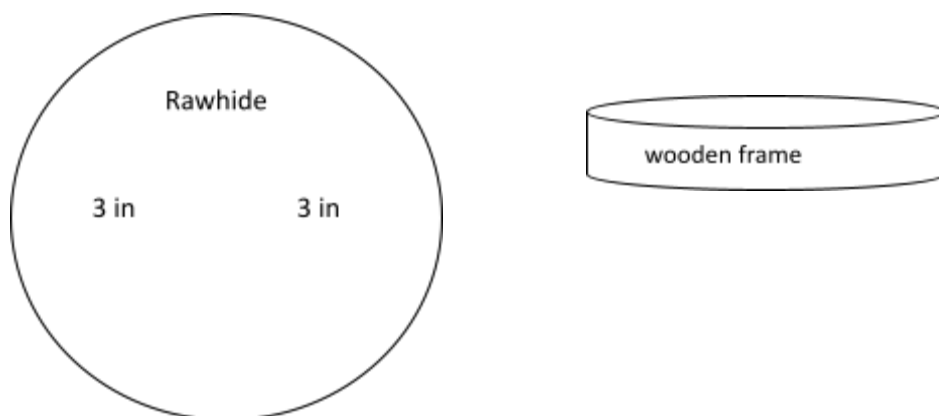
Students can take the instructions home to make a drum at home if they would like:

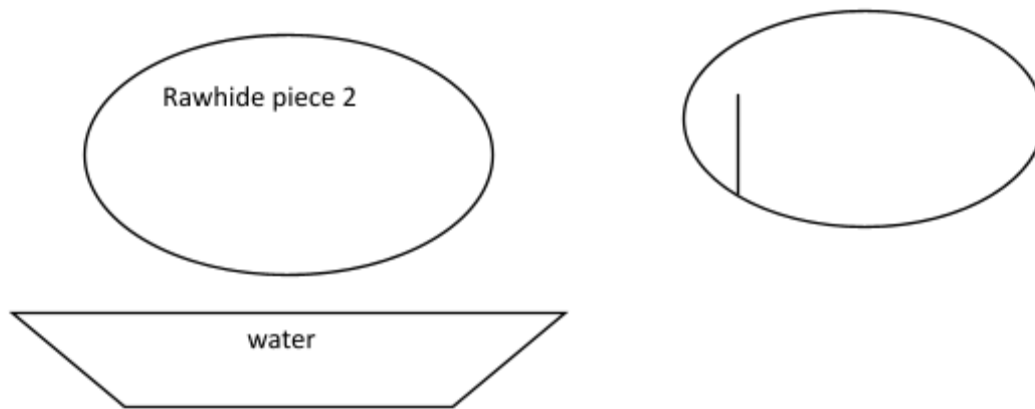
A powwow drum has a wooden frame. Drum makers complete the following steps to make wood frames.

1. Soak a piece of wood in water for days.
2. Remove wood and bend it.
3. Place the wood in water again and soak for days
4. Remove wood and bend it some more.
5. Drum makers repeat these steps until they are able to form a circle with the wood.
6. Clamp the two ends of wood together.
7. Dry the frame.



Drum makers select a piece of rawhide for the drum top. The rawhide should be one hand-width larger than the drum all the way around, or have a diameter that is 6 inches larger than the wooden frame.





A second piece of rawhide is soaked in the water as well. That can be removed one hour earlier. With a sharp scissors it can be cut in a $\frac{1}{2}$ -inch strip beginning at the outer edge. The drum maker continues to cut inward forming a spiral-like pattern. This cuts one long strip that can be 10 feet long. This is soaked in water again.

