

New Dawn of Tradition
<< A Wisconsin Powwow >>

Kathleen Ernst
Author

	PAGE
Introduction	3
Program Summary	
Background Information	
Correlations with Wisconsin Model Academic Standards – Social Studies	3
Geography	
History	
Political Science and Citizenship	
Economics (no correlations)	
The Behavioral Sciences	
Classroom Connections	4
Instructional Goals	
Vocabulary	
Pre-viewing Activities	
Post-viewing Activities	
General Resources	8
Media	
Maps	
Literature	
Related World Wide Web Sites	9

INTRODUCTION

Program Summary

New Dawn of Tradition: A Wisconsin Powwow showcases one aspect of Native American culture that embraces many Indian nations, tribes, and bands. Viewers are introduced to the powwow as a cultural celebration and see samples of different dance styles.

This 15-minute instructional program is targeted at fourth- and fifth-grade students. Teachers can use the program to help teach Native American studies as mandated. *New Dawn of Tradition* also supports a number of academic standards.

Background Information

The New Dawn of Tradition Powwow was held on the American Family Insurance grounds in Madison in August 1998. Its participants represented 11 tribes and bands of American Indians currently living in Wisconsin, plus the Sac and Fox (Meskwaki) tribe and the Mystery Lake (Mdewakanton) Dakota (also known as the Santee Sioux) tribe, which formerly resided in the land that became Wisconsin. The powwow was held to commemorate their history and celebrate their culture.

CORRELATIONS WITH WISCONSIN MODEL ACADEMIC STANDARDS – SOCIAL STUDIES

A. Geography: People, Places, and Environments

- A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.
- A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world.
- A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world.

B. History: Time, Continuity, and Change

- B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.
- B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people, place them in time and context, and explain their relationship to important historical events.
- B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations.
- B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.

C. Political Science and Citizenship: Power, Authority, Governance, and Responsibility

- C.4.1 Identify and explain the individual’s responsibilities to family, peers, and the community, including the need for civility and respect for diversity.

D. Economics: Production, Distribution, Exchange, Consumption (no correlations)

E. The Behavioral Sciences: Individuals, Institutions, and Society

- E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development.
- E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living.
- E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people.
- E.4.5 Identify and describe institutions such as school, church, police, and family and describe their contributions to the well being of the community, state, nation, and global society.
- E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior.
- E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions.
- E.4.9 Explain how people learn about others who are different from themselves.
- E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.
- E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs.
- E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people.

CLASSROOM CONNECTIONS

Instructional Goals

Students will understand that powwows are a social celebrations common to many tribal nations, while recognizing that tribes are culturally distinct groups.

Students will learn how elements of Native American culture as expressed within a powwow have changed over time and how they have stayed the same.

Vocabulary

culture – the behavior patterns, arts, beliefs, institutions, and other products of human work and thought, especially as expressed in a particular community or period

cultural blending – the integration of customs between cultural groups

cultural heritage – the connection people have to the generations of people who lived before them, pertaining to culture

ethnic – a group of people sharing a common and distinctive racial, national, religious, linguistic, or cultural heritage

fancy feather dance – a dance style for boys and men characterized by fast, energetic steps; dancers’ regalia is bright and colorful

fancy shawl dance – a dance style for girls and women characterized by fast, energetic steps; dancers wear a shawl

grand entry – a procession signaling the beginning of a powwow, when military veterans carrying flags are followed by all other dancers around the arena

grass dance – the oldest dance style for boys and men; modern dancers sew layers of long fringe on their regalia, imitating the old style when long grass was used

head roach – a type of headdress worn by some male dancers, often made of horse hair

powwow – a social gathering and celebration of Indian culture, common to many groups; it involves singing, dancing, and drumming

jingle dance – a dance style for girls and women, who sew hundreds of tin cones on their regalia; it commemorates an Ojibwe (Chippewa) girl who achieved good health by dancing in a dress covered with shells, as foretold in her father’s dream (*Note: Several slightly different versions of this story exist.*)

regalia – special clothing worn by dancers at a powwow

traditional dance, boys and men – a dance style in which men wear regalia that incorporate natural materials; they dance in a manner honoring the relationship between people and animals, and some portray a hunt or battle within their dance

traditional dance, girls and women – a dance style in which women move with slow, graceful movements; their regalia often includes a shawl and a fan made from feathers

