

Table of Contents

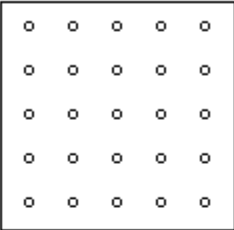
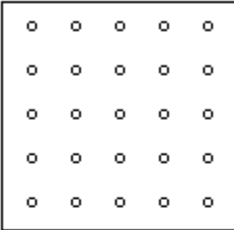
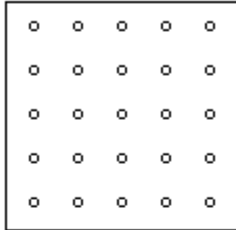
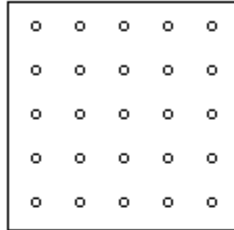
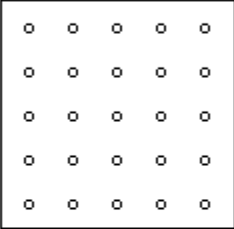
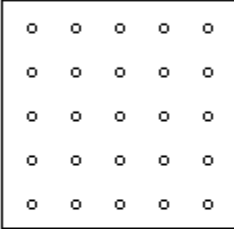
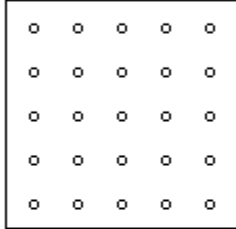
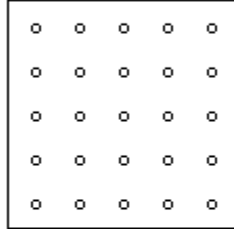
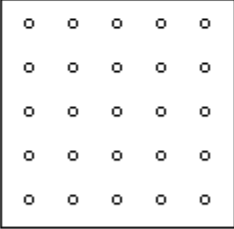
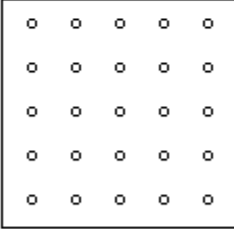
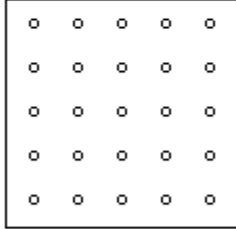
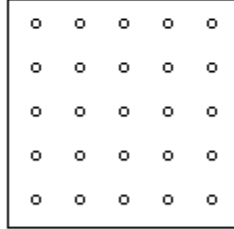
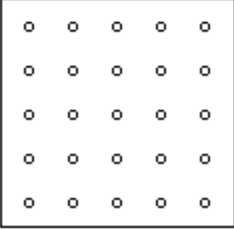
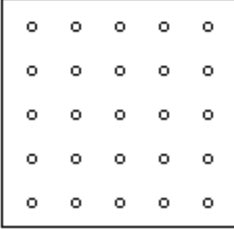
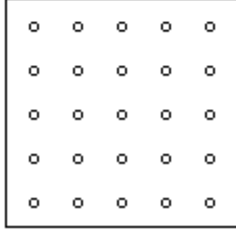
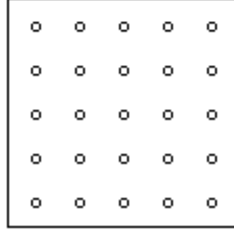
Grade 3 Anishinaabe Expressions: The Dance of All Peoples