1. Take out the drum top- rawhide piece 1.
2. Cut slits 2 inches apart all the way around, 1 inch in from the edge.
3. Lay it flat. Place the wooden frame on top of it and center the frame.
4. With the long rawhide strip (made from rawhide piece 2) lace through rawhide slit on one side, and go across to the slit directly opposite from it on the other side. This pulls the rawhide drum top around the edges of the wood frame.
5. Continue to lace from one side to the other, stretching the rawhide drum top and the rawhide strip.
6. See illustration.

wood frame

rawhide

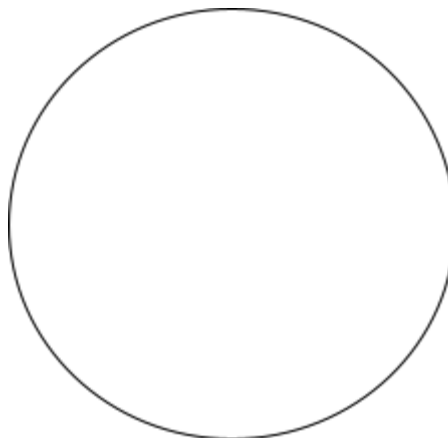
slits

1

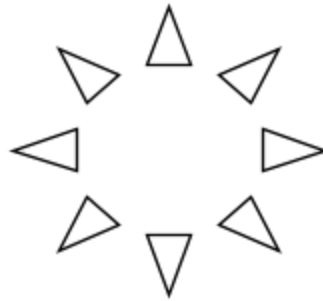
2

3

The remaining rawhide strip is woven around the center where all strips cross. This creates a place to be held by the hand.



The drum is then dried for many days, as the rawhide tightens around the frame.



The Drum Stick

The drum stick is made from a chokecherry branch. A straight stick chosen is about $\frac{3}{4}$ of an inch thick, and about 15 inches long. The bark is peeled off, and the stick left to dry for one week.

One end the stick is wrapped around and around with leather forming a slender oval shape of the end. This creates a padding that protects the drum from breaking. The soft leather on the end of the stick makes a solid sound when it strikes the drum.

Leather wrapping
chokecherry stick

(This entire activity can be replicated with wood rings, and rubberized fabric from a craft store. Small dowels may be purchased for the drumsticks. No soaking necessary.)

Object Story Prewriting Activity

Name(s) -
Object -

Section 1 -

<p>Ancestor of Your Object - (Can be skipped for younger students) Look at the Timeline.</p> <ul style="list-style-type: none"> - Where did the idea of your object come from? - Who might have used it first? - Is there any event(s) from the timeline that you think impacted your object? 	
<p>Components of Your Object - Look back on your object analysis worksheet.</p> <ul style="list-style-type: none"> - Where did the parts of your object come from? - Are there any parts to the object that you really like and want to talk about? 	

Section 2 -

<p>Traveling to the Powwow</p> <ul style="list-style-type: none"> - Where is the object stored at home? - How will it be packed? - Which powwow will you attend? - How will the object travel to the powwow? 	
<p>Setting up Camp</p> <ul style="list-style-type: none"> - Where will you camp? - Who will camp around you? 	
<p>The Grand Entry</p> <ul style="list-style-type: none"> - Where will you appear in the Grand Entry line up? - How will the dancer dance? - How would it feel to be that object on the dancer while the dancer is dancing? 	
<p>After the Dance</p> <ul style="list-style-type: none"> - Where will you be stored? - Where will you go next? - Why is this object important to the Arapaho or Crow child wearing it? 	

Celebration, The Plains Indian Museum – DVD Viewing Guide

Sourcing

- 1) Who is the author/producer of this DVD? What can you infer about the content because of this?

- 2) When was the DVD produced? What can you infer about the content because of this?

Answer the Following Questions as You Watch the DVD

- 3) Why do some Plains Indian people go to powwows?

- 4) Where and how do these Plains Indian people learn to dance and sing?

- 5) What tribes are involved in the Cody Powwow?

- 6) How are drums taken care of?

- 7) What objects are brought in first at the Grand Entry?

- 8) List two men/ boys categories of dance.

- 9) List two women's/ girl's categories of dance.

10) What kind of dancer would you be if you had the opportunity and why?

