



Pow Wow Trail Teachers Bundle

Full Circle for Indigenous Education

Created by: Marika Schalla

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We acknowledge that we are on the traditional territory of the Anishinaabeg, Ininiw, Anishiniw, Dakota, and Dene Peoples, and on the homeland of the Metis Nation. We dedicate ourselves to walking together in partnership with all people in a spirit of reconciliation and collaboration.

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Pow Wow Trail Teacher's Bundle

A Comprehensive Teacher's Guide to Introducing Pow Wow
Pedagogy Respectfully in Learning Spaces.

Created by: Marika Schalla

Full Circle for Indigenous Education

Introduction

The ***Pow Wow Trail Teacher's Bundle*** was created upon Treaty One Land. Treaty One Land is the ancestral lands of the Anishinaabeg, Ininiwak, Anishininiw, Dene, Dakota Oyate, and Red River Metis. This bundle was created in honour of all First Nations communities of Turtle Island. The Pow Wow Trail Teacher's Bundle was created in the spirit of truth and reconciliation. The hope is to invoke thought, reflection, and growth in all educators and students who interact with the lesson plans.

In the ***Pow Wow Trail Teacher's Bundle***, Students will learn about the celebration of life that is Pow Wow. Students will build a deeper understanding about the significance of the dances, the stories in the Regalia and importance of the Drum. Students will have opportunities to build connections to one another, to their community, and to the Land. Pow Wow is pedagogy. It provides connections to protocol and Creator. It is filled with oral tradition, storytelling, and traditional knowledge. It is premised on a community and strength-based approach on relationships and kinship. Pow Wow is good medicine. Through oral tradition, students will embark on a journey where they will read and listen to stories about **Muskegon (*Mus-kay-***

gon). Muskegon is a young Anishinaabe boy who is journeying to his first Pow Wow with his grandfather. Readers will learn about important aspects of Pow Wow such as protocol, the agenda of events, the stories behind the dances, and more through the eyes and heart of Muskegon. Students will also learn about Pow Wow through a video series. In the videos, community members **Ray Coco Stevenson, Patricia Big George, Rhonda James, Wayne Ruby,** and **Wes Nelson** bring viewers on a journey that teaches about the basics of Pow Wow, importance of the different Regalia, and the stories behind Jingle Dress Dancing, Women’s Traditional Dancing, Grass Dancing, and Men’s Traditional Dancing.

This bundle is a researched and curated set of **16** lesson plans set for Kindergarten to Grade Twelve about Pow Wows. Readers will find six lesson plans for each grade level. Some lessons are made for multiple grade levels. Many of the lessons are complemented with printable student worksheets and activities. The lesson plans are comprehensive and offer low floor high ceiling learning opportunities for Indigenous and non-Indigenous students. The lessons are rooted in Heartwork. Heartwork is intentional and meaningful work that is done through the Spirit.

Trail Journals

There are two reoccurring elements throughout the ***Pow Wow Trail Teacher’s Bundle***. The first element is the Muskegon Story Series. The stories teach readers about Pow Wow. The second element is the use of **Trail Journals**. The Trail Journal is a student reflection book. Students will use the Trail Journals to deeply reflect upon their learning throughout the Pow Wow lessons. The Trail Journals were created to be used as one product or to be printed off one page at a time. By reflecting on their learning, students will be able to build a stronger and respectful understanding of why Pow Wow is important.



About the Author

Marika Schalla (she/her) is an award-winning educator, author, curriculum developer and mother of two from Winnipeg's North End. Marika and her family come from the Métis community of Saint Laurent, Manitoba. Marika has an inherit passion for storytelling, land-based learning, and language revitalization. She has dedicated herself to Indigenous education and teaching the truth about Indigenous resilience and brilliance. She strives for real change in our school systems. Her work reflects meaningful reconciliation that engages youth and provides them with Indigenous cultural and traditional connections, and opportunities to make a difference.



How To Use: Pow Wow Trail Teacher's Bundle

The Pow Wow Trail Teacher's Bundle is separated into seven themes and sixteen lesson plans. Teachers are encouraged to follow the lesson plans in grade-level order. The lesson plans are created so that Teachers may even teach a single lesson or focus on a specific theme and the learning will still be cohesive, intentional, and meaningful. At the bottom of the table of contents, there are two outlines that organize the themes into lesson plan order. There are **seven** themes that Pow Wow Trail is based upon. The learning in the bundle will teach foundational information about Pow Wows and the Protocol surrounding Pow Wows. The historical background is taught with the innocence of children in mind (Every Child Matters). The Bundle's lessons feature a progression model of learning about the impacts of colonialism as students get older. Most of the historical background and Current Day Impacts in this Bundle focus on the brilliance and celebration of Pow Wows. The table of contents features a suggestive order to teach the lesson plans

with accordance of the respective grade levels of which the lessons are geared towards. Many of the lesson plans offer low floor, high ceiling learning. Teachers at all grade levels may use any of the lesson plans. The grades outlined in each lesson plan are suggested levels. Educators know their students best and can choose which lessons are going to create the most impactful learning for students.

Special Thanks

Very special thanks, miigwech, ekosani, maarsi to all the following who have helped along this special journey:

Pahan Pte San Win and Renée McGurry for their knowledge, guidance, and support during the creation of Pow Wow Trail Teacher's Bundle and throughout the bundle itself.

Carlie Kane, Jenna Firth, and Jennifer Osborne Croll for the inspiration and support with the creation and foundation of the Pow Wow Trail Teacher's Bundle

Ruby Bruce for creating the front cover and clip art featured throughout the bundle.

Thank you to the many Grandmother/Grandfathers, Knowledge Keepers, Colleagues, and Peers that I (Marika) have met along my education and career journey. I am forever grateful for the knowledge and learning I have received in my life. I am honoured to be able to share the knowledge I have learned thus far on my journey with our future leaders (the youth) and community members.

Pow Wow Trail Teacher's Bundle

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Pow Wow Trail Teacher's Bundles Themes

Number	Themes	Related Lesson Plans
1	Introduction	1
2	Protocol	2
3	Historical Background and Current Day Impacts	3, 7, 11, 14
4	Women's Dances	4, 8, 12
5	Men's Dances	5, 9, 12
6	The Drum	6, 10, 13, 15
7	Feasting	16

Pow Wow Trail Lesson Plan Grade Level Order

This table shows the suggested order in which educators should teach the lessons in their learning spaces. Each grade level should start with the first two lessons as these are introductory lessons and premise the rest of the series. Some lesson plans cover multiple grade levels.

Grade Levels	Lesson Plans
Kindergarten to Grade Two	1, 2, 3, 4, 5, 6
Grade Three to Grade Five	1, 2, 7, 8, 9, 10
Grade Six to Grade Eight	1, 2, 11, 12, 10, 13
Grade Nine to Grade Twelve	1, 2, 14, 12, 15, 16

Lesson One: Introduction to Pow Wows

Title: Introduction to Pow Wows.

Theme: Introduction.

Grade Level: K-12.

Subject(s): English Language Arts, Social Studies, History, Current Topics in First Nations, Metis, and Inuit Studies.

Time Required: 40-50 minutes.

Lesson Overview:

Students will be introduced to the celebration of life that is Pow Wow. Students will explore Pow Wow through listening to singing and Drumming and watching an instructional video. Students will reflect on their new knowledge through partner discussion and answering question one in their Trail Journals. Throughout the Pow Wow guide, students will be presented with new learning that they will be able to create responses too. This journal is designed as if they were travelling down the Pow Wow trail documenting their experiences.

Learning Outcomes:

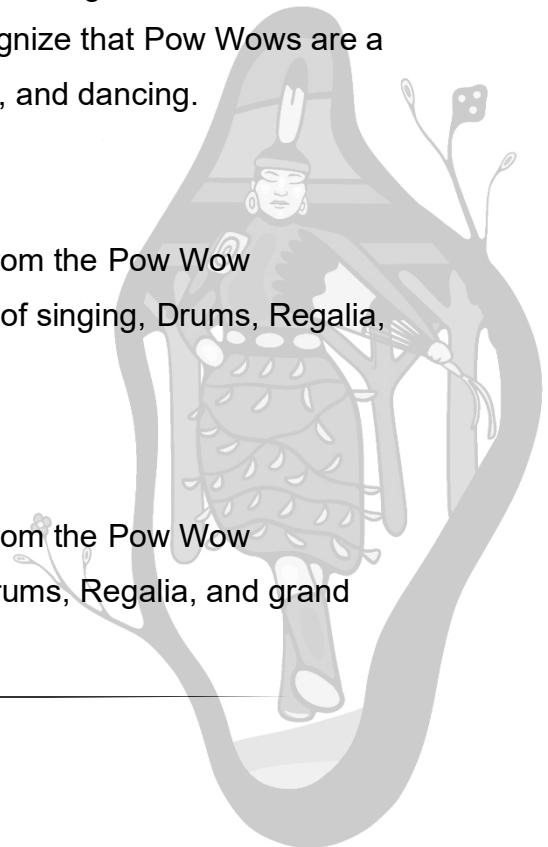
- Students will identify and match important vocabulary relating to Pow Wows.
- By the end of this lesson, students will be able to recognize that Pow Wows are a celebration of life that include singing, Drums, Regalia, and dancing.

K-5:

- Students will answer the question “what do you see” from the Pow Wow Introduction video by identifying and labelling pictures of singing, Drums, Regalia, and grand entry to their names.

6-8:

- Students will answer the question “what do you see” from the Pow Wow Introduction video by illustrating pictures of singing, Drums, Regalia, and grand



entry to their names.

9-12:

- Students will answer the question “what do you see” from the Pow Wow Introduction video by illustrating pictures of singing, Drums, Regalia, and grand entry to their names.
- Students will label their illustrations with important vocabulary used at Pow Wows.

Materials and Equipment:

- Northern Inniniw Singers - Intertribal Song
<https://www.youtube.com/watch?v=aaByl6TAGK4>
- Full Circle for Indigenous Education - Introduction to Pow Wow Video
- Computer Access, screen or Smart Board and Projector
- Appendix 1.0: Trail Journal
 - Early Years, Middle Years, or Senior Years copies
- Appendix 1.1: Important Vocabulary
- Appendix 1.2: What Will You See?
 - Appendix 1.2.1: Early Years Cut and Match
 - Appendix 1.2.2: Middle Years and Senior Years Blank Copy
- Pow Wow Trail Pamphlet - Full Circle (Middle Years and Senior Years)
 - <https://fullcircleindigenous.ca>
- Chart Paper and Markers
- Writing materials (pencils)
- Colouring materials (pencil crayons, crayons, etc.)

Activate: *How will students be prepared for learning?*

Think-Pair-Share: Intertribal Song

In this lesson, students will be introduced to the celebration of life that are Pow Wows. To begin the lesson, play Intertribal Song by the Northern Inniniw Singers video. Tell students that today they will be starting an exploration about Pow Wows. Students will

listen to the Intertribal song with an open heart and mind. After playing the song, ask students to think-pair-share. Prompt students to reflect on the following questions:

1. What kind of music did you hear?
2. What instruments did you hear?
3. Where do you think you would hear this type of music?

Give students 1-2 minutes to reflect upon the questions. Encourage students to write down their answers, feelings, thoughts if that helps them. After 1-2 minutes, students will turn to a partner and discuss the three questions. Give partner groups 1-2 minutes to discuss the questions. Prompt partner groups that they can share their new understandings to the rest of the class.

After students are finished sharing and reflecting, tell students that the video features a song from the Northern Inniniw Singers. The song that they listened to is an Intertribal Song. This is a song played at Pow Wows that are open to all Indigenous and non-Indigenous attendees to come dance with or without Regalia.

Next, prompt students that they will learn more about intertribal songs and Pow Wows through an introduction video.

Acquire: *What strategies facilitate learning for groups and individuals?*

Pow-Wow Introduction Video

Say:

“Today we will start our journey on learning about Pow Wows. A Pow Wow is a social gathering filled with songs and dances that Indigenous peoples have been doing for over 100 years. We will be watching a video from Full Circle for Indigenous Education featuring Ray “Coco” Stevenson who will teach us more about Pow Wows!” Prompt students to look, listen, and learn while watching the Pow Wow Introduction video. Play the video.

Pow Wow Vocabulary

After watching the Pow Wow video, instruct students that they will explore the question Ray “Coco” Stevenson presented “**What will you see?**”. Before students can explore and reflect on the question “What will you see” go over important Pow-Wow vocabulary. On a large chart paper write out the following vocabulary words:

Regalia	Drums
Pow Wow	Tobacco
Sacred	Grand Entry
Intertribal	Feast

Read out the definitions and have students identify and match the terms. This activity can be used in any grade level from K-12. It is important to remember that all children and youth deserve to have fun and play in their learning.

Apply: *How will students demonstrate their understanding?*

What Will You See

Students will answer the question “**What will you see?**” at a Pow Wow. Students will reflect on the four topics that Ray “Coco” Stevenson presented - Regalia, Singers, Drums, and Grand Entry.

Early Years (K-4):

Students will answer the question “what do you see” from the Pow Wow Introduction video by identifying and labelling pictures of singers, Drums, Regalia, and grand entry to their names.

Hand out the “What Will You See” handout to students. Instruct students to draw and label a picture for each of the vocabulary terms. Encourage students to use lots of detail and colour in their drawings.

Middle Years (5-8):

Students will answer the question “what do you see” from the Pow Wow Introduction video by illustrating pictures of singing, Drums, Regalia, and grand entry to their names. Hand out the” What Will You See” blank hand out. In each section students will write the terms - Regalia, Singers, Drums, and Grand Entry, etc. Students may watch the video again to remember what each term may look like. Encourage students to use detail and colour in their illustrations.

Senior Years (9-12):

Students will answer the question “what do you see” from the Pow Wow Introduction video by illustrating pictures of singing, Drums, Regalia, and grand entry to their names. Students will label their illustrations with important vocabulary used at Pow Wows. Hand out the” What Will You See” blank hand out. In each section students will write the terms - Regalia, Singers, Drums, and Grand Entry, etc. Students may watch the video again to remember what each term may look like. Encourage students to use detail and colour in their illustrations. Instruct students to use vocabulary words in their illustrations through labelling.

Assessment:**Trail Journal**

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal or diary style writing and drawing text where students can confidently share their thoughts, reflections, conceptions, and develop their point of views.

Early Years (K-5):

Instruct students that in their Trail Journal, for their first entry they will draw themselves dancing in an intertribal dance. Ask them to reflect and think back to the images they saw in the Pow Wow video. In an intertribal dance, anyone can dance with or without Regalia. Please stress that only Indigenous dancers would be wearing Regalia, and that the students can draw themselves wearing their everyday clothes. This activity is to get

younger students excited about learning about Pow Wows as they relate the learning to their own identities, and how they interact with other people and communities.

Middle Years (6-8)

Instruct students that in their Trail Journal, for their first entry they will list questions that they have after watching the Pow Wow Introduction video.

Prompt students with the following questions:

1. What questions do you have about the Pow Wow Experience?
2. What are you still wondering about Regalia? Drums? Grand Entry?
3. What do you want to learn more about?

Senior Years (9-12):

Instruct students that in their Trail Journal, for their first entry they will list questions that they have after watching the Pow Wow Introduction video.

Prompt students with the following questions:

1. What questions do you have about the Pow Wow Experience?
2. How can Intertribal Dances strengthen the community?
3. Why is Pow Wow important to Indigenous communities?

Further Learning:

Pow Wow Vocabulary Activity Extension: Find the Definition Scavenger Hunt

Have students go online on the Full Circle Indigenous Education website at <https://fullcircleindigenous.ca> and look through the Pow Wow Trail Pamphlet to find the definition of the words. Alternatively, teachers could print out the Pow Wow Trail Pamphlet for students to explore.

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher's Bundle Manitoba Curriculum Connections* section.

Lesson Two: The Protocol

Title: The Protocol.

Theme: Protocol.

Grade Level: K-12.

Subject(s): English Language Arts, Social Studies, Current Topics in First Nations, Metis, and Inuit Studies.

Time Required: 40-50 minutes.

Lesson Overview:

Teachers are encouraged to invite a Grandmother/Grandfather, Knowledge Keeper, or Indigenous Educator who hold knowledge about Talking Circles if possible.

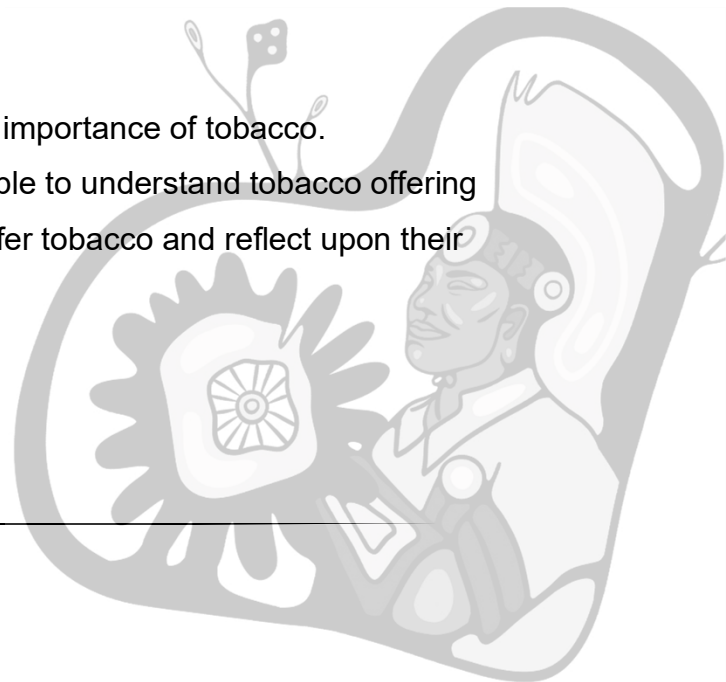
Students will learn about what to expect when attending a Pow Wow. Pipe Ceremony, Grand Entry, Feast, and Give-Away will be highlighted. Students will learn about the importance of tobacco, what is a tobacco offering, and the protocol surrounding tobacco. Students will learn about the importance of tobacco through a tobacco teaching and discussion. Students will interact with a short story about a youth named Muskegon, who is preparing to attend his first Pow Wow. Students will participate in a Talking Circle to talk about what they have learned so far about Pow Wows and think about how they personally relate to Pow Wow and ceremony. Students will reflect on their new knowledge by reflecting in their Trail Journals. This journal is designed as if they were travelling down the Pow Wow trail documenting their experiences.