vocables – syllables that carry the melody in some songs

PRE-VIEWING ACTIVITIES

1. Discuss cultural heritage with the class. Ask students to brainstorm familiar traditions or celebrations that reflect some aspect of cultural or ethnic heritage. (Encourage students to discuss their own cultural heritage. However, be sensitive to the needs of foster or adopted children, children who do not know their cultural heritage, or those whose background includes many different cultures.) Answers might include special foods, holiday observances, or festivals. You may wish to create a word map on the board.
2. Explain that they are about to view a video program about one form of cultural celebration, a Native American powwow. Ask if anyone has ever participated in, or attended, a powwow. Ask students what they think a powwow is. Note their responses for post-viewing discussion.

POST-VIEWING ACTIVITIES

1. Ask students to define or explain a powwow. Compare their answers to their previous responses. Were some of the original ideas based on stereotypical images of American Indians? What other stereotypical ideas about Indian people might students harbor?

During the 1800s, many non-Indians used the word *powwow* to describe any gathering of Indian people. Today, some people still use the term to describe any gathering or meeting. Review with students how that idea has transformed to mean a modern cultural celebration and social gathering. Once students understand what a real powwow is and they are aware of its importance to the participants, do they see this description as accurate or stereotypical?

2. Participants at the New Dawn of Tradition Powwow represented 13 tribes of American Indian people now or once living in Wisconsin:

- Bad River Band of Lake Superior Chippewa
- Forest County Potawatomi Tribe
- Ho-Chunk Nation
- Lac Courte Oreilles Band of Lake Superior Chippewa
- Lac du Flambeau Band of Lake Superior Chippewa
- Menominee Tribe of Wisconsin
- Oneida Nation
- Red Cliff Band of Lake Superior Chippewa
- Sokaogon Band of Lake Superior Chippewa
- St. Croix Band of Lake Superior Chippewa
- Stockbridge-Munsee Band of Mohicans
- Sac and Fox (Meskwaki) Tribe (former residents)
- Mystery Lake (Mdewakanton) Dakota (a.k.a., Santee Sioux) Tribe (former residents)

Remind students that each American Indian nation is a distinct group of people, with its own language, customs, and beliefs. Review the nations, tribes, and bands with students using the interactive map located on the World Wide Web at www.ecb.org/wisconsin/powwow/map.htm.

You can expand this activity by asking groups of students to conduct research about the history and cultural heritage of one of the bands, tribes, or nations. Ask them to write a report or make a classroom presentation highlighting the distinct cultural characteristics of the particular group they studied.

3. Discuss cultural blending with students. They saw several examples in the video, such as dancers from many tribes and nations adopting the Omaha style of grass dancing and the Ojibwe (Chippewa) style of jingle dress dancing. What examples of cultural blending can the students find in their own lives? What foods, types of clothing, music, or holiday celebrations do they share with people from other cultures?
4. Help students distinguish between historical tradition and modern innovation by asking them to identify ways in which historical powwows and modern powwows are the same and the ways in which they are different. You may wish to create a chart on the chalkboard

Ways Powwows Have Stayed the Same	Ways Powwows Have Changed over Time
<p>Dancers use natural materials — such as bones, feathers, and shells — in regalia.</p> <p>Girls participate as dancers.</p> <p>Singers provide music for the dancers.</p> <p>The musicians can be heard throughout the arena.</p> <p>Warriors are highly respected participants.</p> <p>Good food is part of the celebration.</p> <p>Family and friends gather at powwows.</p>	<p>Many dancers also use modern materials in their regalia, such as yarn and ribbon, silk, and glitter.</p> <p>In addition to dancing in the traditional style, girls can participate as fancy shawl dancers and jingle dress dancers.</p> <p>Today, some songs are in Native American languages, some are in English, and some use vocables.</p> <p>The musicians may use microphones and other electronic equipment to make sure everyone can hear.</p> <p>Warrior/veterans have fought in the U.S. or Canadian military, and remain highly respected participants.</p> <p>Food includes both traditional dishes (e.g., wild rice) and modern food (e.g., soda pop and hamburgers).</p> <p>Sometimes participants travel hundreds of miles by car or plane to attend powwows.</p>

board or an overhead projector. Some ideas are provided in the chart on the next page.