Geoboards – 3.T.1.....	2
Teacher Assessment Checklist - 3.A.1.....	3
Checklist for Mini Powwow – 3.A.2.....	4
Letter to Parents – 3.A.3.....	5
Rubric for Culminating Task – 3.A.4.....	6
Teacher Assessment – 3.A.5.....	7
Teacher Assessment Checklist – 3.A.6.....	8
3.A.7a – 3.A.7e.....	9 - 13
Powwow – THEN and NOW – 3.A.8a.....	14
Science Glossary – 3.A.9.....	15
KWL – Know Wonder Learn Chart – 3.BLM.1.....	16
Word List – 3.BLM.2.....	17
Flashcard Template – 3.BLM.3.....	18
My Reading Log – 3.BLM.4.....	19
Book Advertisement – 3.BLM.5a – 3.BLM.5c.....	20 – 23
You're Invited to a Powwow – 3.BLM.6.....	24
Letter to Author – 3.BLM.7a – 3.BLM.7b.....	25
Author Interview – 3.BLM.8a – 3.BLM.8b.....	26 – 27
Narration for Dance – 3.BLM.9a – 3.BLM.9b.....	28 – 29
Turtle Island/North America – 3.BLM.10.....	30
Northeast Culture Area – 3.BLM.11.....	31
Turtle Island – 3.BLM.12.....	32
Our Origins – 3.BLM.13.....	33
First Nations of Turtle Island – 3.BLM.14.....	34
My Country of Origin – 3.BLM.15.....	35
Powwow – 3.BLM.16.....	36
Powwow – THEN and NOW – 3.BLM.17 – 3.BLM.18.....	37– 38
Let's Compare – 3.BLM.19.....	39
Research Project – Powwow Dace – 3.BLM.20a – 3.BLM.20d.....	40 – 43
Interview – Dancer – 3.BLM.21.....	44
Powwow Dancers – 3.BLM.22.....	45
Structures – 3.BLM.23a – 3.BLM.23b.....	46 – 47
Building Frames – 3.BLM.24a – 3.BLM.24c.....	48 – 50
Let's Build a Dome (Wigwam) – 3.BLM.25a – 3.BLM.25c.....	51 – 53
Cone – Tipi – 3.BLM.26a – 3.BLM.26c.....	54 – 56
Science Glossary – 3.BLM.27.....	57
Self- Assessment – 3.BLM.28.....	58
Scavenger Hunt – 3.BLM.29a – 3.BLM.29f.....	59 – 64
Geometry Self-Assessment – 3.BLM.30a – 3.BLM.30b.....	65 – 66
Shawl, Blanket, Skirt or Trail – 3.BLM.31a – 3.BLM.31e.....	67 – 71
Are You a Health and Fitness Expert? – 3.BLM.32a – 3.BLM.32b.....	72 – 73
Heart Healthy! – 3.BLM.33a – 3.BLM.33b.....	74 – 75
Heart Monitor – 3.BLM.34a – 3.BLM.34b.....	76 – 77
More Colour – More Value! – 3.BLM.35.....	78
Unit Resources.....	79
Ontario Ministry of Education Expectations Checklist: <i>The Dance of All Peoples</i>	82

Geoboards

5 x 5 Geoboard Dot Paper

Name _____ Date _____

Checklist for Mini Powwow – The Dance of All Peoples

Student Nooz-win (*Nooz-win means name in Ojibwe*) _____

Job	Completed – yes?	Not yet completed	Notes
dancer(s) for demo –subtask 1			
dancer(s) for teaching			
dancers(s) for mini powwow – subtask 7			
elder for prayer – subtask 7			
space reserved for powwow			
parent volunteers			
food organized			
letter to parents sent			
music is arranged for intertribal dance			
gifts are ready			

Letter to Parents

Date: _____

Dear Parents:

For the next couple of weeks your child will be working on the unit: **The Dance of All Peoples**. Here are some items of interest that may need your assistance as we complete the unit. Students will be asked to tell their **ancestors' country of origin**. They will place these names on a large map in the class. It will help them realize the multicultural nature of our country. It will also give you the opportunity to talk about your family tree! Please help your child record it to present in class.

The class will learn a few First Nations powwow dances, after which they will create their own dances. They will present these dances to a guest audience at the end of the unit. They may ask you to provide appropriate **powwow music** for their dance. You may be able to help them with this. If not, music will be provided.

Volunteers are needed to help teach dance or supervise practice sessions, as well as other miscellaneous jobs during the presentation of this unit. Please let me know if and when you are available.

Last but not least, in keeping with powwow tradition, we will have a **feast** to accompany our powwow dance presentation. It would be appropriate if we could serve some of the foods offered at local powwows. Of course, there are the fast foods but also offered are wild meats, fry bread, bannock, strawberry dishes and so on. There are many recipes on this website: *(2008 site ref.)*
<http://www.nativetech.org/recipes/index.php>

If you are able to provide a dish please indicate it on your invitation to the dance. (Your child will be bringing one to you.) If you have any questions, please contact me at the school.

Yours truly,

Rubric for Culminating Task – Celebrating Our Own Dance

This rubric assesses the following expectations from this unit:

- 3a18**– communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., storytelling, software program for drawing, creative movement)
- 3p18**– combine various locomotion/travelling movements with changes in direction and level, both with and without equipment (e.g., selecting two ways to travel on a bench while performing a change in direction and level)
- 3z22**– re-create some social activities or celebrations of early settler and/or First Nation communities in Upper Canada
- 3p24**– balance in different positions, using different body parts and levels (e.g., on and off gymnastics equipment, responding to stimuli in creative dance)
- 3a55**– create works of drama and dance, using appropriate elements (e.g., rhythm, form)