Learning Outcomes:

- Students will understand and recognize the importance of tobacco.
- By the end of this lesson, students will be able to understand tobacco offering protocol, identify the appropriate times to offer tobacco and reflect upon their learning through a Talking Circles.

Materials and Equipment:

- Appendix 2.0: Tobacco Teaching



- Appendix 2.0.1: Tobacco and Tobacco Tie Photos
- Appendix 2.1: Talking Circle Guidelines
- Appendix 2.2: Welcome to the Pow-Wow Muskegon Short Story
- Talking Object (Grandfather Rock, or anything object pertinent to the classroom)
- Writing materials (pencils)
- Trail Journals

Activate: *How will students be prepared for learning?*

Tobacco Teaching

In this lesson, students will go over the proper protocol of Pow Wows, tobacco offerings, and Talking Circles. To begin the lesson, instruct students that they will continue their exploration of Pow Wows, and today they will be learning about proper and respectful protocols. Show students pictures of tobacco and tobacco ties. *Alternatively, if you are able too, show students real life examples of tobacco and tobacco ties.* Prompt students to think about the following questions:

1. What do you see in the pictures? *Tobacco /Tobacco Ties*

Say: In this picture we can see a photo of tobacco and a photo of a tobacco tie. A tobacco tie is typically tobacco wrapped in cloth to use as an offering.

2. What do you think this may be used for in Pow Wow or Ceremonies?

Say: Tobacco is often used as an offering or gift. In Pow Wows, dancers, delegates, and people being honoured are offered a tobacco tie. Tobacco can be offered to another person or to a fire. Offering tobacco is a respectful way to ask for guidance or teachings. Or to pray. When someone offers tobacco, they are agreeing to listen openly with their hearts and minds, without judgement. By accepting the tobacco, the person is agreeing to support you the best way they can.

Instruct students you will now read to them the Tobacco Teaching.

Acquire: *What strategies facilitate learning for groups and individuals?*

“Welcome to the Pow Wow Muskegon” Short Story

Moving on from the tobacco teaching, instruct students they will learn and explore more about protocol through the story of a boy named Muskegon (Mus-Kay-Gon)

Say:

“Today we will continue our journey learning about Pow Wows. We will read the short story “Welcome to the Pow Wow Muskegon”. This story is about a youth named Muskegon who is preparing to attend his first Pow Wow. In the story, Muskegon’s grandfather tells Muskegon what to expect when they go to Pow Wow, the protocols, and the agenda.”

This story is a refresher from the content learned from the Pow Wow Introduction video, as well as new information surrounding prayer and how to dress. After reading the story, instruct students to reflect on new understandings and conceptions they have about Pow Wows. Tell students to hold on to those thoughts as they will share them in a Talking Circle.

Apply: *How will students demonstrate their understanding?*

Talking Circle

Students will participate in a Talking Circle. In the Talking Circle students will have an opportunity to share and reflect on their learning thus far about Pow Wows. In the sacred circle, everyone is equal. Everyone gets the chance to share without judgement or conversation. One person shares while everyone else listens. Share the Talking Circle Guidelines with students. Instruct them to sit in a circle together. All participants should sit together, either on the floor or on chairs Use your discretion about who can/cannot sit on the floor. Use a talking object, such as a Grandfather Rock or an important object to the classroom such as a talking stick, pencil, etc. This object is passed in a clockwise direction (passed towards the Eastern direction).

Speaker: Only one person speaks at a time. The person holding the talking object may speak. Dialogues and conversations are not typically part of a Talking Circle. The speaker is encouraged to speak from the heart. They may talk for as long as needed. The speaker begins with introducing themselves. They may share their name and where they come from. After sharing their names, silence is an acceptable response when responding to a question or prompt. There must be no negative reactions to the phrase “I pass”. What is said in the Circle stays in the Circle. Unless you have permission of the speaker or there is a safety concern.

Listener: Whomever does not have the talking object has the role as a Listener. Listen with respect and non-judgement. Listen attentively and give support to the speaker. Listen with your heart and in a way, you expect others to hear you.

After getting students to sit in a circle, say:

“ We will be participating in a Talking Circle today. This is a safe space for us to share and reflect on our current understandings of Pow Wows. You may share new information you have learned or your own experiences with Pow Wows. I will begin by sharing my name, where I come from, and my reflection.”

The teacher will share their name, community/where they come from, and reflective experience. In sharing our names, we are welcoming each other to the Circle. This is the time that many Indigenous people will share their Spirit Names and Clans if they were given them through ceremony. By sharing where we come from (community) we are building kinship ties with each other. Sharing our communities could simply be a statement like “I live in Winnipeg”. Pass around the talking object and continue the Talking Circle.

Note: Talking Circles are safe spaces which may evoke strong emotions in participants. Crying is a normal phenomenon to occur in a Talking Circle. Please take caution and care in your students' emotions and provide tissues when needed. Have supports available for students if needed.

Extension: Smudging

If you are wanting to include Smudging before your Talking Circle, please refer to the Manitoba Education 2014 Smudging Protocol, the protocols of your school and school division, and Knowledge Keeper/Grandmother/Grandfather protocol.

Assessment:**Trail Journal**

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal or diary style writing and drawing text where students can confidently share their thoughts, reflections, conceptions, and develop their point of views. Hand out a Trail Journal to each student. Advise them that this is a self-reflective journal where they can safely share their new understandings and wonders in.

Early Years (K-4):

Instruct students that in their Trail Journal, for their second entry they will reflect on their emotions in the Talking Circle and their current understandings of Pow Wow. Ask them to reflect on the story about Muskegon and their experience with the Talking Circle. Students may draw themselves in the Talking Circle, their feelings during the Talking Circles, their feelings about Pow Wow, or a reflection about the short story. This journal is a way for students to reflect on their experiences safely and confidently. Each student may take something different away in each lesson. This activity is designed to get younger students to explore their feelings, their understandings, and relate themselves to Pow Wows.

Middle Years (5-8) and Senior Years (9-12):

Instruct students that in their Trail Journal, for their second entry they will reflect on how they personally relate to Pow Wow and/or ceremony.

Prompt students with the follow questions and statements:

- Reflect on how you personally relate to Pow Wows and/or ceremony. What ceremonies or celebrations have you participated in before?

- Draw a picture of your celebration or ceremony:

This does not necessarily only need to be about Pow Wows or Talking Circles. Tell students to relate their experiences with these new understandings.

Further Learning and Extensions:

Invite an Indigenous educator, Knowledge Keeper, or Grandmother/Grandfather to explore and learn more about tobacco and the other three sacred Medicines (cedar, sage, and sweetgrass).

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher's Bundle Manitoba Curriculum Connections* section.

Lesson Three: Mapping the Story

Title: Mapping the Story.

Theme: Historical Background and Current Day Impacts.

Grade Level: K-2.

Subject(s): English Language Arts, Social Studies, Visual Arts.

Time Required: 30 minutes.

Lesson Overview:

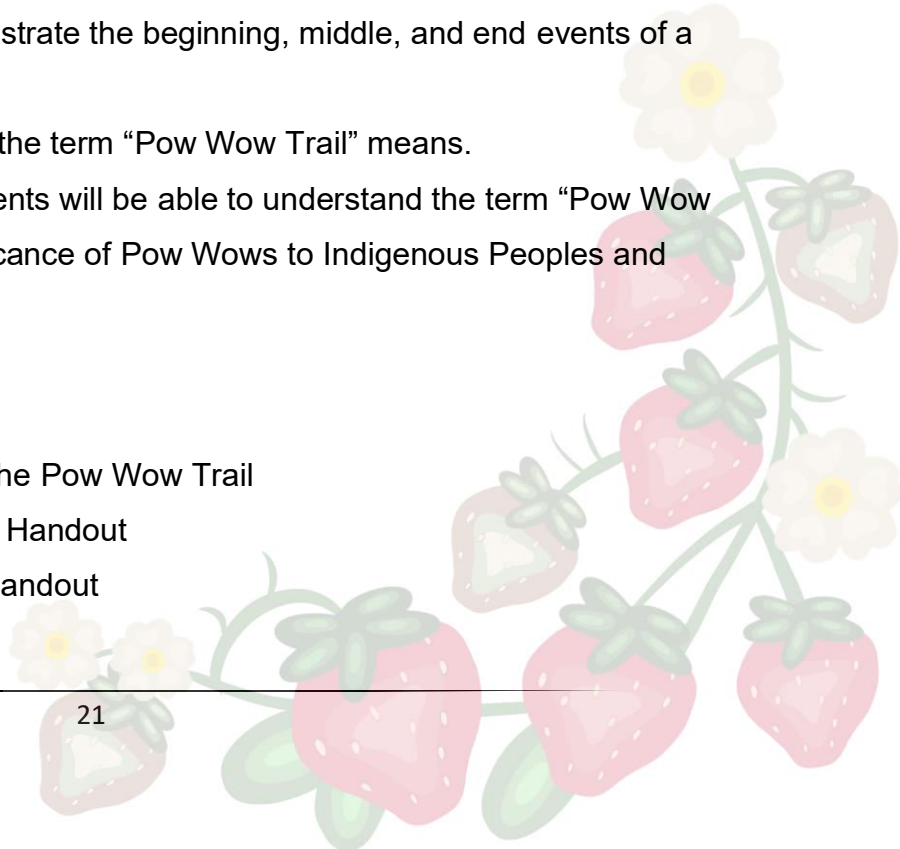
Students will be formally introduced to the character Muskegon (Mus-Kay-Gon), a youth who is starting his journey learning about Pow Wows. Before continuing the short story series, students will design the character Muskegon. After reading a short description about him, students will be provided with blank characters to create what they envision Muskegon will look like. After designing their character, students will follow along with a read aloud short story about Muskegon discovering why Pow Wow is important presently. Students will create a story map of the beginning, middle and end of the story. Students will reflect about why Pow Wow is important in their Trail Journals.

Learning Outcomes:

- Students will design an illustration of the character, Muskegon.
- Students will sequence and illustrate the beginning, middle, and end events of a story.
- Students will learn about what the term “Pow Wow Trail” means.
- By the end of this lesson, students will be able to understand the term “Pow Wow Trail” and recognize the significance of Pow Wows to Indigenous Peoples and communities.

Materials and Equipment:

- Appendix 3.0: Muskegon and the Pow Wow Trail
- Appendix 3.1: Blank Character Handout
- Appendix 3.2: Story Mapping handout
- Pencils



- Colouring materials (pencil crayons, crayons, etc.)
- Trail Journals

Activate: *How will students be prepared for learning?*

Design Your Character: Muskegon

In this lesson, students will learn about the importance of Pow Wow to Indigenous peoples, families, and communities. To begin the lesson, instruct students that they will continue their exploration of Pow Wows, and today they will learn with the character Muskegon what going down the Pow Wow Trail means.

Say:

“Before we read another story about Muskegon (Mus-kay-gon), we need to design what the character looks like in our heads. So, when we are storytelling, we can imagine Muskegon more clearly in our heads. I will hand out a blank character and I want you to design Muskegon based on a little description I will give you. Think about his hair, face, and clothing.”

Read the following description to students:

Muskegon (Mus-kay-gon) is a young Indigenous (Anishinaabe/Anishinaabe) boy around the age of 10. His skin is tanned from the sun and is now a soft sand colour. He is growing out his shiny dark brown hair that goes just past his ears. He has big brown eyes that his grandfather says reminds him of a brown bear's fur. Muskegon has a big happy smile. He has freckles on his nose from playing in the sun. Muskegon wears a red t-shirt and blue jeans. Muskegon's favourite thing is his big brown boots.

Instruct students to draw their interpretations of Muskegon on the blank character handout. Prompt students with the following questions:

1. What are the features of a face? Remember to draw eyes, a nose, a mouth, ears.
2. What should you draw to create a t-shirt? Jeans? Boots?

Acquire: *What strategies facilitate learning for groups and individuals?*

“Muskegon and the Pow Wow Trail” Short Story

After creating their own interpretations of Muskegon, instruct students they will now listen to the story of Muskegon and the Pow-Wow Trail.

Say:

“Today we will continue our journey learning about Pow Wows. We will read the short story “Muskegon and the Pow Wow Trail”. In this story, Muskegon is driving with his grandfather on their way to their first Pow Wow of the summer. In the story, Muskegon’s grandfather tells Muskegon that the Pow Wow Trail is the series of Pow Wows that they have planned to attend this summer. He tells Muskegon how they will be attending a Pow Wow in Winnipeg, and then travel all over Manitoba to different communities Pow Wows. Muskegon’s grandfather goes on to teach him about the importance of Pow Wow to Indigenous communities. Let’s read.”

This story includes new understandings about the significance of Pow Wows for Indigenous peoples, families, and communities. In the story, Muskegon’s grandfather talks about why Pow Wows are important. This story scaffolds off learnings students would have learned from the Pow Wow Introduction video.

Apply: *How will students demonstrate their understanding?*

Story Mapping

After reading the story, students will reflect and recall the story as they will sequence the events in the beginning, middle, and end. Students will participate in a Story Map. In the Story Map students will draw pictures of what happened in the beginning, in the middle, and in the end of the story.

Hand out the Story Map to each student. Ensure each student has a pencil and colouring materials such as pencil crayons.

Say:

“Now that we read the story, we will map out the events that happened in the beginning, middle, and end of the story. Let’s map the story together out on the board/chart paper.” Draw each of the events together as a shared drawing. Students may copy the picture or draw their own interpretation.

- 1) What happened in the beginning of the story?
 - a) Muskegon and his grandfather get into the car to travel to Winnipeg to their first Pow Wow.

- 2) What happened in the middle of the story?
 - a) *Grandfather tells Muskegon the importance of Pow Wows. That Pow Wows are celebrations of life. They are an express of the living Spirit of Dance and Song. They teach the next generation to connect to this way of living and how to express themselves through Dance and Song.*

- 3) What happened in the end of the story?
 - a) *Muskegon and his Grandfather arrive to their first Pow Wow. Muskegon looked out the car window with excitement.*

Assessment:**Trail Journal**

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal or diary style writing and drawing text where students can confidently share their thoughts, reflections, conceptions, and develop their points of view. Hand out the Trail Journal to each student. In their third journal entry students will reflect on how they think Muskegon felt at the end of the story, and a time they felt great excitement.

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher’s Bundle Manitoba Curriculum Connections* section.

Lesson Four: Women's Dances Vocabulary Cards

Title: Women's Dances Vocabulary Cards.

Theme: Women's Dances.

Grade Level: K-2.

Subject(s): English Language Arts, Social Studies.

Time Required: 30-40 minutes.

Lesson Overview:

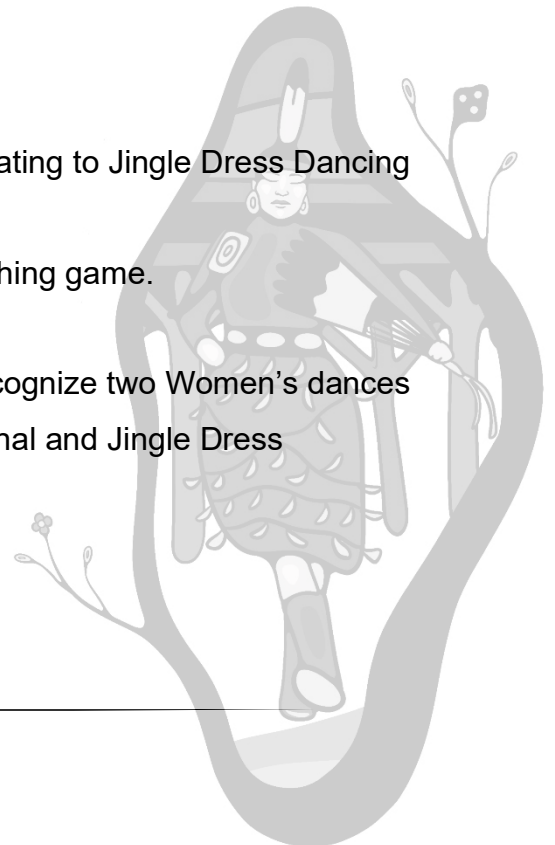
Students will learn about the different dances that Women and 2SLBQTQQIA+ people dance to at Pow Wows. Students will watch videos on Women's Traditional and Jingle Dress dancing and the respective Regalia. Students will listen to a read aloud story about Muskegon continuing his Pow Wow journey watching the Women's dance categories. Using their new knowledge, students will create vocabulary cards of important words regarding Women's dances such as jingles, bandolier bag, and proud. Students can illustrate pictures for their vocabulary cards. After creating the terms and pictures, students will interact in a matching game. Students will reflect on their learning by orally self reflecting on their experience creating and playing with vocabulary cards. Teachers will use the Entry 4: Women's Dance Checklist Reflection in the K-2 Trail Journal for assessment.

Learning Outcomes:

- Students will identify important vocabulary words relating to Jingle Dress Dancing and Women's Traditional Dance.
- Students will create and illustrate a vocabulary matching game.
- Students will learn how to side-step dance.
- By the end of this lesson, students will be able to recognize two Women's dances that are honoured at Pow Wows - Women's Traditional and Jingle Dress Dancing.

Materials and Equipment:

- Appendix 4.0: Muskegon and the Jingle Dress



- Appendix 4.1: Women’s Dance Vocabulary Cards
- Pencils
- Colouring materials (pencil crayons, crayons, etc.)
- Projector/Screen
- Computer Access

Activate: *How will students be prepared for learning?*

Pow Wow Videos: Jingle Dress Dancing and Women’s Traditional

In this lesson, students will learn about Women’s Traditional and Jingle Dress dancing. To begin the lesson, instruct students that today they will learn about two different dances performed by Women and 2SLGBTQQIA+ people. The dances are called Jingle Dress Dancing and Women’s Traditional dancing.