5. Powwow dancers create regalia that has personal meaning and/or is visually appealing to them. Provide art materials and ask students to design a special outfit they might wear at a family celebration or other important occasion. Afterward, share the drawings with the class. What choices did students make in materials and design, and why?
6. Invite a Native American person who dances in powwows to visit your class. Ask if he or she would be willing to describe his or her regalia, demonstrate some dance steps, and discuss the traditions that powwows are honoring and perpetuating.
7. Most young powwow dancers learn the various dance steps by observing older dancers. Children's regalia usually is created by parents, grandparents, or other family members or friends. Ask students to think about the skills or traditions they have learned, formally or informally, from family members and other adults. Do they think it is important to honor and respect their elders, who have accumulated a lifetime of wisdom and experience? Do they think it is important to pass down and preserve family, ethnic, or cultural traditions?

GENERAL RESOURCES

Media

The Menominee Nation Powwow video unlocks the mystique of one tribe's annual powwow and is available from the Menominee Tribe of Wisconsin. Many non-Indians often misunderstand Native American powwows and can feel alienated by these awesome events. Through this video program, the Menominee welcome people of all colors to participate in the celebration. Cost: \$20, plus \$3.95 for shipping and handling. Send orders to Menominee Tribal Public Relations Department, Menominee Tribe of Wisconsin, P.O. Box 910, Keshena, WI 54135.

Native Wisconsin was produced by the Great Lakes Intertribal Council to provide a video tour of Wisconsin to explore the 11 native Wisconsin nations. Viewers travel through the state to see the culture and history still thriving within each nation. For ordering information, contact the Great Lakes Intertribal Council at 2932 Hwy. 47 North, P.O. Box 9, Lac du Flambeau, WI 54538; or call 800/236-4000. Request the educators' copy.

In 1996, folklorist Dr. Thomas Vennum, Jr. worked with the Smithsonian Folkways program to document and preserve aspects of a Wisconsin powwow. The result is a two-video set:

Wisconsin Powwow (42 minutes) is a general treatment of the powwow itself as it has come to be held by the Ojibwe people in northern Wisconsin.

Naamikaaged: Dancer for the People (25 minutes) follows a young Ojibwe (Chippewa), Richard LaFernier, as he sets up his tent, honors his ancestors, dresses and paints himself for a powwow, dances, and sings at powwows in northern Wisconsin. His shelter, many items of dress, his prayers, and his face paint demonstrate how he is rooted in a long historical tradition and belongs to a large family network, yet also is part of the 1990s.

Accompanying these video tapes is a 40-page booklet, which includes a map, diagram of the powwow site, a transcription of the second video's soundtrack, discussion question, and related reading and listening resources. To order, contact the Center for Folklife Programs and Cultural Studies, 955 L'Enfant Plaza, Suite 2600, MRC 914, Smithsonian Institution, Washington, DC 20560.

Maps

Wisconsin's Past and Present: A Historical Atlas, by the Wisconsin Cartographers' Guild. University of Wisconsin Press, 1998; ISBN 029915940X. This atlas features detailed maps with supporting text showing migration routes; changes in terrain as various tribes, bands, and nations interacted with each other and white settlers; and treaty lands and cessions. It also includes little-discussed groups such as the Kickapoo, Miami, Mascouten, and Illinois, Algonquian-speakers who settled near southern Lake Michigan.

Literature

Eagle Drum: On the Powwow Trail with a Young Grass Dancer, by Robert Crum. Simon & Schuster, 1994; ISBN 0027255158. This story tells of the experiences of 9-year-old Louis Pierre, a member of the Pend Oreille tribe on the Flathead Reservation in Montana, who learned dancing from his grandfather. *Eagle Drum* provides more cultural context than some other selections.

Powwow, by George Anacona. Harcourt Brace Jovanovich, 1993; ISBN 0152632697. Photos and text are skillfully interwoven to explain the pan-Indian Crow Fair in Montana; featured is young Anthony Standing Rock.

Powwow: Images Along the Red Road, by Ben Marra. Harry N. Abrams, 1996; ISBN 0810926806. This book features beautiful full-page photographs and comments from the dancers about their motivations, emotions, and philosophy of participating in powwows. Primarily for an adult audience, the book could serve as a secondary resource for elementary school students.

