



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

LESSON PLAN DEVELOPED BY: Ann Abeyta – Eastern Shoshone
In consultation with Zedora Enos, George Abeyta & Jamie Lejambre

COMMON CORE STANDARDS ADDRESSED IN LESSON: (See Standard Definition at end of lesson)

9th – 10th

CCSS.ELA- LITERACY RH.9-10.1 - Key Ideas and Details

CCSS.ELA- LITERACY.RH.9-10.9 - Integration of Knowledge and Ideas

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2018)

Social Studies Content Standard 2 - Culture and Cultural Diversity

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

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

SS12.4.5- SS12.4.5.a

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

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

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

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

Wyoming State Fine and Performing Arts Standards (2023)

9th – 12th Grade

C1. Create 1 - 12.FPA.C1

C2. Create 2 - 12.FPA.C2

C3. Create 3 - 12.FPA.C3

3 P1. Present 1 - 12.FPA.P1

P2. Present 2 - 12.FPA.P2

P3. Present 3 - 12.FPA.P3

R1. Respond 1 - 12.FPA.R1

R2. Respond 2 - 12.FPA.R2

R3. Respond 3 - 12.FPA.R3

CO1. Connect 1 - 12.FPA.CO1

CO2. Connect 2 - 12.FPA.CO2

DURATION: 2-3 Days

PBS VIDEO: “Wacipi: Celebrating Native American Dance and Song”



TIMEFRAME(S) OF LESSON PLAN:

Viewing 1: (Entire Class) ~7 minutes

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

(0-1:20) Introduction to Wacipi

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

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

(47:34-49:40) Concluding Comments

Individual Project Timings for Each Dance

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

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

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

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

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

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

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

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

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

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

MATERIALS REQUIRED:

- PBS Video - “Wacipi: Celebrating Native American Dance and Song”

- Technology available to display and hear the introductory and concluding video clips as an entire class

- One-to-one or library device allowing individual dance style videos, do limited research and image/symbol searches and the ability to create a PowerPoint or Google Slide Show

- Technology available for students to present different styles to entire class and/or small groups

Graphic organizer (provided) to outline presentation creation

KEY VOCABULARY:

Wacipi Prayer Spirituality Singers

Drummers Outfit (Regalia) Beadwork Contemporary Education

Traditional Education Cultural Education Understanding of Oral Histories

DESCRIPTOR:

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



share with the whole class/rotating small stations in a jigsaw style technique. Then, the entire class will watch Chico Her Many Horses concluding comments.

LEARNING OBJECTIVES:

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

LESSON INTRODUCTION:

Warm-Up Question Ideas:

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

Essential Questions:

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

STEP BY STEP PROCEDURE:

Day 1

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



Day 2

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

Day 3

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

Possible Extensions:

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



EVALUATION:

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

Group Slide Presentation Rubric

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

Created by Andrea Abeyta



COMMON CORE STANDARDS ADDRESSED IN LESSON:

9th – 10th Grade Key Ideas and Details:

CCSS.ELA- LITERACY RH.9-10.1

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

Integration of Knowledge and Ideas:

CCSS.ELA- LITERACY.RH.9-10.9

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

WYOMING STATE STANDARDS ADDRESSED IN LESSON

Wyoming State Social Studies Standards (2018)

9th – 12th Grade

Social Studies Social Studies Content Standard 2 - Culture and Cultural Diversity

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

Rationale

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

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

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

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

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

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

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



Students analyze events, people, problems, and ideas within their historical contexts.

Rationale

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

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

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

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

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

Rationale

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

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

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

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

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

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

Rationale

Using a variety of resources, students will apply the inquiry process to locate, interpret, and evaluate multiple primary and secondary sources. Students will use this information to become critical thinkers and decision makers in a global community. Social Studies Content Standard 6 was written around the



Framework for 21st Century Skills and the Common Core Literacy Standards for History and Social Studies.*

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

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

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

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

Wyoming State Fine and Performing Arts Standards (2023)

9th – 12th Grade

C1. Create 1

12.FPA.C1 Generate and conceptualize artistic ideas and work.

C2. Create 2

12.FPA.C2 Organize and develop artistic ideas and work.

C3. Create 3

12.FPA.C3 Refine and complete artistic work.

3 P1. Present 1

12.FPA.P1 Select, analyze, and interpret artistic work for presentation.

P2. Present 2

12.FPA.P2 Develop and refine artistic techniques and work for presentation.

P3. Present 3

12.FPA.P3 Convey meaning through the presentation of artistic work.

R1. Respond 1

12.FPA.R1 Perceive and analyze artistic work.

R2. Respond 2

12.FPA.R2 Interpret intent and meaning in artistic work.

R3. Respond 3

12.FPA.R3 Apply criteria to evaluate artistic work.

CO1. Connect 1

12.FPA.CO1 Synthesize and relate knowledge and personal experiences to make art.



CO2. Connect 2

12.FPA.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.