Play Video 2: Jingle Dress

After the video, prompt students with the following questions:

1. What kind of dance is the Jingle Dress Dance? **Healing Dance**
2. What do the jingle cones do? **Trap sickness in the cones**
3. What way do you dance while Jingle Dress Dancing? **Forward**

After discussing the three questions, **play Video 3: Women’s Traditional.**

After the video, prompt students with the following questions:

1. Where do the dancers stand during the Women’s Traditional Dance? **On the outside of the Pow Wow circle.**
2. What is the job or responsibility of the Women’s Traditional Dancers? **To support everyone in the centre or to support the men.**
3. What way do you dance while dancing Women’s Traditional? **Up and down.**

Acquire: *What strategies facilitate learning for groups and individuals?*

“Muskegon and the Jingle Dress” Short Story

After watching and summarizing the two Women’s Dances videos, students will now listen to the story of Muskegon and the Jingle Dress.

Say:

“Today we will continue our journey learning about Women’s Dances. We will read the short story “Muskegon and the Jingle Dress”. In this story, Muskegon just finished watching the Grand Entry and joined in his first Intertribal Dance. In the story, Muskegon talks with a teen girl named Margaret about her jingle dress. Muskegon watches Margaret, and the others, dance the Healing Dance. Let’s read.”

This story includes new understandings about Jingle Dress dancing. This story scaffolds from learning students would have learned from the two videos on women’s Pow Wow dancing.

Apply: *How will students demonstrate their understanding?*

Women’s Dance Vocabulary Cards

After listening to the story, students will reflect and recall the story and videos as they will create cards using important vocabulary words and illustrate pictures of the different terms.

Hand out the *Appendix 4.1 Women’s Dance Vocabulary Cards* to each student. Ensure each student has a pencil and colouring materials such as pencil crayons.

Say:

“In the videos we watched, and the story we listened to, there were a lot of new words. We are going to take those words, or terms, and write them onto cards. In the blank box beside the word, you will draw and colour a picture of that term. So, for the term **Jingle Cone** you will draw a picture of a jingle cone. After we are done writing, drawing, and colouring. You will cut out the cards and can play a matching game either by yourself or with a partner!”

Women's Dance Vocabulary Cards Instructions

1. **Teacher:** Write out the vocabulary words on the whiteboard, smartboard, or anchor chart for students to see.
2. **Students:** Write the vocabulary words in the first blank box
3. **Students:** Draw and colour a picture that matches each of the vocabulary word.
4. **Students:** Cut out the cards
5. **Teachers/Students:** Write the students name or initials on the back of each card.
6. **Students:** Play a matching card game alone or with a partner!

Vocabulary Words:

- Healing Dance
- Cones
- Bandolier Bag
- Tobacco
- Fan
- Respect
- Proud
- Shawl

Assessment:

Trail Journal

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal or diary style writing and drawing text where students can confidently share their thoughts, reflections, conceptions, and develop their point of views.

Hand out the Trail Journal to each student. In their fourth journal entry students will reflect orally on their experience learning about the two Women's dances. Teachers can

have the checklists out and walk around the room and check off key understandings that students could mention in their oral self-reflections.

Further Learning and Extensions:

Side-Step Dance

Students can learn how to do the side-step featured in Jingle Dress Dancing. By watching the video Watch Come Dance with Me - Side Step by CBC Kids:

<https://www.youtube.com/watch?v=0dTe9lgKhQ&t=44s&pp=ygUVcG93IHdvdyBzb25nIGFuZCBkcjVt>

Note:

All students can respectfully learn the side-step dance. It is important for all students to learn so; they can attend a Pow Wow and participate in the Intertribal dances. Learning the side-step dance can also be a learning opportunity for Indigenous students wanting to participate in Pow Wows.

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher's Bundle Manitoba Curriculum Connections* section.

Lesson Five: The Storytelling Dance and the Land

Title: The Storytelling Dance and the Land.

Theme: Men's Dances.

Grade Level: K-2.

Subject(s): Social Studies, Science.

Time Required: 30 minutes.

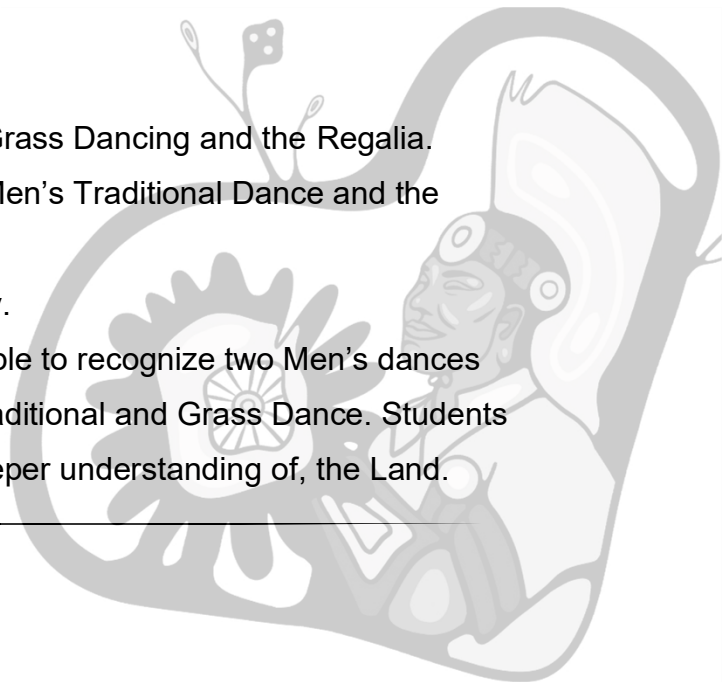
Lesson Overview:

Teachers will need to find a large outdoor space for this activity such as a school field or a nearby park. Go over pertinent safety protocols with students if leaving the school grounds.

Students will learn about the different dances that Men and 2SLBQTQQIA+ people dance to at Pow Wows. Students will watch videos on Men's Traditional and Grass Dance and the respective Regalia. Students will listen to a read aloud story about Muskegon continuing his Pow Wow journey watching the Men's dance categories. Students will reflect upon the teachings from Wes Nelson about storytelling and the Land and will build kinship with the Land by participating in Sit Spots. Students will go out onto the Land, whether in their school playground or a nearby park. Students will find a spot on the Land that they feel they will learn successfully in, or that they may feel a connection to. In their Sit Spots, students will connect themselves and build kinship to the Land. Afterwards, students will add to their Trail Journals about what they have learned about Men's Dances and the importance of honouring the Land.

Learning Outcomes:

- Students will recognize the significance of Grass Dancing and the Regalia.
- Students will recognize the significance of Men's Traditional Dance and the Regalia.
- Students will participate in a Sit Spot activity.
- By the end of this lesson, students will be able to recognize two Men's dances that are honoured at Pow Wows - Men's Traditional and Grass Dance. Students will start to build a relationship with, and deeper understanding of, the Land.



Materials and Equipment:

- Appendix 5.0: The Storytelling Dance
- Safe space on the Land where students can sit on the ground.
 - *i.e., playground, field, nearby park, etc.*

Activate: *How will students be prepared for learning?*

Pow Wow Videos: Grass Dance and Men’s Traditional

In this lesson, students will learn about two types of Men dances, Grass Dance and Men’s Traditional. To begin the lesson, instruct students that today they will continue to learn about types of Pow Wow dances. Today they will explore two different dances performed by Men and 2SLGBTQQIA+ people. The dances are called Grass Dance and Men’s Traditional.

Play Video 4: Grass Dance

After the video, prompt students with the following questions:

1. What does the Grass Dance represent? ***The prairie/grass moving in the wind.***
2. What do Grass Dancers do to the grounds? ***They bless the grounds.***
3. What way do you dance while Grass Dancing? ***Dance with one leg, and then repeat with the other leg.***

After discussing the three questions, play **Video 5: Men’s Traditional**.

After the video, prompt students with the following questions:

1. What is another name for Men’s Traditional Dance? ***Storytelling Dance***
2. What does Wes Nelson say he wants to leave behind? ***Good Tracks***
3. What way do you move while dancing Men’s Traditional? ***Step back and forth.***

Acquire: *What strategies facilitate learning for groups and individuals?*

“The Storytelling Dance” Short Story

After watching and summarizing the two Men's Dances videos, instruct students they will now listen to, choral read, or silent read to themselves the story of ***The Storytelling Dance***.

Say:

"Today we will continue our journey learning about the different kinds of Pow Wow Dances. We will read the short story "The Storytelling Dance". In this story, Muskegon is enjoying his first Pow Wow. He meets one of his grandpa's old friends, Koda, who teaches him about Men's Traditional Dance.

This story includes new understandings about Men's Traditional dancing. This story scaffolds off learning students would have learned from the two videos on men's Pow Wow dancing.

Apply: *How will students demonstrate their understanding?*

Sit Spots

After listening to the story, students will reflect upon the teachings from Wes Nelson and The Storytelling Dance story about storytelling and the Land. In Men's Traditional dancing, there is a strong emphasis on acknowledging our connections to the Earth and honouring the plants and animals. Men's Traditional teaches us to be aware of the tracks we are leaving behind. Bringing students out onto the Land and taking a moment to build a relationship with the natural elements. Students will start to build the capacity to care and understand the importance of the Earth. In this lesson, students will continue to build their kinship to the Land by participating in a Sit Spot activity.

The purpose of sit spots is to have students practise being mindful and present in the moment. Sit spots are when students find a spot in nature, on the ground, to sit and connect themselves to the Earth.

This part of the lesson will need to take part outside. Somewhere where the students can sit comfortably on the Land.

Instruct students that they will take the teachings from Wes Nelson and the teachings from Men's Traditional dance and go out onto the Land. Students will go out outside, whether in the school playground or a nearby park. Students will need to find a comfortable spot where they can sit quietly. Each student finds a unique spot where they will sit by themselves. Sit at least 2 metres from each other to fully enjoy the experience.

Say:

“We will take our learning outside today to learn from the Land. We will go outside and find Sit Spots. Sit Spots are a place in nature where we can sit on the ground and connect ourselves to the Earth. We will do some mindfulness in these spots where we will use our senses to connect to our spots. Let’s go outside.”

When outside and students have found a spot. Prompt students with the following directions. Pause for about 1-2 minutes between each prompt.

1. Feel the ground underneath you with your hands (*remind students not to pull out the grass!*)
2. Smell the air around you.
3. Listen to the sounds around you.
4. Look at the spot around you. What do you notice in the grass? In the sky?
5. Now, let us sit in silence for 1-2 minutes to enjoy our new spot with the Land.

Assessment:

Trail Journal

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal or diary-style text where students can confidently share their thoughts, reflections, conceptions, and develop their point of views. Hand out the Trail Journal to each student. In their fifth journal entry students will reflect on their new learnings and understandings about Men's Pow Wow Dances. Instruct students to answer the

following prompt:

Draw a picture of your sit spot today. Are there any connections to Men's Traditional Dance (Animals) or Grass Dance (plants/grass) that you saw today? If so, label your picture.

Further Learning and Extensions:

Cottonball Meets Dreyden: A Pow Wow Grass Dancer:

Students can learn more about Grass Dance by watching the video Cottonball Meets Dreyden: A Pow Wow Grass Dancer by CBC Kids:

<https://www.youtube.com/watch?v=4AXojyeP1xQ&t=20s&pp=ygUVcG93IHdvdyBzb25nIGFuZCBkcnVt>

Discussion Question: What parts of his Regalia did Dreyden talk and show to Cottonball about?

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher's Bundle Manitoba Curriculum Connections* section.

Lesson Six: The Drum

Title: The Drum.

Theme: Music.

Grade Level: K-2.

Subject(s): English Language Arts, Social Studies, Visual Arts.

Time Required: 30-45 minutes.

Lesson Overview:

If you are inviting someone into the classroom or school to play the Drum, please follow proper Tobacco and Guest Protocols.

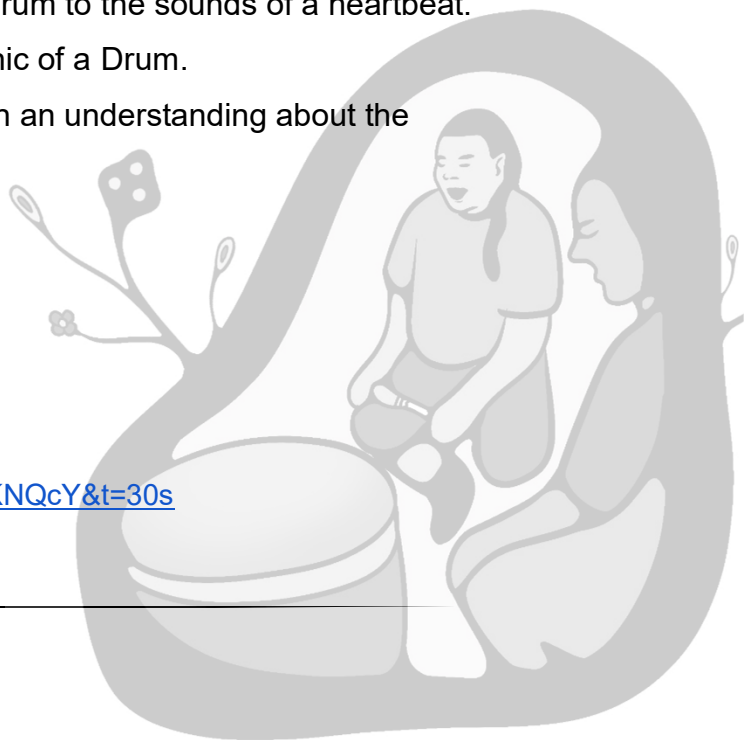
Students will learn about the importance of the Drum, Drum groups at Pow Wow, and different songs that are presented at Pow Wow such as Intertribal songs. Students will listen to Drumming (real or video) to experience the heartbeat sound that the Drum creates. Reflecting on the heartbeat sound, students will listen to Muskegon's experience about the Drum and learn teachings and the parts of the Drum, and the songs that are sung at Pow Wows. Students will use their new understandings to create a labelled visual graphic (poster) of a Drum. Students will label the parts of a Drum. Students will reflect on their learning through their Trail Journals.

Learning Outcomes:

- Students will compare the sounds of the Drum to the sounds of a heartbeat.
- Students will create a labelled visual graphic of a Drum.
- By the end of this lesson, students will gain an understanding about the significance of the Drum.

Materials and Equipment:

- Appendix 6.0: Muskegon and the Drum
- Appendix 6.1: Drum Poster Rubric
- Video: Bear Inniniwak at Manito Ahbee:
<https://www.youtube.com/watch?v=Y8wZAWKNQcY&t=30s>
- Pencils



- Poster paper or 8x14" paper
- Colouring materials (pencil crayons, markers, etc.)
- Computer Access
- Projector and Screen or Smart Board
- Whiteboard and whiteboard markers or Smartboard

Activate: *How will students be prepared for learning?*

The (Heart) Beat of the Drum

In this lesson, students will learn about the importance of the Drum. Students will learn how there are different Drum groups represented at Pow Wows. As well as there are different songs played at Pow Wows. Students will begin their lesson with listening to the Drum being played. By introducing Drumming to students, they will be able to build a familiarity with the beat of the Drum. In this part of the lesson, students will compare the sounds of Drumming to the sounds of a heart beating. This lesson can either be done by someone Drumming in real-life or by listening to Bear Inniniwak playing their Drum at Manito Ahbee.

To begin the lesson, play the Intertribal Contest song by Bear Inniniwak from Manito Ahbee 2019. Encourage students to listen to the song rather than watch the video. Invite students to close their eyes as they listen.

Say:

"Today, we will continue our learning journey about Pow Wow. We are going to focus our learning on the music at Pow Wows. There are many songs that are represented at Pow Wows, such as the Flag Song, the Veterans Song, Intertribal Songs, and more. We are going to listen with our ears and hearts to a video and discuss it!"

Prompt students with the following questions and statements as they listen to the video (or to someone playing the Drum)

1. What do you hear? What instrument is being played?

Answers may vary. Singing and Drumming are acceptable responses.

2. What does the Drumming remind you of? Think about the beat.

Answers may vary. Look for the answer “heartbeat”.

3. How do you think that a Drumbeat, and heartbeat are similar? How are they different?

Answers will vary.

Acquire: *What strategies facilitate learning for groups and individuals?*

“Muskegon and the Drum” Short Story

After listening with their ears and hearts to Drumming, instruct students they will now listen to the last story in the Muskegon short story series.

Say:

“We will read the last story in the Muskegon story series. This is where our journey ends with Muskegon but the learning he has provided us about Pow Wows will continue in our bodies, hearts, minds, and spirits. In our story today, Muskegon is learning about the Drum. In this story, Muskegon learns about the role of Drumming at Pow Wows, the parts of the Drum, and what kind of songs are sung at Pow Wows. Let’s read.”

During and after the story, prompt students with the following questions:

1. What job do the Drummers have at Pow Wows?

Drummers are responsible/have the job of singing the songs.

2. What kind of songs are sung at Pow Wows?

Answers will vary. Grand Entry, dance contests, intertribal songs, honouring songs, Flag song, Veterans song, etc.

3. What are some of the parts of the Drum?
Wooden frame or hoop, rawhide, sinew.

4. What does the Drum represent?
Mother Earth and her heartbeat.

Apply: *How will students demonstrate their understanding?*

Drum Posters

After listening to the story, students will create a labelled visual graphic, or poster, of the Drum. By creating a poster, students are showcasing their learning in an intentional way that educates the community around them.

Show students the following photos. Ask students to point to the parts of the Drum.



Images taken by Marika Schalla (June 2022). Drums created by Marika Schalla and Declan Schalla.

Drum Posters Instructions

Draw a representation of a Drum on the board. Directly show to students each part of the Drum. Label your representation of the Drum. Instruct students that they will be creating their posters of the Drum to show their new knowledge, and so they can hang up the posters to teach other students in the school community.