11) Did you see your object on any of the dancers at the Powwow? What variations to the object did you notice? Why do you think that object is important to the cultural expression at the powwow?

Powwow Object Secondary Level MultiModal Challenge

You will be participating in a group inquiry in relation to their object. The project will share a wide variety of information about the history of the powwow, Native American culture, the impact of movement and geography on modern Native American culture and expression.

Part 1:

Gather your research and notes from this unit including the Primary Source Research Guide, Object & Outfit Analysis Worksheet, Story Map, and notes from the DVD. Review these before writing a working thesis statement.

A. Write Your Thesis Statement: This one sentence statement should identify the object and express an opinion about how that object represents the Native American culture's struggle for existence and impact on modern society.

B. Prepare the sections of your project.

- Introduction
- How the object relates to the history of the powwow (including information about treaties and laws)
- How the object reflects the geography of the region and the movement of goods, ideas, and people across the region
- How the object represents traditional and contemporary Native American culture and expression
- Conclusion

Part 2: Decide How You Will Tell the Object's Story

You can tell the object's story through a slide show, prezi, podcast, movie, historical fiction written story, piece of art, electronic or physical exhibit. Draft a plan for the presentation.

Part 3: Create the Project.

Include required sections and take advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Multimodal Project Rubric

_____/100

	4	3	2	1
Quality of Thesis Statement	The thesis statement proposes an idea that is both supportable and arguable, establishes the focus that clearly directs the body of the essay. The scope is narrow and has three strong points that directly support the argument or stance.	The thesis statement is a bit too broad. The idea is supportable and addresses the importance of the topic, though it only provides a weakly arguable stance.	The thesis statement is vague and does not make a concrete point. Contains an unfocused topic that lacks clear direction The statement either over-generalizes. Significant irrelevant material included.	The thesis statement is missing, unrelated to the topic, or cannot be supported with the text.
Project Plan	Creates a complete plan that demonstrates clear, reflective insightful thought regarding thesis. Plan is ready to implement immediately with extensive supporting documentation.	Created a complete plan that is ready to implement immediately with supporting documentation.	Described details of the project, based on the elements requested.	Described the project without sufficient detail.
Historical Accuracy	Extensive attention has been paid to detail indicating where information can and cannot be corroborated.	No historical errors.	Minor historical errors present.	Many historical errors.
Analysis and Interpretation	Insightful analysis and interpretation of events, people, long and short-term effects.	Includes adequate analysis and interpretation of events, people, long and short-term effects.	Some analysis and interpretation of events, people, long and short-term effects.	No analysis and interpretation of events, people, long and short-term effects.
Historical Context	Context is clearly established and used to provide insight into topic.	Context is adequately established and used to provide insight into topic.	Context is partially established and/or is not used to provide insight into topic.	Context is not established and is not used to provide insight into topic
Wide/Balanced Research	Uses extensive details from a diverse pool of sources to thoroughly establish thesis.	Uses significant details from a diverse pool of sources to adequately establish thesis	Uses some information but is either not from a diverse pool of sources or does not establish thesis	Little information used from few sources.

Use of Primary Sources	Uses available primary sources to effectively enhance project.	Uses available primary sources.	Uses some available primary sources.	Does not use primary sources.
Draws Defendable Conclusions	Defends thesis with multiple evidences.	Defends conclusion with evidence.	Conclusions partially defended with adequate evidence.	Conclusions not defended with evidence.
Clarity of Presentation	Originality, clarity, appropriateness, organization and articulation is exceptional.	Material is original, clear, appropriate, organized and articulate	Material is slightly lacking in originality, clarity, appropriateness, organization or articulation.	Material is significantly slightly lacking in originality, clarity, appropriateness, organization or articulation.
Visual Impact	Use of graphics, media, font, spacing and such powerfully enhance visual impact.	Use of graphics, media, font, spacing and such adequately enhance visual impact.	Use of graphics, media, font, spacing and such somewhat enhance visual impact.	Project lacks use of graphics, media, font, spacing and such to enhance visual impact.