Powwow Summer: A Family Celebrates the Circle of Life, by Marcie R. Randon. Carolrhoda, 1996; ISBN 0876149867. This book focuses on the experiences of the Downwinds, an Ojibwe (Chippewa) family in Minnesota, as they attend a number of powwows. The author, who is Ojibwe, includes discussion of the Native American view of seasonal cycles and how modern powwows developed from traditional observances.

Shannon: An Ojibway Dancer, by Sandra King. Lerner, 1993; ISBN 0822526522. A photoessay depicting the experiences of 13-year-old Shannon, an Ojibwe (Chippewa) girl living in Minneapolis as she prepares her regalia, practices, and performs.

RELATED WORLD WIDE WEB SITES

Wisconsin Sites

Great Lakes Intertribal Council (www.glitc.org)

The Great Lakes Intertribal Council is a consortium of federally recognized Indian tribes in Wisconsin and Upper Michigan. This site provides information about the council and its functions, powwows, and links to other sites, including the following:

Bad River Band of Lake Superior Chippewa (www.glitc.org/badriv1.htm)

Lac Courte Oreilles Band of Lake Superior Chippewa (www.glitc.org/lco.htm)

Lac du Flambeau Band of Lake Superior Chippewa (www.glitc.org/ldf.htm)

Red Cliff Band of Lake Superior Chippewa (www.glitc.org/rcliff.htm)

Sokaogon (Mole Lake) Band of Chippewa (www.glitc.org/mlchip.htm)

St. Croix Band of Lake Superior Chippewa (www.glitc.org/scchip1.htm)

Forest County Potawatomi Tribe (www.glitc.org/potomi1.htm)

The Stockbridge-Munsee Band of Mohican Indians (www.glitc.org/stockbr1.htm)

Ho-Chunk Nation (www.glitc.org/hochunk.htm)

Menominee Indian Tribe of Wisconsin (www.glitc.org/menom.htm)

Federally Recognized Wisconsin Indian Tribes (<http://indy4.fdl.cc.mn.us/~isk/maps/wi/wisconsin.html>)

This page — which is part of Paula Giese's large site, Native American Indian Resources (indy4.fdl.cc.mn.us/~isk/mainmenu.html) — shows locations of the reservations in the state and provides links to information about the reservations, treaties, and background.

Brothertown Indians of Wisconsin (www-unix.oit.umass.edu/~astephen/bro.html)

This site provides information about the Brothertown Indians' history and efforts to achieve federal recognition.

Lac du Flambeau Band of Lake Superior Chippewa Indians (www.pressenter.com/org/flambeau/)
This page provides information about local Native American museums, attractions, and events.

Mohican Nation, Stockbridge-Munsee Band (www.mohican.com/history)
This site includes the band's origin and early history, the arrival of Europeans, the band's removals westward, its reservation, and the Stockbridge-Munsee today.

The Sac and Fox Nation (www.cowboy.net/native/sacnfox.html)
This page includes a brief history of the Asakiwaki (Sauk) and Meshkwahkihaki/Meskwaki/Mesquakie (Fox) people, which are now united in Oklahoma.

Brief Histories

Menominee (www.dickshovel.com/men.html)

Winnebago (Ho-Chunk) (www.dickshovel.com/win.html)

Mahican (Stockbridge-Munsee) (www.dickshovel.com/moh.html)

Ojibwe (Chippewa) (www.dickshovel.com/ojib.html)

Ottawa (www.dickshovel.com/otta.html)

Potawatomie (www.dickshovel.com/pota.html)

Sauk and Fox (www.dickshovel.com/sf.html)

General Sites

Maps: GIS (Geographical Information Systems) Windows on Native Lands, Current Places, and History (<http://indy4.fdl.cc.mn.us/~isk/maps/mapmenu.html>)

This site offers many useful maps (note copyright restrictions) and links. Follow the "US Map Window Index" link (indy4.fdl.cc.mn.us/~isk/maps/usmapindex.html) to a Wisconsin map showing reservations of federally recognized tribes (or see the direct address under "Wisconsin Links" on page 9). These maps are part of Paula Giese's large site, Native American Indian Resources (indy4.fdl.cc.mn.us/~isk/mainmenu.html).

Pow Wow Dancing (www.powwows.com/dancing)

At this site you will find images, audio clips, and text describing men's and women's powwow dance styles, music, etiquette, and much more. It also includes a calendar of events and information about competition powwows.