Instruct students that they will need to include:

- Drawing/Graphic of the Drum
- Drawing/Graphic of a Drumstick
- Labelled parts of the Drum:
 - Drumhead / Rawhide
 - Frame/Hoop
 - Sinew
 - Drumstick

Hand out the Drum Poster Rubric to students so they are clear about expectations. Hand out 8x14" paper or poster paper for students to create their posters. Encourage students to use a lot of detail, colour, and use the entire page.

Assessment:

Trail Journal

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal or diary style writing and drawing text where students can confidently share their thoughts, reflections, conceptions, and develop their point of views.

Hand out the Trail Journal to each student. In their sixth journal entry students will reflect on their new learnings and understandings about Drumming and singing. Instruct students to answer the following prompt:

Draw a picture that represents the Drum, the heartbeat, and Mother Earth.

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher's Bundle Manitoba Curriculum Connections* section.

Lesson Seven: Pow Wow Trail Comic Strip

Title: Pow Wow Trail Comic Strip.

Theme: Historical Background and Current Day Impacts.

Grade Level: 3-5.

Subject(s): English Language Arts, Social Studies.

Time Required: 30 minutes.

Lesson Overview:

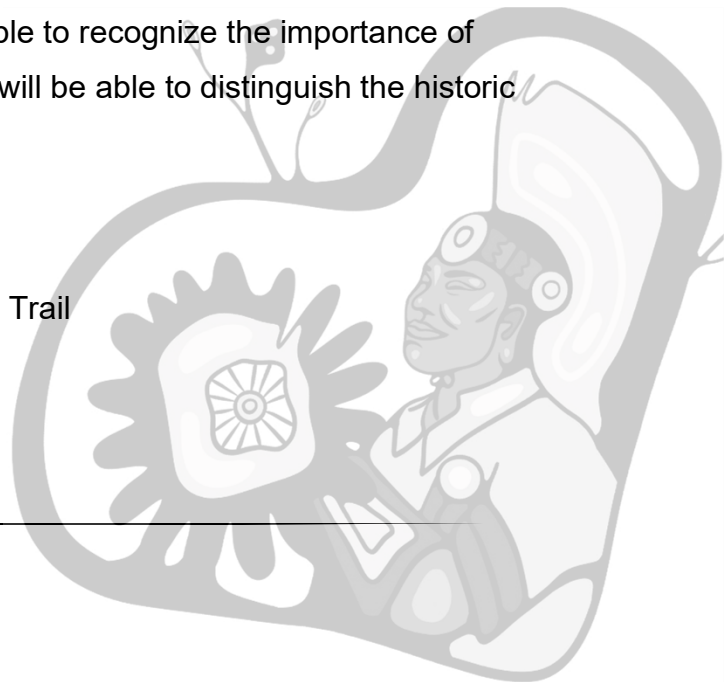
Students will be formally introduced to the character Muskegon (Mus-Kay-Gon), a youth who is starting his journey learning about Pow Wows. Before continuing the short story series, students will design the character Muskegon. After reading a short description about him, students will be provided with blank characters to create what they envision Muskegon will look like. After designing their character, students will follow along with a read aloud short story about Muskegon discovering why Pow Wow is important historically and presently. Students will create a comic representation of Muskegon and the Pow-Wow Trail. Students will reflect on their learning about the significance of Pow Wows through their Trail Journals.

Learning Outcomes:

- Students will create a design for the character, Muskegon.
- Students will sequence events and illustrate and design a comic strip of Muskegon arriving at his first Pow Wow.
- By the end of this lesson, students will be able to recognize the importance of Pow Wow to Indigenous peoples. Students will be able to distinguish the historic and modern significance of Pow Wows.

Materials and Equipment:

- Appendix 3.0: Muskegon and the Pow Wow Trail
- Appendix 3.1: Blank Character Handout
- Appendix 3.3: Comic Strip Template
- Appendix 3.4: Comic Strip Rubric



- Pencils
- Colouring materials (pencil crayons, crayons, etc.)
- Trail Journal

Activate: *How will students be prepared for learning?*

Design Your Character: Muskegon

In this lesson, students will learn about what going down the Pow Wow Trail means to Indigenous peoples, families, and communities. To begin the lesson, instruct students that they will continue their exploration of Pow Wows, and today they will learn with the character Muskegon what going down the Pow Wow Trail means.

Say:

“Before we read another story about Muskegon (Mus-kay-gon), we need to design what the character looks like in our heads. So, when we are storytelling, we can imagine Muskegon more clearly in our heads. I will hand out a blank character and I want you to design Muskegon based on a little description I will give you. Think about his hair, face, and clothing.”

Read the following description to students:

“Muskegon (Mus-kay-gon) is a young Indigenous (Anishinaabe/Anishinaabe) boy around the age of 10. His skin is tanned from the sun and is now a soft sand colour. He is growing out his shiny dark brown hair that goes just past his ears. His hair flips upwards underneath an old green baseball cap. He has big brown eyes that his grandfather says reminds him of a brown bear’s fur. Muskegon has a big happy smile. He has freckles on his nose from playing in the sun. Muskegon wears a red t-shirt with a small hole in the right arm. He has dark blue jeans that have a few grass stains. Muskegon’s favourite thing is his big brown boots that are caked in a little bit of mud.”

Instruct students to draw their interpretations of Muskegon on the blank character handout. Encourage students to use lots of details and colour. Prompt students with the following questions:

1. What are the features of a face? Remember to draw eyes, a nose, a mouth, ears.
2. What should you draw to create a t-shirt? Jeans? Boots?

Acquire: *What strategies facilitate learning for groups and individuals?*

“Muskegon and the Pow Wow Trail” Short Story

After creating their own interpretations of Muskegon, instruct students they will now listen to the story of Muskegon and the Pow-Wow Trail.

Say:

“Today we will continue our journey learning about Pow Wows. We will read the short story “Muskegon and the Pow Wow Trail”. In this story, Muskegon is driving with his grandfather on their way to their first Pow Wow of the summer. In the story, Muskegon’s grandfather tells Muskegon that the Pow Wow Trail is the series of Pow Wows that they have planned to attend this summer. He tells Muskegon how they will be attending a Pow Wow in Winnipeg, and then travel all over Manitoba to different communities Pow Wows. Muskegon’s grandfather goes on to teach him about the importance of Pow Wow to Indigenous communities. Let’s read.”

This story includes new understandings about the significance of Pow Wows for Indigenous peoples, families, and communities. In the story, Muskegon’s grandfather talks about why Pow Wows are important. This story scaffolds off learning students would have learned from the Pow Wow Introduction video.

Apply: *How will students demonstrate their understanding?*

Muskegon and the Pow Wow Trail Comic Strip

After reading the story, students will reflect and recall the story as they will sequence the events and design a comic strip. In the Comic Strip students will choose a part of the story to create into a comic strip.

Hand out the Comic Strip template to each student. Each student should have their own copy of the story to refer to. Ensure each student has a pencil and colouring materials such as pencil crayons.

Say:

“Now that we read the story, you will choose a part of the story to create a four-frame comic strip. You may read through the story one more time to pick a part that sticks out to you. In each of your frames, include speech bubbles or narration. Make sure you have details and lots of colour.”

Go over the rubric with students so they are aware of the expectations of their comics. You may give students a copy of the rubric to refer to while they are working.

Assessment:

Comic Strip Rubric:

This rubric can either be used by the teacher as a form of formative or summative assessment. It can also be used by the student to self-reflect and give themselves a mark on their assignment.

Trail Journal

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal or diary style writing and drawing text where students can confidently share their thoughts, reflections, conceptions, and develop their point of views.

Hand out the Trail Journal to each student. In their third journal entry students will reflect on how they think Muskegon felt at the end of the story, and a time they felt great excitement.

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher's Bundle Manitoba Curriculum Connections* section.

Lesson Eight: Women's Dances Infographic

Title: Women's Dances Infographic.

Theme: Women's Dances.

Grade Level: 3-5.

Subject(s): English Language Arts, Social Studies, Visual Arts.

Time Required: 30-40 minutes.

Lesson Overview:

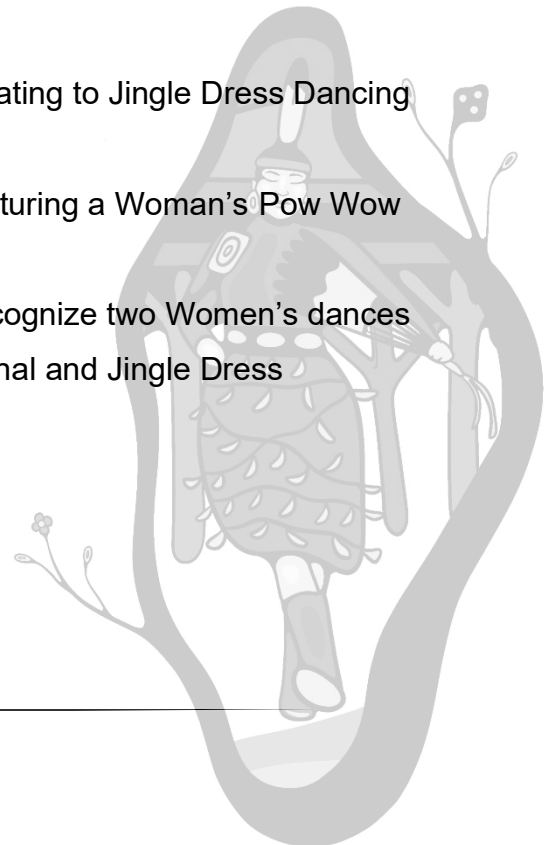
Students will learn about the different dances that Women and 2SLBQTQQIA+ people dance to at Pow Wows. Students will watch videos on Women's Traditional and Jingle Dress dancing and the respective Regalia. Students will listen to a read aloud story about Muskegon continuing his Pow Wow journey watching the Women's dance categories. Using their new knowledge, students will create an infographic poster highlighting the dance and Regalia of one of the two Women's Dances. The posters should include images of the Regalia and include important words regarding Women's dances such as jingles, bandolier bag, and proud. Students will reflect on their learning by reading another student's poster and reflect on the learning they had learned from each other in the Trail Journals.

Learning Outcomes:

- Students will identify important vocabulary words relating to Jingle Dress Dancing and Women's Traditional Dance.
- Students will create, illustrate, and label a poster featuring a Woman's Pow Wow Dance.
- By the end of this lesson, students will be able to recognize two Women's dances that are honoured at Pow Wows - Women's Traditional and Jingle Dress Dancing.

Materials and Equipment:

- Appendix 4.0: Muskegon and the Jingle Dress
- Pencils



- Colouring materials (pencil crayons, crayons, etc.)
- Projector/ Screen
- Computer Access

Activate: *How will students be prepared for learning?*

Pow Wow Videos: Jingle Dress Dancing and Women's Traditional

In this lesson, students will learn about Women's Traditional and Jingle Dress dancing.

To begin the lesson, instruct students that today they will learn about two different dances performed by Women and 2SLGBTQQIA+ people. The dances are called Jingle Dress Dancing and Women's Traditional dancing.

Play Video 2: Jingle Dress

After the video, prompt students with the following questions:

1. What kind of dance is the Jingle Dress Dance? **Healing Dance**
2. What do the jingle cones do? **Trap sickness in the cones**
3. What way do you dance while Jingle Dress Dancing? **Forward**

After discussing the three questions, play **Video 3: Women's Traditional**.

After the video, prompt students with the following questions:

1. Where do the dancers stand during the Women's Traditional Dance? **On the outside of the Pow Wow circle.**
2. What is the job or responsibility of the Women's Traditional Dancers? **To support everyone in the centre or to support the men.**
3. What way do you dance while dancing Women's Traditional? **Up and down.**

Acquire: *What strategies facilitate learning for groups and individuals?*

“Muskegon and the Jingle Dress” Short Story

After watching and summarizing the two Women’s Dances videos, instruct students they will now listen to, choral read or silent read to themselves the story of Muskegon and the Jingle Dress.

Say:

“Today we will continue our journey learning about Women’s Dances. We will read the short story “Muskegon and the Jingle Dress”. In this story, Muskegon just finished watching the Grand Entry and joined in his first Intertribal Dance. In the story, Muskegon talks with a teen girl named Margaret about her jingle dress. Muskegon watches Margaret, and the others, dance the Healing Dance. Let’s read.”

This story includes new understandings about Jingle Dress dancing. This story scaffolds from learning students would have learned from the two videos on women’s Pow Wow dancing.

Apply: *How will students demonstrate their understanding?*

Women’s Dance Infographic Posters

After listening to the story, students will reflect and recall the story and videos as they will create infographic posters about one of the Women’s Dances. ***An infographic poster is a graphic visual representation of information and knowledge intended to present information clearly.*** The posters can either be made digitally or by hand.

Split the class evenly with half the students creating an infographic poster about Jingle Dress Dancing, and the other half creating an infographic poster about Women’s Traditional Dancing.

Say:

“In the videos we watched, and the story we listened to, there were a lot of new words. We are going to display the knowledge we have learned about Jingle Dress Dancing

and Women's Traditional Dancing by creating infographic posters. An infographic poster is a visual that shows images and information about a topic.

Women's Dance Infographic Poster Instructions

In the student's infographic posters, they should include the following:

1. 1 graphic (drawn or digital) of the Regalia
2. The name of the dance
3. 3-5 facts about the dance and Regalia
4. Label the parts of the Regalia.
 1. Using words learned from the Full Circle Pow Wow Video
Ex: Jingle cones, beads, shawl, fan, bandolier bag, shawl, breast plate etc.

Assessment:

Trail Journal

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal or diary style writing and drawing text where students can confidently share their thoughts, reflections, conceptions, and develop their point of views.

Hand out the Trail Journal to each student. In their fourth journal entry students will reflect on what they have learned about both Jingle Dress Dancing and Women's Traditional Dancing. In their entry, they will answer the questions:

- 1) What makes the Jingle Dress Dance special?
 - a) *Responses may vary but must include something along the lines of: **It is a healing dance. The jingles/cones trap sickness.***
- 2) What role do Dancers have during the Women's Traditional Dance?
 - a) *Responses may vary but must include something along the lines of: **It is a dance that supports everyone/the men in the centre.***

Further Learning and Extensions:

Side-Step Dance

Students can learn how to do the side-step featured in Jingle Dress Dancing. By watching the video Watch Come Dance with Me - Side Step by CBC Kids:

https://www.youtube.com/watch?v=_0dTe9IqKhQ&t=44s&pp=ygUVcG93IHdvdyBzb25nIGFuZCBkcjVt

Note:

All students can respectfully learn the side-step dance. It is important for all students to learn so; they can attend a Pow Wow and participate in the Intertribal dances. Learning the side-step dance can also be a learning opportunity for Indigenous students wanting to participate in Pow Wows.

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher's Bundle Manitoba Curriculum Connections* section.

Lesson Nine: The Stories Within the Men's Dances

Title: The Stories Within the Men's Dances.

Theme: Men's Dances.

Grade Level: 3-5.

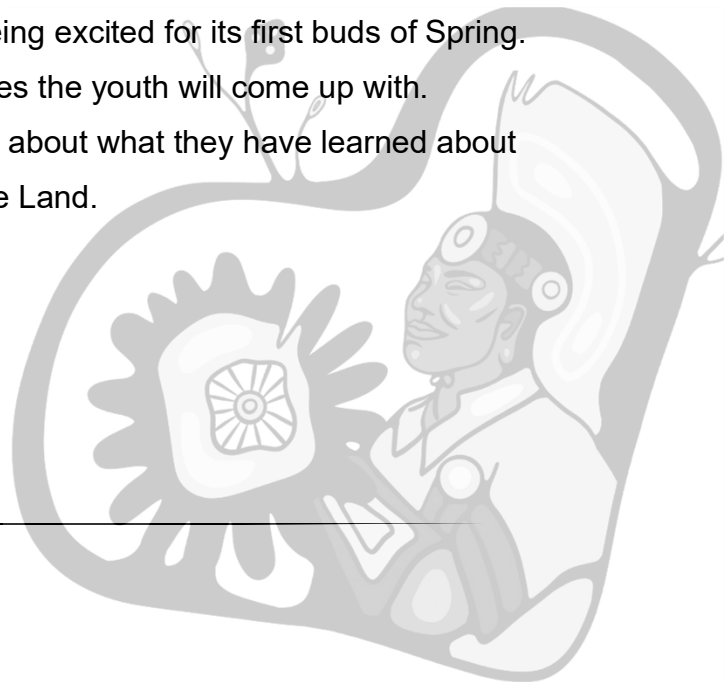
Subject(s): Social Studies, Science.

Time Required: 40-50 minutes.

Lesson Overview:

Teachers will need to find a large outdoor space for this activity such as a school field or a nearby park. Go over pertinent safety protocols with students if leaving the school grounds.

Students will learn about the different dances that Men and 2SLBQTQQIA+ people dance to at Pow Wows. Students will watch videos on Men's Traditional and Grass Dance and the respective Regalia. Students will listen to a read aloud story about Muskegon continuing his Pow Wow journey watching the Men's dance categories. Students will reflect upon the teachings from Wes Nelson about storytelling and the Land and will build kinship with the Land by creating a Living Tree Story. Students will go out onto the Land, whether in their school playground or a nearby park. Students will find either a tree, bush, or other natural element and sit with it. After watching the tree/bush, students will draw a sketch of their trees. Once completed, students will create an oral story about their tree. Fictional or non-fictional. For example, perhaps the student will draft a story about how their Tree has a name and is best friends with a bird. Or the story is about the tree being excited for its first buds of Spring. The possibilities are endless with the types of stories the youth will come up with. Afterwards, students will add to their Trail Journals about what they have learned about Men's Dances and the importance of honouring the Land.



Learning Outcomes:

- Students will recognize the significance of Grass Dancing and the Regalia.
- Students will recognize the significance of Men’s Traditional Dance and the Regalia.
- Students will create a visual representation of a Tree and a story to go along with their visual representations.
- By the end of this lesson, students will be able to recognize two Men’s dances that are honoured at Pow Wows - Men’s Traditional and Grass Dance. Students will build a relationship with, and deeper understanding of, the Land.