Criteria	Level 4	Level 3	Level 2	Level 1
dance combined various travelling movements with changes in direction	travelling movements, combined with direction change in the dance were completed effectively and with ease	travelling movements, combined with direction change in the dance were usually completed effectively and with ease	travelling movements, combined with direction change in the dance were completed with some difficulty and not very effectively	travelling movements, combined with direction change in the dance were completed with difficulty or not at all
dance demonstrated balance in different positions, using different body parts and levels	dance demonstrated balance in different positions, using different body parts and levels in a highly effective manner	dance usually demonstrated balance in different positions, using different body parts and levels in an effective manner	dance demonstrated some balance in different positions, using different body parts and levels – not always completed effectively	dance seldom, if at all, demonstrated balance in different positions, using different body parts and levels
movement in dance conveyed thoughts and feelings	movement in dance conveyed thoughts and feelings through creative movement in a highly effective manner	movement in dance usually conveyed thoughts and feelings through creative movement in a highly effective manner	movement in dance usually conveyed thoughts and feelings through creative movement in an appropriate manner	movement in dance seldom conveyed thoughts and feelings through creative movement in an appropriate manner
used appropriate rhythm, beat etc. for the dance	used appropriate rhythm, beat etc. for the dance in a highly effective manner	usually used appropriate rhythm, beat etc. for the dance in a highly effective manner	at times, used appropriate rhythm, beat etc. for the dance in an appropriate manner	had difficulty using appropriate rhythm, beat etc. for the dance

Teacher Assessment of _____

3a31 - Elements of Design: colour, line, shape, form, space, texture.	yes	no	3a34 - Communication of thoughts and feelings –	yes	no
Did _____ make colourful designs? Did _____ use different lines, and shapes in my design?			Does _____'s work communicate _____ 's feelings? Did _____'s design tell something about him?		
3a35 – Identify & explain choices	yes	no	3a36 - Identify strengths and what improvement needed.	yes	no
Could _____ explain why he chose certain colours and shapes? Could _____ tell why he chose this design?			Could _____ tell what he thinks are the best things about his work? Could _____ identify what needed improvement?		

Comments:

NIIMIDWIN
-
DANCE
READING CENTRE

NIIMIDWIN
-
DANCE
MEDIA CENTRE

NIIMIDWIN
-
DANCE
WRITING CENTRE

Powwow

OUR ORIGINS
OUR CULTURE

STRUCTURES EVERYWHERE

GEOMETRY IN THE **WORLD** OF **DANCE**

Powwow - THEN and NOW

Use the Powwow page (3.BLM.16a, b) to find your information about ‘powwows then.’ Fill in the chart below.



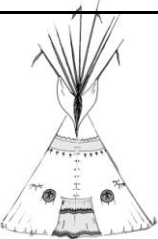



Use the books and materials at the Powwow Centre to find information about ‘powwows now.’ Fill in the chart below.

Powwow	Then	Now
Dances	had a purpose – e.g. going to war, sent a message, hunters off to hunt, honouring someone	personal interpretation, competition, honouring someone
Food	blueberries	bologna on a scone
	strawberries	Indian taco
	wild leeks	strawberry shortcake
	river clams	
	maple syrup	
	corn dishes	
Clothing	made of hides decorated with eagle feathers, porcupine quills, bones and shells	made of hide and/or cloth decorated with beads, bells, ribbons and feathers
Singing	done by men only	done by both male and female
	each tribe had its own music	each singing group makes its own music
Music	drums, water	drums, water
	drums, rattles,	drums, rattles,

	flutes, whistles	flutes, whistles
	made of hides	
Other (Who participated...)	men only	all participate
	women watched	all tribes gather
	students watched	

Science Glossary

Use words and pictures.

<p>arch</p> 	<p>is a curved structure.</p>
<p>beam</p> 	<p>is a long piece lying sideways in a building. It is usually made of wood or metal.</p>
<p>cone</p> 	<p>is a structure that has a round or fairly round base. The wall's surface is rounded to a point at the top. Example: a tipi</p>
<p>dome</p> 	<p>is a circular structure in which the sides and top curve together.</p>
<p>post</p> 	<p>is a part of a building structure that stands straight up – it is usually made of wood or metal</p>
<p>structure</p> 	<p>is anything that is built. Structures have more than one part. Example: house or nest</p>

Word List

Add Ojibwe words where applicable and / or appropriate

ancestors	Anishinaabe	antler	beadwork
braid	bustle	cape	celebration
circle	clockwise	competitions	cultures
customs	drums	dancing	designs
eagle	Elder	feather	floral
fringes	gauntlet	giveaway	Honour song
intertribal	jingle	leather	leggings
medallion	moccasins	origins	patterns
powwow	procession	quillwork	regalia
roach	sacred	shawl	singing
spectators	traditional	victory	vocables

Flashcard Template

Book Advertisement – Rough Draft

You have just read an exciting, interesting book. Make a poster ad that will be posted in your class that will make others want to read that book!

Write the title here. Make it bold and big! Remember – this is practice only!

Write 3 or 4 catchy phrases about the book here. Example: Powwows are Perrrrfect! Make sure they are correct. You will copy them onto your ad.