Materials and Equipment:

- Appendix 5.0: The Storytelling Dance
- White paper or sketch books
- Clipboards
- Pencils
- Projector/ Screen
- Computer Access
- Safe spot on the Land for students to sit.
 - i.e., playground, field, nearby park, etc.

Activate: *How will students be prepared for learning?*

Pow Wow Videos: Grass Dance and Men’s Traditional

In this lesson, students will learn about two types of Men dances, Grass Dance and Men’s Traditional. To begin the lesson, instruct students that today they will continue to learn about types of Pow Wow dances. Today they will explore two different dances performed by Men and 2SLGBTQQIA+ people. The dances are called Grass Dance and Men’s Traditional.

Play Video 4: Grass Dance

After the video, prompt students with the following questions:

1. What does the Grass Dance represent? ***The prairie/grass moving in the wind.***
2. What do Grass Dancers do to the grounds? ***They bless the grounds.***
3. What way do you dance while Grass Dancing? ***Dance with one leg, and then repeat with the other leg.***

After discussing the three questions, play **Video 5: Men’s Traditional**.

After the video, prompt students with the following questions:

1. What is another name for Men’s Traditional Dance? ***Storytelling Dance***
2. What does Wes Nelson say he wants to leave behind? ***Good Tracks***
3. What way do you move while dancing Men’s Traditional? ***Step back and forth.***

Acquire: *What strategies facilitate learning for groups and individuals?*

“The Storytelling Dance” Short Story

After watching and summarizing the two Men’s Dances videos, instruct students they will now listen to, choral read or silent read to themselves the story of The Storytelling Dance

Say:

“Today we will continue our journey learning about the different kinds of Pow Wow Dances. We will read the short story “The Storytelling Dance”. In this story, Muskegon is enjoying his first Pow Wow. He meets one of his grandpa’s old friends, Koda, who teaches him about Men’s Traditional Dance.

This story includes new understandings about Men’s Traditional dancing. This story scaffolds off learning students would have learned from the two videos on men’s Pow Wow dancing.

Apply: *How will students demonstrate their understanding?*

Living Tree Story

After listening to the story, students will reflect upon the teachings from Wes Nelson and The Storytelling Dance story about storytelling and the Land. In Men’s Traditional dancing, there is a strong emphasis on acknowledging our connections to the Earth and

honouring the plants and animals. Men's Traditional teaches us to be aware of the tracks we are leaving behind. By getting students out onto the Land and taking a moment to build a relationship with the natural elements. Students will start to build the capacity to care and understand the importance of the Earth. In this lesson, students will continue to build their kinship to the Land by creating a Living Tree Story.

This part of the lesson will need to take part outside, somewhere where there are trees or bushes visible.

Instruct students that they will take the teachings from Wes Nelson and the teachings from Men's Traditional dance and go out onto the Land. Students will go out outside, whether in the school playground or a nearby park.

Students will need to find either a tree, bush, or other natural element and sit with it. After watching the tree/bush, students will draw a sketch of their trees. Once completed, students will create an oral story about their tree. Fictional or non-fictional. For example, perhaps the student will draft a story about how their Tree has a name and is best friends with a bird. Or the story is about the tree being excited for its first buds of Spring. The possibilities are endless with the types of stories the youth will come up with.

Say:

“We will take our learning outside today to learn from the Land. We will go outside and create Living Tree stories. A Living Tree Story is a fictional, or non-fictional, story that you will create after you spend some time look and sketching one of the trees found around our school (or park). By taking the time to look at the tree, draw it, and spend time with the tree, you will build a relationship with it! Wes Nelson taught us that in life we need to honour the Earth and we all leave tracks behind us. By creating a story about a tree, we are building the capacity to love the Earth even more. Let's go outside.”

When outside, have students find a tree/bush that they want to spend time with, sketch, and create a story about. Instruct students to find a spot where they will work

successfully. Once students are ready, hand out a pencil, clipboard, and white paper or a sketch book. Instruct students to look at their tree. Draw everything they see.

Prompt students with the following questions:

1. Do you see any buds or leaves on the tree?
2. How tall is the tree?
3. Are there any other plants around it?
4. Who is this tree home to?

Once students are done with their sketches. They may come up with their stories. They could come up with an oral or written representation of their story. When students are all ready to share their stories, classrooms can create a Talking Circle on the Land or back in the classroom. Following the Talking Circle protocol, students can share their stories with the rest of the class as well as, any feelings or new understandings they have after today's lesson.

Assessment:

Trail Journal

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal or diary style writing and drawing text where students can confidently share their thoughts, reflections, conceptions, and develop their point of views.

Hand out the Trail Journal to each student. In their fifth journal entry students will reflect on what they have learned about both Grass and Men's Traditional Dancing.

In their entry, they will answer the questions:

1. How does Grass Dance represent the Prairies?
 1. *Responses may vary but must include something along the lines of: **It is a dance that represents the grass blowing in the wind. It is done to bless the grounds of the Pow Wow.***

2. What is the Storytelling Dance?

1. *Responses may vary but must include something along the lines of: **It is a dance that tells a story. The dance honours animals and Earth. The dance leaves behind good tracks.***

Further Learning and Extensions:

Cottonball Meets Dreyden: A Pow Wow Grass Dancer

Students can learn more about Grass Dance by watching the video Cottonball Meets Dreyden: A Pow Wow Grass Dancer by CBC Kids:

<https://www.youtube.com/watch?v=4AXojyeP1xQ&t=20s&pp=ygUVcG93IHdvdyBzb25nIGFuZCBkcnVt>

Discussion Question: What parts of his Regalia did Dreyden talk about and show to Cottonball?

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher's Bundle Manitoba Curriculum Connections* section.

Lesson Ten: The Heartbeat of the Drum

Title: The Heartbeat of the Drum.

Grade Level: 3-5 and 6-8.

Subject(s): English Language Arts, Social Studies.

Time Required: 40-50 minutes.

Lesson Overview:

If you are inviting a Grandmother/Grandfather, Knowledge Keeper, or an Indigenous Educator who holds knowledge about Drums, please follow the appropriate Tobacco and/or Guest protocols.

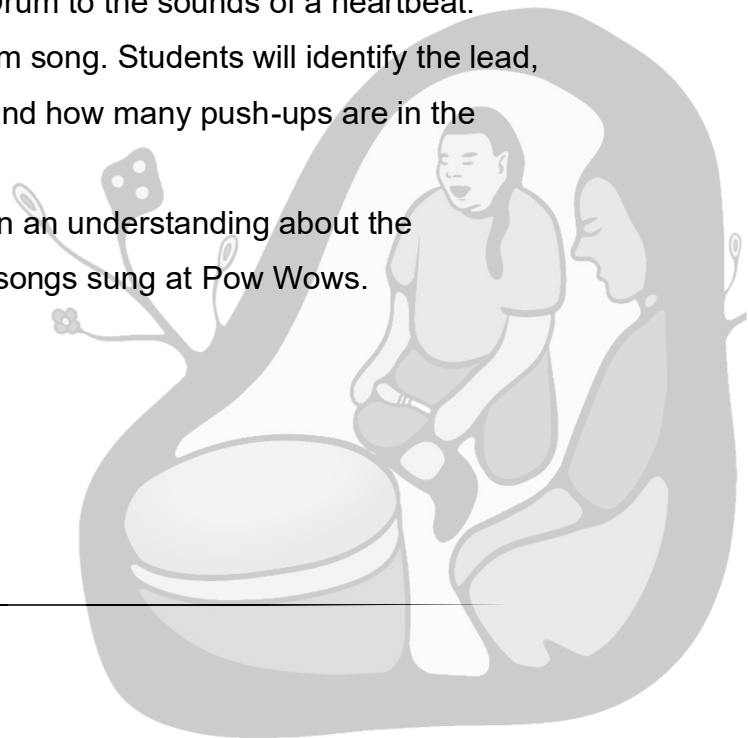
Students will learn about the importance of the Drum, Drum groups at Pow Wow, and different songs that are presented at Pow Wow such as the Flag song and Veterans song. Students will listen to Drumming (real or video) to experience the heartbeat sound that the Drum creates. Using knowledge learned in Muskegon and the Drum, students will apply their knowledge to analyze a Drum song. Students will watch a series of three videos of different Drum groups performing at Manito Ahbee. Students will identify the lead, the second, if there was an honour beat, and how many push-ups are in the song. Students will reflect on their learning through their Trail Journals.

Learning Outcomes:

- Students will compare the sounds of the Drum to the sounds of a heartbeat.
- Students will perform an analysis of a Drum song. Students will identify the lead, the second, if there was an honour beat, and how many push-ups are in the song.
- By the end of this lesson, students will gain an understanding about the significance of the Drum and the types of songs sung at Pow Wows.

Materials and Equipment:

- Appendix 6.0: Muskegon and the Drum
- Appendix 6.2: Drum Analysis Handout



- Video: Bear Inniniwak - 2019 Manito Ahbee - <https://www.youtube.com/watch?v=Y8wZAWKNQcY&t=30s>
- Video: Northern Inniniwak - 2019 Manito Ahbee - <https://www.youtube.com/watch?v=IGmpLoEO7IA&t=59s>
- Video: Young Spirit - 2018 Manito Ahbee - <https://www.youtube.com/watch?v=P9F4aR6fm4k&t=10s>
- Computer Access
- Projector and Screen or Smart Board
- Whiteboard and whiteboard markers or Smartboard

Activate: *How will students be prepared for learning?*

The (Heart) Beat of the Drum

In this lesson, students will learn about the importance of the Drum. Students will learn how there are different Drum groups represented at Pow Wows. As well as there are different songs played at Pow Wows. Students will begin their lesson with listening to the Drum being played. By introducing Drumming to students, they will be able to build a familiarity with the beat of the Drum. In this part of the lesson, students will compare the sounds of Drumming to the sounds of a heart beating. This lesson can either be done by someone Drumming in real-life or by listening to Bear Inniniwak playing their Drum at Manito Ahbee.

To begin the lesson, play the Intertribal Contest song by Bear Inniniwak from Manito Ahbee 2019. Encourage students to listen to the song rather than watch the video. Invite students to close their eyes as they listen.

Say:

“Today, we will continue our learning journey about Pow Wow. We are going to focus our learning on the music at Pow Wows. There are many songs that are represented at Pow Wows, such as the Flag Song, the Veterans Song, Intertribal Songs, and more. We are going to listen with our ears and hearts to a video and discuss it!”

Prompt students with the following questions and statements as they listen to the video (or to someone playing the Drum)

1. What do you hear? What instrument is being played?

Answers may vary. Singing and Drumming are acceptable responses.

2. What does the Drumming remind you of? Think about the beat.

Answers may vary. Look for the answer “heartbeat”.

3. How do you think that a Drumbeat, and heartbeat are similar? How are they different?

Answers will vary.

Acquire: *What strategies facilitate learning for groups and individuals?*

“Muskegon and the Drum” Short Story

After listening with their ears and hearts to Drumming, instruct students they will now listen to the last story in the Muskegon short story series.

Say:

“We will read the last story in the Muskegon story series. This is where our journey ends with Muskegon but the learning he has provided us about Pow Wows will continue in our bodies, hearts, minds, and spirits. In our story today, Muskegon is learning about the Drum. In this story, Muskegon learns about the role of Drumming at Pow Wows, the parts of the Drum, and what kind of songs are sung at Pow Wows. Let’s read.”

During and after the story, prompt students with the following questions:

1. What job do the Drummers have at Pow Wows?

Drummers are responsible/have the job of singing the songs.

2. What kind of songs are sung at Pow Wows?

Answers will vary. Grand Entry, dance contests, intertribal songs, honouring songs, Flag song, Veterans song, etc.

3. What are some of the parts of the Drum?

Wooden frame or hoop and rawhide (lacing and for the Drumhead).

4. What does the Drum represent?

Mother Earth and her heartbeat.

Apply: *How will students demonstrate their understanding?*

Analyzing a Drum Song

After listening to the story, students will watch, and complete an analysis of, 3 videos from the Manito Ahbee Pow Wow Festival. Students will listen to songs by Drum groups Bear Inniniwak, Young Spirit, and Northern Inniniwak. In the videos, students will identify the lead singer, and the number of push-ups done in the song.

Say:

“On our learning journey today, we have been learning about the importance of the Drum, the parts of the Drum, and the different kinds of songs that are sung at Pow Wows. We are now going to listen to a few Drum Groups that were honoured at past Manito Ahbee Pow Wows. In each song that a Drum Group performs, there is a similar song structure that all Pow Wow songs follow. There is a **lead singer**, who selects and starts the song. There are parts called **leads** in each song. The song starts off with the Drummers synchronising their Drumbeats. Once the beat is established, the lead singer starts off by singing the lead alone. The rest of the group then joins by repeating the lead. This part is called the **second**. It is a repetition of the opening lead. After the first lead, the singers will sing the rest of the song. This process is then repeated. Each part repeated is called a **push-up**. Songs are typically sung four times to reflect the sacred knowledge surrounding the number four from First Nations beliefs. *For example, there are four directions (East, South, West, and North) and the four sacred plants (Tobacco, Cedar, Sage, and Sweetgrass).*

In some Pow Wow songs, participants may even hear **accents** added to the Drumming pattern. There are different purposes to the accent beats such as bringing the group back into sync or to signal a change. There is also a **spiritual part** to accent beats.

Accent beats are also referred to as **honour beats**. Honour beats serve to acknowledge Creator and the dancers.

We will analyze these songs to identify the lead, the second, if there was an honour beat, and how many push-ups are in the song.”

Drum Analysis Instructions

On the Drum Analysis handout, students will:

- Write out the Drum Group name,
- Checkmark if they identify, or hear, the **lead** part of the song,
- Checkmark if they identify, or hear, the **second** part of the song,
- Checkmark if they identify, or hear, an **honour beat**,
- Write tally marks or numbers for how many **push-ups** they hear in the song.

Example Drum Analysis Sheet

Drum Group	Lead	Second	Honour Beat	Push-Ups
Bear Inniniwak	✓	✓	✓	
Young Spirit	✓	✓	✓	
Northern Crew	✓	✓	✓	

Assessment:

Trail Journal

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal or diary style writing and drawing text where students can confidently share their thoughts, reflections, conceptions, and develop their point of views.

Hand out the Trail Journal to each student. In their sixth journal entry students will reflect on their new learnings and understandings about Drumming and singing.

Grades 3-5:

Instruct students to draw and label a picture that represents the Drum, the heartbeat, and Mother Earth.

Grades 6-8:

Instruct students to answer the following prompt:

1. How is Drumming connected to Mother Earth?

The sound represents a heartbeat.

2. Name three songs that are played at a Pow Wow:

Grand Entry, Flag Song, Veterans Songs, Dance Contests, Intertribal, etc.

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher's Bundle Manitoba Curriculum Connections* section.

Lesson Eleven: The Story

Title: The Story.

Theme: Historical Background and Current Day Impacts.

Grade Level: 6-8.

Subject(s): English Language Arts, Social Studies.

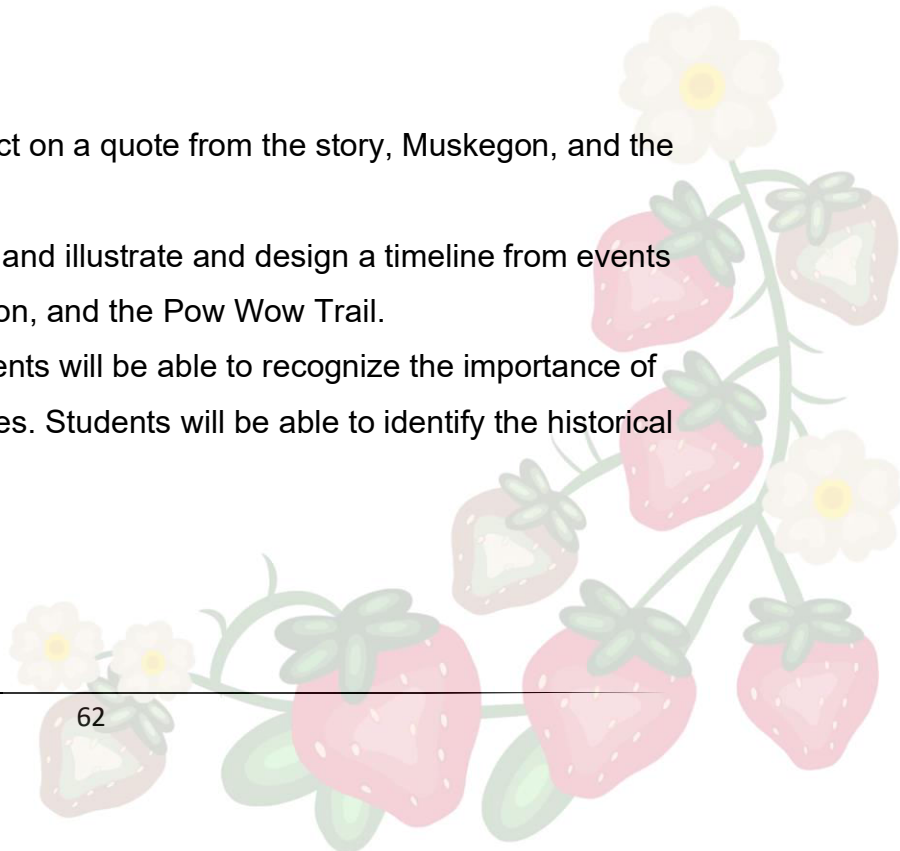
Time Required: 60-70 minutes.

Lesson Overview:

Students will be formally introduced to the character Muskegon (Mus-Kay-Gon), a youth who is starting his journey learning about Pow Wows. Before reading, students will be introduced to a quote from the story. Students will analyze what they think the journey Muskegon is going on will entail. By doing a quote analysis, students will get the opportunity to think about plot or elements of the story through the reader's perspective prior to introducing them to the narrator's view. Students will then read a short story together about Muskegon discovering why Pow Wow is important historically and presently. Students will explore the historical context - pre-contact, during colonial times, and in present day. Students will create a timeline based on events from the story. Students will reflect on their learning about what Pow Wows are through their Trail Journals.

Learning Outcomes:

- Students will analyze and reflect on a quote from the story, Muskegon, and the Pow Wow Trail,
- Students will sequence events and illustrate and design a timeline from events portrayed in the story, Muskegon, and the Pow Wow Trail.
- By the end of this lesson, students will be able to recognize the importance of Pow Wow to Indigenous peoples. Students will be able to identify the historical background of Pow Wows.



Materials and Equipment:

- Appendix 3.0: Muskegon and the Pow Wow Trail
- Appendix 3.5: Pow Wow Timeline Middle Years
- Pencils
- Colouring materials (pencil crayons, crayons, etc.)
- Trail Journal

Activate: *How will students be prepared for learning?*

Quote Analysis of Muskegon and the Pow Wow Trail

In this lesson, students will learn about the historical background and modern context of Pow Wows. To begin the lesson, instruct students that they will continue their exploration of Pow Wows, and today they will learn with the character Muskegon about the historical background of Pow Wows.

Say:

“Before we read another story about Muskegon (Mus-kay-gon), we are going to analyze a quote from our next story. I will read out a quote from the story Muskegon and the Pow Wow Trail. I want us to rewrite the quote in our own words. Afterwards, we will think about the meaning of the quote.”

“Muskegon, at Powwows we get to express ourselves through the living Spirit of Dance and Song.”

Instruct students to write the quote in their own words (paraphrase). Afterwards, have a few students share the quotes in their own words. Encourage positive dialogue within the learning space. Once students are finished sharing, ask students what they think the quote means.

Acquire: *What strategies facilitate learning for groups and individuals?*

“Muskegon and the Pow Wow Trail” Short Story

After analyzing the quote from the story, instruct students they will now read or listen to the story of Muskegon and the Pow-Wow Trail. Teachers can either have students choral read or silent read, or the teacher can read the story out loud while students follow along.

Say:

“Today we will continue our journey learning about Pow Wows. We will read the short story “Muskegon and the Pow Wow Trail”. In this story, Muskegon is driving with his grandfather on their way to their first Pow Wow of the summer. In the story, Muskegon’s grandfather tells Muskegon that the Pow Wow Trail is the series of Pow Wows that they have planned to attend this summer. He tells Muskegon how they will be attending a Pow Wow in Winnipeg, and then travel all over Manitoba to different communities Pow Wows. Muskegon’s grandfather goes on to teach him about the importance of Pow Wow to Indigenous communities. His grandfather goes on to tell him a history about Pow Wows. Let’s read.”

This story includes new understandings about the significance of Pow Wows for Indigenous peoples, families, and communities. In the story, Muskegon’s grandfather talks about why Pow Wows are important and gets into the background of Pow Wows. This story scaffolds off learning students would have learned from the Pow Wow Introduction video.

Apply: *How will students demonstrate their understanding?*

Pow Wow Timeline

After reading the story, students will reflect and recall the story as they sequence historic and current events into a timeline.

Hand out the timeline instructions to each student. Each student should have their own copy of the story to refer to. Ensure each student has a pencil and colouring materials such as pencil crayons.

Say:

“Now that we read the story, you will use events that Muskegon’s grandfather mentioned to create a timeline. You may read through the story one more time to find the parts. Using a highlighter or a pencil, you can highlight or underline the events. So, when you create the timeline, the events are easier to find.”

Go over the rubric with students so they are aware of the expectations of their comics. Encourage students to refer to the rubric while creating their timelines.

Pow Wow Timeline Expectations

Students must include:

- The 5 events,
- The names of each event,
- The dates and places of each event,
- A picture for each event.
- Description of the event (2-3 sentences),
- Detail and colour.

Assessment:

Pow Wow Timeline Rubric:

This rubric can either be used by the teacher as a form of formative or summative assessment. It can also be used by the student to self-reflect and give themselves a mark on their assignment.

Trail Journal

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal

or diary style writing and drawing text where students can confidently share their thoughts, reflections, conceptions, and develop their point of views.

Hand out the Trail Journal to each student. In their third journal entry students will answer the question: What is a Pow Wow? Summarize and reflect in your own words in 3-5 sentences.

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher's Bundle Manitoba Curriculum Connections* section.

Lesson Twelve: Pow Wow Dances

Title: Pow Wow Dances.

Theme(s): Women's Dance, Men's Dances.

Grade Level: 6-8 and 9-12.

Subject(s): English Language Arts, Social Studies, Geography, History, Current Topics in First Nations, Metis, and Inuit Studies.

Time Required: 50-60 minutes.

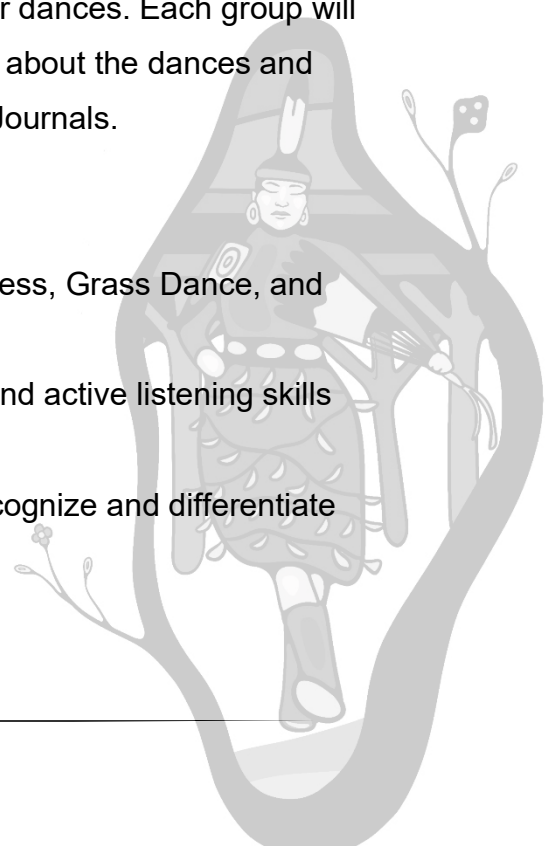
Lesson Overview:

Students will be introduced to four dances (of many) that are seen at Pow Wows: Women's Traditional, Jingle Dress, Men's Traditional, and Grass Dance. Students will do a share reading of *Muskegon and the Jingle Dress Dancer* and *Muskegon and the Storytelling Dance*. Afterwards, students will participate in a Jigsaw Activity, where they will be in "home" groups. Each member in the home group will be numbered 1-4. Each member will go to their respective learning group (1 = Women's Traditional, etc.) watch the video about that dance and Regalia and read a write-up that goes more in depth about the dance and Regalia. Students will write/draw out the information they learn. They will then go back to their home groups to share their learning. Home groups will write out their findings on chart paper about each of the four dances. Each group will then share 2-3 pieces of key information they have learned about the dances and Regalia. Students will reflect on their learning in their Trail Journals.

Learning Outcomes:

- Students will explore Women's Traditional, Jingle Dress, Grass Dance, and Men's Traditional Pow Wow dances.
- Students will develop their research, collaboration, and active listening skills while valuing each other's contributions.
- By the end of this lesson, students will be able to recognize and differentiate between four Pow Wow dances and Regalia.

Materials and Equipment:



- Appendix 4.0: Muskegon and the Jingle Dress
- Appendix 5.0: The Storyteller Dance
- Appendix 5.1: Pow Wow Dances Jigsaw Activity
- Chart Paper
- 4 sets of different coloured markers (black, blue, red, green, etc.)

Activate: *What strategies facilitate learning for groups and individuals?*

“Muskegon and the Jingle Dress” Short Story

To begin the lesson, instruct to students that they will be reading, or listening to, two Muskegon stories. First instruct students to listen to, choral read, or silent read to themselves ***Muskegon and the Jingle Dress***. After each story, teachers may lead students in a short discussion about the teachings Muskegon received about each of the dances.

Say:

“Today we will continue our journey learning about Women’s Dances. We will read the short story “Muskegon and the Jingle Dress”. In this story, Muskegon just finished watching the Grand Entry and joined in his first Intertribal Dance. In the story, Muskegon talks with a teen girl named Margaret about her jingle dress. Muskegon watches Margaret, and the others, dance the Healing Dance. Let’s read.”

This story includes new understandings about Jingle Dress dancing. This story scaffolds from learning students would have learned from the two videos on women’s Pow Wow dancing.

“The Storytelling Dance” Short Story

After reading ***Muskegon and the Jingle Dress***, instruct students they will now listen to, choral read or silent read to themselves the story of ***The Storytelling Dance***.

Say:

“Today we will continue our journey learning about the different kinds of Pow Wow Dances. We will read the short story “The Storytelling Dance”. In this story, Muskegon is enjoying his first Pow Wow. He meets one of his grandpa’s old friends, Koda, who teaches him about Men’s Traditional Dance.”

This story includes new understandings about Men’s Traditional dancing. This story scaffolds off learning students would have learned from the two videos on men’s Pow Wow dancing.

After reading both stories, instruct students that they will participate in a Jigsaw Activity where they will gain a deeper understanding of some of the dances that are danced at Pow Wows.

Acquire and Apply:

Pow Wow Dance Jigsaw Activity

Jigsaw Activity Introduction:

Students will participate in a collaborative learning activity where each student takes the role of the learner, the “expert”, and the listener. In this activity, students will be separated into home groups, where they will share their new knowledge near the end of the activity. Each student in each home group will be numbered 1-4. Numbers may be repeated if groups are large. In that case, there will be 2+ experts for that topic in the home group. When given the signal, the home groups will split up and students will go into their Learning Groups. So, all the number 1s will go into a learning group, and so on.

Learning Groups:

In the Learning Groups, students will learn about one specific Pow Wow dance and related Regalia. In the Learning Groups, students will watch the Pow Wow Trail video about their dance. Students will also read a write-up and/or look at pictures of their dance style and Regalia. After 10 minutes of building knowledge together in their Learning Groups, students will go back to their Home Groups to share their knowledge.

Home Groups:

Each student will have 5 minutes to share everything they learned about their Pow Wow Dance. Someone in the Home Group will record all the findings onto a chart paper.

The recorder should separate the chart paper into four and give each section the following headings:

- Jingle Dress Dancing
- Grass Dancing
- Women's Traditional
- Men's Traditional

Leaders for each dance style will talk about everything they learned. The group will choose to write down 3-5 facts about each dance style.

By having every student as a learner and listener, students are teaching each other about the Pow Wow dances.

Group Sharing:

At the end of the activity, each Home Group will share 2-3 pieces of information that they found key or important that they learned today.

Assessment:

Trail Journal

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal or diary style writing and drawing text where students can confidently share their thoughts, reflections, conceptions, and develop their point of views.

Hand out the Trail Journal to each student. In their fourth journal entry students will reflect on what they have learned about the significance of Pow Wow dances and Regalia.

In their entry, they will answer the following questions:

1. What is the significance of the Jingle Dress and the dance?
 - a) *Responses may vary but must include something along the lines of:*
Jingle Dress Dance is a healing dance. The jingles/cones trap sickness.

2. What is the significance of the Women's Traditional Dance?
 - a) *Responses may vary but must include something along the lines of:*
Women's Traditional Dance is a dance that supports everyone/the men in the centre.

3. What is the significance of the Grass Dance?
 - a) *Responses may vary but must include something along the lines of:*
Grass Dance is a dance that represents the grass blowing in the wind. It is done to bless the grounds of the Pow Wow.

4. What is the significance of the Men's Traditional Dance?
 - a) *Responses may vary but must include something along the lines of:*
Men's Traditional Dance is a dance that tells a story. The dance honours animals and Earth. The dance leaves behind good tracks.

Further Learning and Extensions:

Side-Step Dance:

Students can learn how to do the side-step featured in Jingle Dress Dancing. By watching the video Watch Come Dance with Me - Side Step by CBC Kids:

<https://www.youtube.com/watch?v=0dTe9lgKhQ&t=44s&pp=ygUVcG93IHdvdyBzb25nIGFuZCBkcjVt>

Note:

All students can respectfully learn the side-step dance. It is important for all students to learn so; they can attend a Pow Wow and participate in the Intertribal dances. Learning the side-step

dance can also be a learning opportunity for Indigenous students wanting to participate in Pow Wows.

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher's Bundle Manitoba Curriculum Connections* section.

Lesson Thirteen: Music and the Land

Title: Music and the Land.

Theme: Music.

Grade Level: 6-8.

Subject(s): Science, Social Studies.

Time Required: 60 minutes.

Lesson Overview:

This lesson is based on inviting a guest speaker such as a Grandmother/Grandfather or Knowledge Keeper to share teachings of the Land and/or the Drum. Teachers will need to find a large outdoor space for this activity such as a school field or a nearby park. Go over pertinent safety protocols with students if leaving the school grounds.

This lesson builds off the learning from the lesson “*Analyzing Songs of The Drum*”. Students should be equipped with the prior knowledge of Pow Wow songs and the significance of Drumming. In this lesson, students will have the opportunity to gain experience their understandings about the importance of the Drum and the connection the Drum must Pimachiowin Aki (pih-mah-ch-ih-oh-win Ah-kih), The Land that Gives Life also known as Mother Earth or simply, the Land. Students will begin by situating themselves upon the land in a circle. Through the circle, students will have a Talking Circle about their journey learning about Pow Wows, and ways they have learned that Drums connect to the Land. Afterwards, students will listen to a **Guest Speaker** talk about teachings of the land and/or the Drum. Teachings will vary depending on the community, the place, and the journey which the Guest Speaker is upon. After participating in a guest speaker visit, students will use their learning to create a sound map of the land. Sound maps are visual representations using shapes, colours, and lines to show what sounds are associated with the surrounding Land. Afterwards, students will reflect on the teachings they have learned and how they connect to music and Pow Wow, in their Trail Journals.

Learning Outcomes:

- Students will reflect on the connection between Pow Wow, music, and the land.
- Students will participate in a guest speaker visit.
- Students will create a sound map of the Land they are situated upon.
- By the end of this lesson, students will gain a deeper understanding about how and why music, the Land and Pow Wows are all interconnected.

Materials and Equipment:

- Talking Object (Grandfather Rock, or anything object important to the classroom)
- Clipboards
- 8x11" White Paper or Map of the area you are visiting.
 - Maps can be made on Google Maps - My Map app.
- Pencils

Activate: *How will students be prepared for learning?*

Talking Circle

In this lesson, students will learn about the deep interconnection between Pow Wows, the Land, and music share. To begin, bring students out to a large grassy area. Either in the school yard or a nearby park. For the other activities in this lesson, students will need to be able to hear an assortment of different sounds.

Students will participate in a Talking Circle. In the Talking Circle students will have an opportunity to share and reflect on their learning thus far about Pow Wows. In the sacred circle, everyone is equal. Everyone gets the chance to share without judgement or conversation. One person shares while everyone else listens.

Share the Talking Circle Guidelines with students. Instruct them to sit in a circle together. All participants should sit together. Either on the floor or on chairs. Use your discretion about who can/cannot sit on the floor. Use a talking object, such as a Grandfather Rock or an important object to the classroom such as a talking stick, pencil, etc. This object is passed in a clockwise direction (passed to the East).

Speaker: Only one person speaks at a time. The person holding the talking object may speak. Dialogues and conversations are not typically part of a Talking Circle. The speaker is encouraged to speak from the heart. They may talk for as long as needed. The speaker begins with introducing themselves. They may share their name and where they come from. After sharing their names, silence is an acceptable response when responding to a question or prompt. There must be no negative reactions to the phrase “I pass”. What is said in the Circle stays in the Circle unless you have permission from the speaker or there is a safety concern.

Listener: Whomever does not have the talking object has the role as a Listener. Listen with respect and non-judgement. Listen attentively and give support to the speaker. Listen with your heart and in a way, you expect others to hear you.

After getting students to sit in a circle, **say:**

“ We will be participating in a Talking Circle today. This is a safe space for us to share and reflect on our current understandings of Pow Wows. You may share new information you have learned or your own experiences with Pow Wows. I will begin by sharing my name, where I come from, and my reflection.” ***The teacher will share their name, community/where they come from, and experience.***

Pass around the talking object and continue the Talking Circle.

Note: Talking Circles are safe spaces which may evoke strong emotions in participants. Crying is a normal phenomenon to occur in a Talking Circle. Please take caution and care in your students' emotions and provide tissues when needed. Have supports available for students if needed.

Acquire: *What strategies facilitate learning for groups and individuals?*

Guest Speaker:

Guest Speakers should be able to talk for as long as they need. The amount of time for this part will vary depending on the speaker. Please have students take the role of a

Listener. Listen with respect and non-judgement. Listen attentively and give support to the speaker. Listen with your heart and in a way, you expect others to hear you.

Before beginning the sound maps, debrief the guest speaker with the students. Debriefing is important to see what students have learned from the Teachings.

Prompt students with the following questions: **Answers will vary.**

1. Who came to talk with our class today?
2. What are some of the teachings they shared with our class?
3. What is one important teaching or comment they made that stood out to you?
4. How did the Guest Speaker connect with our learning?

(Pow Wows, Music, Drums, the Land.)

Apply: *How will students demonstrate their understanding?*

Sound Maps:

After listening with their hearts to the Guest Speaker, students will create sound maps of the Land they are situated upon. Sound Maps are visual representations of the sounds and noises in nature. Sounds can be from natural sources (birds chirping, wind, water rippling) or man-made creations (cars driving, ambulance). Students can decide if they think people talking or laughing is a natural source, man-made, or both.

Hand out white paper, a clipboard, and a pencil to each student. Instruct students to find a space in the area where they will be able to listen to the different sounds around them.

Sound Map Instructions:

1. Students will draw visual representations such as shapes, swirls, lines, letters, etc. to represent the different sounds around them.
2. Students will sit in an area and listen to the sounds around them for 5-10 minutes. While listening, students will draw visual representations of the sounds they hear.
3. Students will mark the spot they are sitting in with an "X" on their paper or maps.

4. The location of the sound-visual should indicate the direction and distance of the sound from the student's spot.
5. Students do not have to draw a detailed picture or map for each sound. A simple mark or visual is needed. The intention is to focus on listening rather than drawing.
For example, a few wavy lines could represent the wind, or an exclamation mark to represent an ambulance.
6. Students should create a key about what sound the visuals represent.

Assessment:

Trail Journal

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal or diary style writing and drawing text where students can confidently share their thoughts, reflections, conceptions, and develop their point of views.

Hand out the Trail Journal to each student. In their sixth journal entry students will reflect on their new learnings and understandings about how Drumming/music, the Land and Pow Wow are all interconnected. Instruct students to answer the following prompt:

1. Draw a representation of how music and the Land are connected.

Drumming in the music of the Land/Mother Earth. It represents a heartbeat.

Answers may vary.

2. How are Pow Wows and the Land connected? Reflect on the dances, Regalia, and the songs played.

Answers will vary.

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher's Bundle Manitoba Curriculum Connections* section.

Lesson Fourteen: Pow Wow Timelines

Title: Pow Wow Timelines.

Theme: Historical Background and Current Day Impacts.

Grade Level: 9 to 12.

Subject(s): English Language Arts, Social Studies, Geography, History, Current Topics in First Nations, Metis, and Inuit Studies.

Time Required: 90-120 minutes.

Lesson Overview:

Students will be formally introduced to the character Muskegon (Mus-Kay-Gon), a youth who is starting his journey learning about Pow Wows. Before reading, students will complete a story prediction of the Muskegon short stories. Students will analyze what they think the journey Muskegon is going on will entail. By doing a story prediction, students will get the opportunity to think about plot or elements of the story through the reader's perspective prior to introducing them to the narrator's view. Students will then read a short story about Muskegon discovering why Pow Wow is important historically and presently. Students will explore the historical context - pre-contact, during colonial times, and in present day. Students will create a timeline based on events from the story and conduct research to find important events or information relating to Pow Wows. Students will reflect on their learning about the significance of Pow Wows through their Trail Journals.

Learning Outcomes:

- Students will make predictions about plot elements of the Muskegon short story series.
- Students will sequence and research events and illustrate and design a timeline from events portrayed in the story, Muskegon and the Pow Wow Trail and events that they research.
- By the end of this lesson, students will be able to recognize and identify the importance of Pow Wow to Indigenous peoples. Students will be able to identify

the historical background of Pow Wows.

Materials and Equipment:

- Appendix 3.0: Muskegon and the Pow Wow Trail
- Appendix 3.6: Pow Wow Timeline Instructions Senior Years
- Appendix 3.7: Muskegon Story Prediction
- Pencils
- Colouring materials (pencil crayons, crayons, etc.)
- Trail Journal

Activate: *How will students be prepared for learning?*

Muskegon Story Prediction

In this lesson, students will learn about the historical background and modern context of Pow Wows. To begin the lesson, instruct students that they will continue their exploration of Pow Wows, and today they will learn with the character Muskegon about the historical background of Pow Wows.

Say:

“Before we read another story about Muskegon (Mus-kay-gon), we are going to make predictions of what we think will happen throughout the journey Muskegon is going on as he discovers Pow Wows. We will be reading three more stories about Muskegon throughout our own explorations about Pow Wows.”

Share the title of today’s story, and the next three-story titles.

1. Muskegon and the Pow Wow Trail
2. Muskegon and the Jingle Dress
3. The Storytelling Dance
4. Muskegon and the Drum

Hand out *Appendix 3.6 Story Prediction* and instruct students to reflect on what they think may happen in each of the stories. Based on the story titles, the theme of the short

story series, and the new knowledge students have gained from prior Pow Wow lessons, what is going to happen in the next stories? Encourage students to write a short paragraph. Students will make a prediction for each story. They will have **four predictions** in total.

Encourage students to use reflective sentences. “I think”, “I wonder if”, “Since this happened, then what if...”.

When students are done writing out their predictions. Instruct them to fill out the rationale for their prediction. Why do they think their prediction will happen in the story?

Afterwards, have a few students share what they think may happen in each story. Encourage positive dialogue within the learning space.

After reading each story, take out the *Story Predictions* for students to reflect if their prediction was correct.

Acquire: *What strategies facilitate learning for groups and individuals?*

“Muskegon and the Pow Wow Trail” Short Story

After creating *Story Predictions*, instruct students they will now read or listen to the story of Muskegon and the Pow-Wow Trail. Teachers can either have students choral read or silent read, or the teacher can read the story out loud while students follow along.

Say:

“Today we will continue our journey learning about Pow Wows. We will read the short story “Muskegon and the Pow Wow Trail”. In this story, Muskegon is driving with his grandfather on their way to their first Pow Wow of the summer. In the story, Muskegon’s grandfather tells Muskegon that the Pow Wow Trail is the series of Pow Wows that they have planned to attend this summer. He tells Muskegon how they will be attending a Pow Wow in Winnipeg, and then travel all over Manitoba to different Pow Wows.

Muskegon’s grandfather goes on to teach him about the importance of Pow Wow to Indigenous communities. His grandfather goes on to tell him a brief history about Pow Wows. Let’s read.”

This story includes new understandings about the significance of Pow Wows for Indigenous peoples, families, and communities. In the story, Muskegon’s grandfather talks about why Pow Wows are important and gets into the background of Pow Wows. This story scaffolds off learnings students would have learned from the Pow Wow Introduction video.

Apply: *How will students demonstrate their understanding?*

Pow Wow Timeline:

After reading the story, students will reflect and recall the story as they will sequence historic and modern events into a timeline. Hand out the timeline instructions to each student. Each student should have their own copy of the story to refer to. Ensure each student has a pencil and colouring materials such as pencil crayons.

Say:

“Now that we read the story, you will use events that Muskegon’s grandfather mentioned to create a timeline. You may read through the story one more time to find the parts. Using a highlighter or a pencil, you can highlight or underline the events. So, when you create the timeline, the events are easier to find.”

“Once you have found 3 events from the story, using available resources, you will research and add on 5 more events to your timelines that you have researched.”

Go over the rubric with students so they are aware of the expectations of their timelines. Encourage students to refer to the rubric while creating their timelines.

Pow Wow Timeline Expectations

Students must include:

- The 5 events from the story,
- 5 additional events from their research,
- The names of each event,
- The dates and places of each event,
- A picture for each event.
- Description of the event (2-3 sentences),
- Detail and colour.

Assessment:

Pow Wow Timeline Rubric:

This rubric can either be used by the teacher as a form of formative or summative assessment. It can also be used by the student to self-reflect on their assignment.

Trail Journal

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal or diary style writing and drawing text where students can confidently share their thoughts, reflections, conceptions, and develop their point of views.

Hand out the Trail Journal to each student. In their third journal entry students will answer the question “What is a Pow Wow? Summarize in your own words in 3-5 sentences.”

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher’s Bundle Manitoba Curriculum Connections* section.

Lesson Fifteen: The Making of the Drum

Title: The Making of the Drum.

Theme: Music.

Grade Level: 9 to 12.

Subject(s): Mathematics, Social Studies, Geography, History, Current Topics in First Nations, Metis, and Inuit Studies.

Time Required: 50 minutes.

Inspiration: The Paper Drum Project by Megan Hanna.

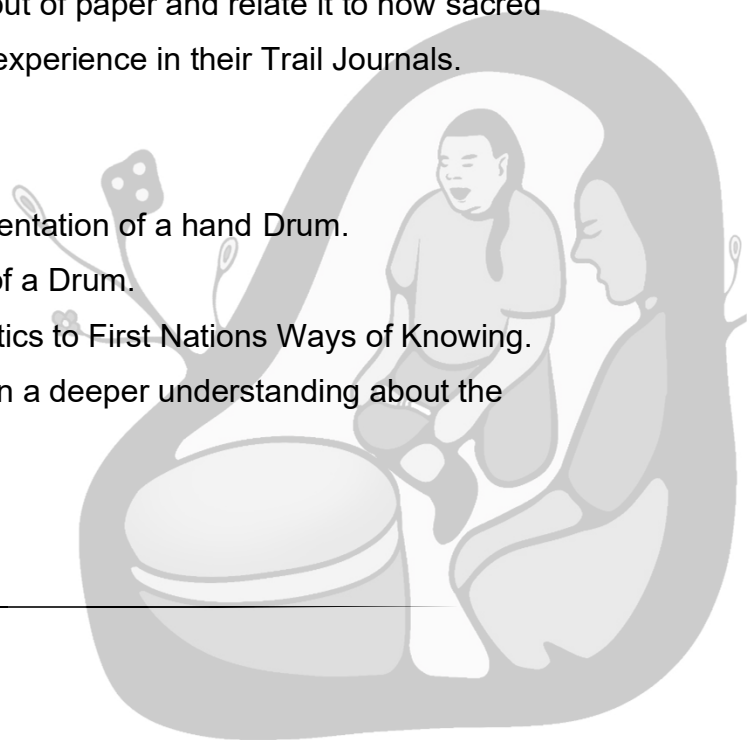
Lesson Overview:

Teachers are encouraged to invite a Knowledge Keeper, Grandmother/Grandfather, etc. in to share Drum teachings/how they make a Drum.

Students will learn about the importance of the Drum and create their own iterations of a hand Drum using paper. To begin, challenge students to find a song that uses primarily Indigenous Drumming on YouTube. Students will listen to the song and then share what they noticed about the singers, how many times the song repeats, and the Drum itself. After a short reflection and group discussion, students will read the story Muskegon and the Drum. Using their new understanding of the Drum, students will discuss what kind of math they think goes into making a Drum. Music is at the heart of the Drum. There is also science and mathematics that goes into creating and playing the Drum. Students will create their own Drums out of paper and relate it to how sacred Drums are created. Students will reflect on their experience in their Trail Journals.

Learning Outcomes:

- Students will construct a respectful representation of a hand Drum.
- Students will be able to identify the parts of a Drum.
- Students will be able to connect mathematics to First Nations Ways of Knowing.
- By the end of this lesson, students will gain a deeper understanding about the significance of the Drum.



Materials and Equipment:

- Appendix 6.0: Muskegon and the Drum
- Appendix 6.3: Paper Hand Drum Instructions
- 2 pieces of white paper (8x11”) per student
- 1 ruler per student
- Tape or glue sticks
- Single-hole hole puncher
- Black markers
- Yarn/String
- Computer Access
- Projector and Screen or Smart Board

Activate: *How will students be prepared for learning?*

Scavenger Hunt: Drumming

In this lesson, students will learn about the importance of the Drum. Students will learn how there are different Drum groups represented at Pow Wows. As well as, that there are different songs played at Pow Wows. Students will learn about the mathematical processes that go into Drum making.

Students will begin this lesson with a digital scavenger hunt. Ask students to find a video of a Drum Group performing at a Pow Wow, such as at the Manito Ahbee Festival.

Manito Ahbee: Is a large festival and Pow Wow that celebrates Indigenous culture, art, and music. It occurs annually during the month of May in Winnipeg, Manitoba. It is a festival that is open to Indigenous and non-Indigenous people to attend.

Say:

“Today, we will continue our learning journey about Pow Wow. We are going to focus our learning about the music and Drumming that is performed at Pow Wows. I want you to take time right now, on your devices, to find me a Drum group performing a song at

a Pow Wow. You may want to search up specifically about the Manito Ahbee Pow Wow. Once you find one, you will jot down notes about...

1. What does the Drumming remind you of? What do you notice about the beat?
2. What do you notice about the singers?
3. How many times does the song repeat?
4. Note any additional things you notice about the Drum or the songs.

Give students 5-10 minutes to explore the Pow Wow music and answer the four reflective questions. Afterwards, open the questions up to the class. Ask each question one by one and have students share their findings.

Acquire: *What strategies facilitate learning for groups and individuals?*

“Muskegon and the Drum” Short Story

After listening with their ears and hearts to the Drumming and singing, instruct students they will now read the last story in the Muskegon series.

Say:

“We will read the last story in the Muskegon story series. This is where our journey ends with Muskegon but, the learning he has provided us about Pow Wows will continue in our bodies, hearts, minds, and spirits. In our story today, Muskegon is learning about the Drum. In this story, Muskegon learns about the role of Drumming at Pow Wows, the parts of the Drum, and what kind of songs are sung at Pow Wows. Let’s read.”

During and after the story, prompt students with the following questions:

1. What kind of songs are sung at Pow Wows?

Answers will vary. Grand Entry, dance contests, intertribal songs, honouring

songs, Flag song, Veterans song, etc.

2. What are Drums made from? What are the parts??

Drums are made from natural materials from the Land. Such as wood and parts from our animal relatives.

Wooden frame or hoop, rawhide, and sinew.

3. What does the Drum represent?

Mother Earth and her heartbeat. Our connection to the Land.

Apply: *How will students demonstrate their understanding?*

Paper Drums

After reading the story, students will create respectful representations of hand Drums made from paper and yarn. By creating a representation of the Drum, themselves, students will get to kinaesthetically understand the work that goes into making a Drum. Students will have to use mathematical thinking to construct their paper hand Drums.

Before constructing the paper hand Drums, educators are encouraged to follow proper protocol and invite a Grandmother/Grandfather or Knowledge Keeper in to talk about the process of how Drums are made.

Show students the following photos:



Images taken by Marika Schalla (June 2022). Drums created by Marika Schalla and Declan Schalla.

Pose the question: **Where is the math?**

Let students think and then share where they think the math is within the Drum.

Answers may vary.

Afterwards, **say**:

“ Drums are made of parts that are collected from the Land through a tobacco offering. Drum makers use wood from the trees and rawhide and sinew from animals such as deer. When constructing the Drums, there is a lot of mathematical thinking that goes into the Drum’s creation. The person making the Drum needs to think ‘how much sinew do I need to string my Drum?’ They need to think about how wide they need to cut the rawhide, and what length of wood they need to create their frames. The Drum maker needs to think about how many holes they need to put through the rawhide to string the Drum. Today, you will be constructing your own paper Drums using 2 pieces of white

paper, yarn, a black marker, a ruler, and a hole punch.”

Students will want to create a Drum that is 12” wide and 2 ¼” deep. Students will have to reflect on the following questions as they create their Drums:

1. How long and wide does the Drum frame need to be?
2. How large does the hide (second paper) need to be cut?
3. How far apart do you need to punch the holes?
4. How much sinew (yarn) do you need to string the Drum?

Provide students with the materials necessary to construct their paper hand Drums.

Paper Drum Instructions:

1. Cut one piece of paper into four equal strips that are 2 ¼” wide and will make a frame that is 12” long.
2. Fasten the four strips of paper to create a frame. Use a glue stick or tape.
3. Using a ruler and the other piece of paper, find the centre of the frame and mark it onto the second piece of paper.
4. On the outside of the Drum, measure out 3” from the frame and mark either 8, 16, or 32 holes using the black marker.
 - a) If creating 32 holes, the holes should be in pairs of 2.
5. Punch out the holes of the Drum.
6. Fasten the hide (second paper) over the frame using one long continuous piece of yarn.
 - a) Go through the holes and create a criss-cross web pattern.
7. If students want to create a design on the top of their paper hand Drum, the designs should be created before fastening the hide (second paper) onto the frame.

Assessment:**Trail Journal**

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal or diary style writing and drawing text where students can confidently share their thoughts, reflections, conceptions, and develop their point of views.

Hand out the Trail Journal to each student. In their sixth journal entry students will reflect on their new learnings and understandings about Drumming and singing. Instruct students to answer the following prompt:

- Reflect on your experience creating your representation of a hand Drum. What kinds of mathematical thinking were in the process? *5-8 sentences*

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher's Bundle Manitoba Curriculum Connections* section.

Lesson Sixteen: Classroom Feast

Title: Classroom Feast.

Theme: Feasting.

Grade Level: 9 to 12.

Subject(s): Foods and Nutrition, Social Studies, Geography, History, Current Topics in First Nations, Metis, and Inuit Studies.

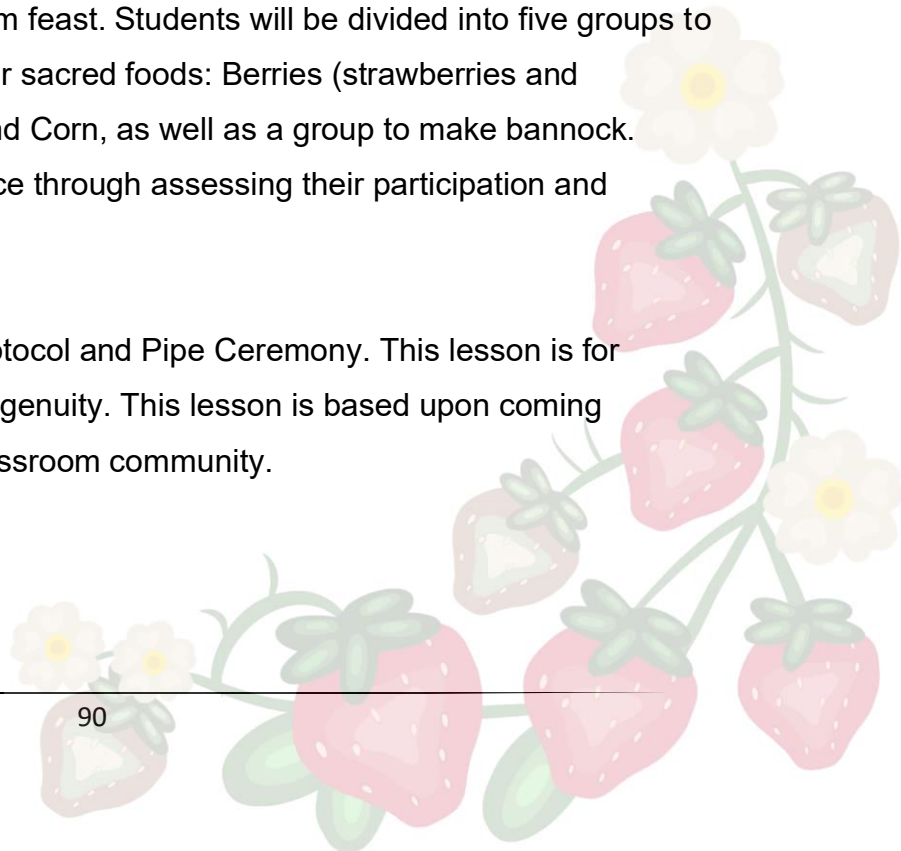
Time Required: 2-3 hours (*dependant on cooking and eating times*).

Lesson Overview:

Teachers are encouraged to invite a Knowledge Keeper, Grandmother/Grandfather, etc. in to share local/community-based teachings about feasting.

Students will learn teachings about Feast. This lesson plan will include Feast Teachings through an Anishinaabe (Anishinaabe) perspective that educators can respectfully use. The Feast is both a spiritual experience and community-based celebration. Students will learn about the four sacred foods that are typically eaten in a feast. Students will learn about smudge protocol and the significance of a Spirit Dish. Students will experience how feasts bring community together. Students will plan, prepare, and cook their own classroom feast. Students will be divided into five groups to make a dish based on each of the four sacred foods: Berries (strawberries and blueberries), Wild Meat, Wild Rice, and Corn, as well as a group to make bannock. Students will reflect on their experience through assessing their participation and learning in their Trail Journals.

Traditional feasts involve proper protocol and Pipe Ceremony. This lesson is for students to foster collaboration and ingenuity. This lesson is based upon coming together to eat and celebrate as a classroom community.



Learning Outcomes:

- Students will identify the four sacred feast foods.
- Students will be able to recognize the significance of feasting for First Nations communities.
- Students will plan and prepare a classroom feast.
- By the end of this lesson, students will gain a deeper understanding about why Pow Wows are community events and typically end in a feast and giveaway.

Materials and Equipment:

- Appendix 7.0: Anishinaabe Feast Teaching
- Appendix 7.1: Moose (Beef) Stew Recipe - *optional*
- Appendix 7.2: Oven Bannock Recipe - *optional*
- Appendix 7.3: Rice Pudding and Berries dessert - *optional*
- Trail Journals
- Sticky notes
- Pencils
- Kitchen Access
- Ingredients for cooking
- Space to eat together.

Activate: *How will students be prepared for learning?*

Community Connections: Feasts

In this lesson, students will learn about Feasts and Giveaways. Using the new knowledge about feasts and the connection to community building, students will prepare a classroom feast to eat with one another.

To begin the lesson, pose the question “On your journey, where have you had a feast, or a big celebratory meal, before?” Encourage students to think about family or cultural events. Answers will vary greatly.

Examples: Thanksgiving or Holiday suppers, at funerals, at weddings, at birthday parties, etc.

Instruct students to think to themselves. Hand out a sticky note to each student as they are reflecting. Students will write their idea(s) down on the sticky note, and when they are ready, instruct them to stick it to the front of the room (or any other important spot). The students do not have to write their names on the sticky notes, they can be anonymous if they want it to be. This is to encourage non-confrontational respectful dialogue.

When students are done writing out answers. Read some of the answers out. After reading the notes out **say**:

“Across the world, in many cultures and communities, there are examples of celebratory meals that are eaten with family, friends, or with the community. In First Nations communities, Feasts are a way to bring people together. Feasts are made to acknowledge Creator, Ancestors, relatives, and other members of the community. There are many types of feasts such as Feasting for Spirit Names, Berry Ceremonies, Feasting for those going over to the Spirit World, and more. Today, we are going to investigate the protocol for traditional Feasts through an Anishinaabe lens.

Acquire: *What strategies facilitate learning for groups and individuals?*

Feast Teaching

Following proper protocol, invite a local or divisional Knowledge Keeper or Grandmother/Grandfather into your class to share teachings about Feasting. Teachers can also refer to the Feast Teachings part of this guide which shares Anishinaabe teachings. Other communities (Dakota Oyate, Ininew, Dene, etc.) can have different teachings surrounding Feast Protocol. This is one of many teachings about Feasting.

Appendix 7.0: Anishinaabe Feast Teaching:

Anishinaabe Feast Teaching

This is one of many perspectives on Feasting. This Teaching was curated and learned by author Marika Schalla on her journey from Grandmother/Grandfathers and Knowledge Keepers living on Treaty 1 and 2 Land.

Feasting is an important cultural celebration that occurs throughout different times in a year (following the Thirteen Moons). There are different types of feasts depending on season, ceremony, or event. Feasts typically occur after ceremonies. Such as at the end of a Pow Wow, to conclude a Naming Ceremony, after a funeral, to feast a Spirit Name and Clan, just to name a few. Feasting is an important part during special occasions like birthdays, baby showers, holidays, and weddings. Feasting is based upon the premise of giving thanks to our Ancestors and Creator.

When Feasts are prepared, the people who are cooking do not taste any of the food. The food cannot be eaten until after a **Spirit Dish** is prepared. When the food is ready, the food will be **smudged** with sage. After being smudged, someone will make a Spirit Dish. A Spirit Dish is made up of small portions of the prepared food and a tobacco offering. The food is placed on birch bark or a paper plate. The Spirit Dish is placed in nature to feed the spirits who work so hard to protect us. A Spirit Dish is made to feed the spirits. It connects us to the Creator and to our ancestors

Before everyone begins, a smudge is passed around to start the Feast in a good way. Young people come up to help prepare plates and serve attendees. Grandmother/Grandfathers are served first. By having the little ones be helpers, or **scabes** (Ska-bays), they are learning how to take care of other people. The people serving the food will typically eat last after all the work is done. In a ceremonial feast, traditional foods are served such as wild rice, corn, berries, bannock, and wild meat/fish.

There are **four sacred Feast foods**: Wild Meat (Deer, Bison, Pickeral etc.), Berries (strawberries and blueberries), Corn, and Wild Rice. Each of the four foods represent an important teaching and correspond to one of the four directions.

You can draw a visual representation of the four sacred foods in the four directions on a whiteboard or smartboard. Create a large X or + on the board and label the directions - East, South, West, and North.

We will start in the East and talk about Berries. We start in the East as that is how each day begins, with the sun rising in the East. Berries are an important part of Feast because they represent life. In the Anishinaabe culture, strawberries represent women and blueberries represent men. We eat berries at the feast to celebrate human life. Other berries such as raspberries, saskatoon berries, or blackberries are also eaten.

Next, Corn represents the southern direction. Corn is an important food in a Feast as it represents the Land/Mother Earth. Corn reminds us to respect nature and all that we receive from Mother Earth. As we eat corn, we are reminded to be thankful for all the food we can grow from the Land.

Wild Rice represents the western direction. Wild Rice is important in a Feast as it symbolizes nibi (nih-bih), water. Wild Rice grows from shallow waters however, the plant can grow to tall lengths. Wild Rice reminds us that water is sacred. Water is important for all life and is the interconnection between all. We need to remember to respect, honour, and advocate for water.

Finally, Wild Meat represents the northern direction. Wild Meat includes any animals such as Deer, Fish, Elk, Bison, etc. When we eat wild meat or fish, we are reminded to be grateful that animals provide us with nutrients. We need to respect all animals and the animals' homes. Wild Meat also represents sharing and relationships. Creating and maintaining healthy relationships is important. During a Feast, the sharing of the food is vital. As people gather for a Feast, it needs to be ensured that every participant gets something to eat.

At a Pow Wow, a feast is a way for the community to eat together. The Feast brings everyone closer to one another. Feasting feeds our bodies and our Spirits. A **Give Away** is typically paired with a Feast at Pow Wows and other community events. A Give Away is a tradition where participants and guests are honoured for bearing witness to the Pow Wow. Small tokens of gratitude are handed out to thank guests for their presence.

Debrief the Feast Teaching with the following prompts:

1. What is a Feast? What are some reasons people Feast?

Answers will vary.

2. What is a Spirit Dish?

A plate that consists of small amounts of the prepared food. It is smudged and taken onto the land to feed and honour the ancestors and spirits.

3. What are the four sacred Feast foods?

Berries (strawberries and blueberries), Corn, Wild Rice and Wild Meat and Fish.

4. What is a Give Away? When does it happen at a Pow Wow?

Give Aways usually happen after the Feast at a Pow Wow. Give Aways are when the guests of the Pow Wow are honoured with small tokens of gratitude.

Apply: *How will students demonstrate their understanding?*

Classroom Feast:

After learning about the Feast Teaching, students can start planning their own classroom feast. The purpose of a classroom feast is to celebrate the learning journey students have done about Pow Wows.

Students will need to split into separate groups. For a classroom feast, any kind of food can be prepared that the students like. You will want to try to include the four sacred Feast foods. Typically, stew and bannock are served at a Feast. It is up to the teacher's discretion what food is made for the feast. You can follow this lesson recipes or to gain ideas on what food to prepare.

In this lesson, recipes for Wild Meat (or any alternative such as beef or veggie crumble) stew, oven baked bannock and rice pudding will be highlighted. Typically for dessert rice pudding is served with berries or berries can be served alone.

Split students up into at least 3-4 groups. Instruct students they will be working in groups to make each food item. It is at your discretion how you split up the groups. There should be at least 2 people, no more than 4 in each group. If there are more recipes you want to make for your feast, then go for it! This is just a starting off point. One group will need to oversee the **water**. This group will have to make sure that everyone has water during the Feast. They may prepare water cups/bottles before the feast and hand-out the water to people at the Feast.

Stew Recipe

This group will oversee making a stew. To make stew you will need:

- 2 lbs of meat (Cubed beef, cubed pork, cubed chicken, or a meat substitute such as black beans)
- 4-5 carrots cut into bite sized pieces.
- 4-5 stalks of celery cut into bite sized pieces.
- 1 large white onion diced.
- 3 cloves of garlic crushed.
- 3 potatoes cut into bite sized pieces.
- 1 cup of frozen peas
- 1 cup of frozen corn
- 1 cup of other preferred vegetables (mushrooms, radishes, leeks, etc.)
- 1 large can have crushed tomatoes.
- 4L of broth or water
- Salt, pepper, bay leaf, garlic powder, paprika, onion powder, and other seasons - seasoned to taste.
- 2 tbsp of oil

Instruct students to follow their recipe. They will first need to chop up the meat for the stew. Then the vegetables on a clean cutting board. First students will need to add the oil to their pot and add the cubed meat and cook until done. If you are using a meat substitute like beans, they can be added when you add the carrots. Once the meat is almost cooked, add in the diced onions (and optional mushrooms). Once onions are translucent and fragrant, students should add garlic, celery, and carrots. Other preferred vegetables such as radishes and leeks can be added now as well. After adding the carrots, season the food to taste. Once seasoned, add the jar of crushed tomatoes. Slow add the broth or water. Stir. When it starts to boil, add in the potatoes. When the stew comes back to a boil, add the frozen peas and corn. Cook until the vegetables and meat are tender.

Oven Baked Bannock Recipe

This group will oversee making the bannock. There are different recipes to make oven bannock. This is one of many recipes.

To make bannock based on the recipe attached, you will need:

- 3 cups of flour,
- 3 heaping tablespoons of margarine or lard,
- 1 cup of milk, milk alternative, or water,
- 3 tsp of baking powder,
- Pinch of salt,
- 2 tbsp of sugar - *optional*

Instruct students to follow their recipe. They will need to preheat their ovens to 375 degrees. Next, they will need to measure out their ingredients and bring it back to their workstation. The group should make 2-4 loaves of bannock. The secret to light and fluffy bannock is not to overmix the dough. After adding in all the ingredients and mixing the dough. Students will place the dough on a parchment or aluminum foil and gently flatten out the dough. They will then poke the dough all over with a fork. Then the students will place the bannock in the oven for 20-30 minutes or until golden brown.

Rice Pudding and Berries Recipe

For this recipe, you will need:

- 3 cups milk
- 1 cup of cooked rice
- 1/4 cup brown or white sugar
- 1/4 cup raisins (optional)
- 1/4 teaspoon salt
- 2 large eggs
- 1 teaspoon vanilla
- 1 teaspoon of Cinnamon
- Fresh or frozen berries

To begin, instruct students to measure out all their ingredients. Back at their workstations, they will combine milk, cooked rice, sugar, raisins (optional), cinnamon, and salt in a medium saucepan. They will bring the mixture to a boil while stirring it constantly. Reduce heat to medium-low and simmer the mixture for 6 minutes, stirring it occasionally.

In a small bowl, lightly beat the eggs and vanilla. Temper the eggs by stirring a small amount of the hot mixture into eggs. Add in more small amounts of the hot mixture to the eggs. After getting about 1/4 of the hot milk mixture into the eggs, add the egg and milk mixture back to the pot. While stirring constantly, cook the rice pudding on low heat for about a minute until thickened. Do not bring the mixture to a boil. After about a minute remove it from the heat. Let the rice pudding stand for thirty minutes on the counter or in the fridge. Sprinkle with cinnamon, if desired. Place fresh or frozen berries on top of cooled rice pudding.

Eating Together

Once the food is prepared, the class may start the Classroom Feast. Typically, the Feast is either eaten on the ground/floor together or sitting at their tables. To start, either yourself (the teacher) or a class leader to help prepare the spirit dish. In the spirit dish you will add a very tiny portion of each food that was prepared. This dish will sit in the middle of the attendants until there is a time where you can go to offer it outside.

Follow Smudge protocol if smudging food or invite a Grandmother/Grandfather/Knowledge Keeper to help with the Classroom Feast.

Once the Spirit Dish is created, serve the food in whichever way suits your class the best. This is an opportunity to enjoy the time together as a classroom community and celebrate the students learning. After the Classroom Feast, students will complete their Trail Journals for a final time.

Assessment:**Trail Journal**

While exploring, learning, and reflecting about Pow Wows students will summarize their understandings in their Trail Journals. The Trail Journal is a self-reflective journal or diary style writing and drawing text where students can confidently share their thoughts, reflections, conceptions, and develop their point of views. Hand out the Trail Journal to each student. In their seventh journal entry students will reflect on their new learnings and understandings about Feasts and Give Aways.

- Reflect on your experience planning and preparing a Classroom Feast. 5-8 sentences.

Links to Manitoba Curriculum:

Please see section relating to this lesson plan in the *Pow Wow Trail Teacher's Bundle Manitoba Curriculum Connections* section.

Pow Wow 101
Teacher's Guide

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Pow Wow 101: Trail Journal



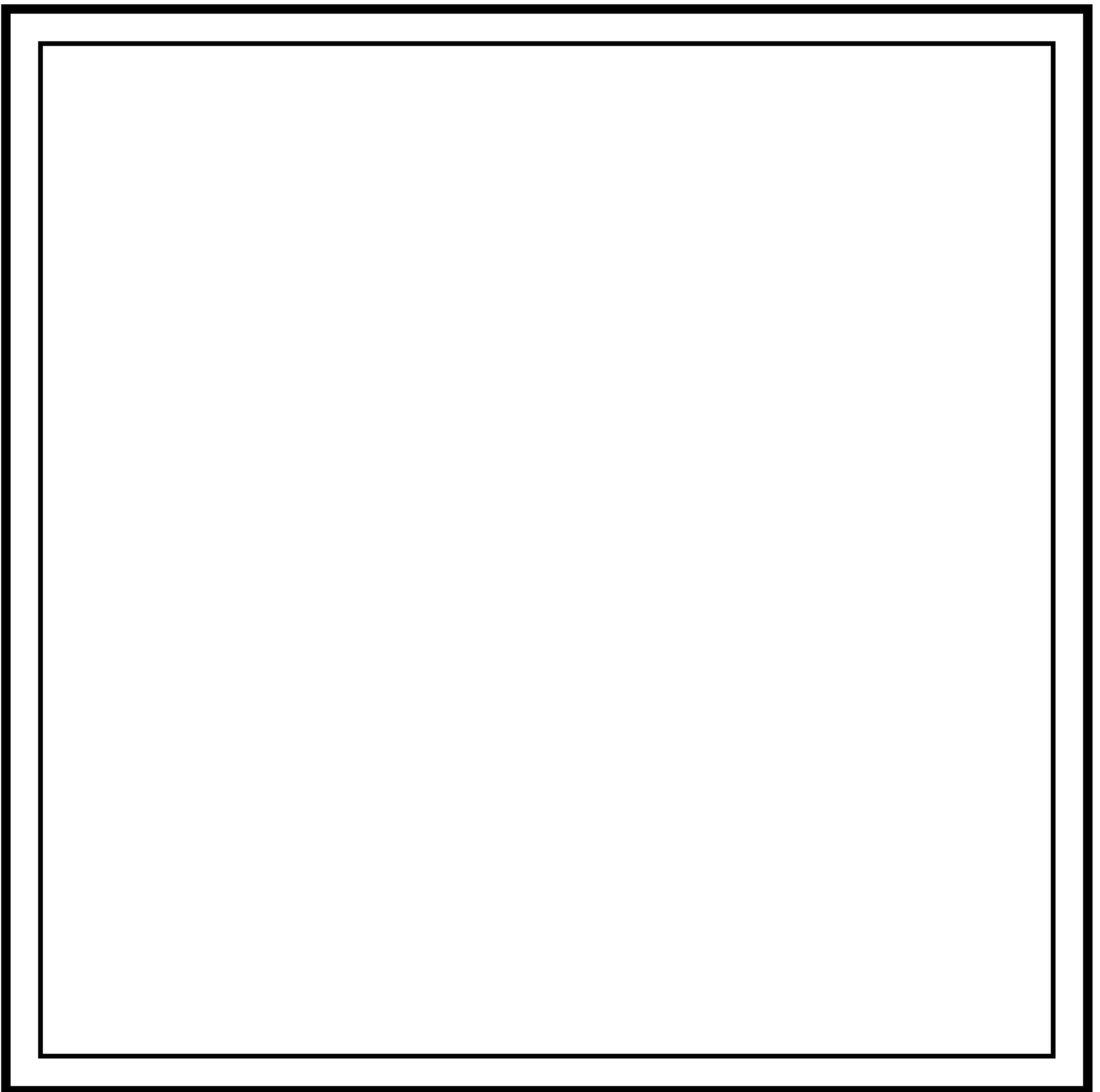
Image by: Ruby Bruce

Kindergarten to Grade 2

Name: _____

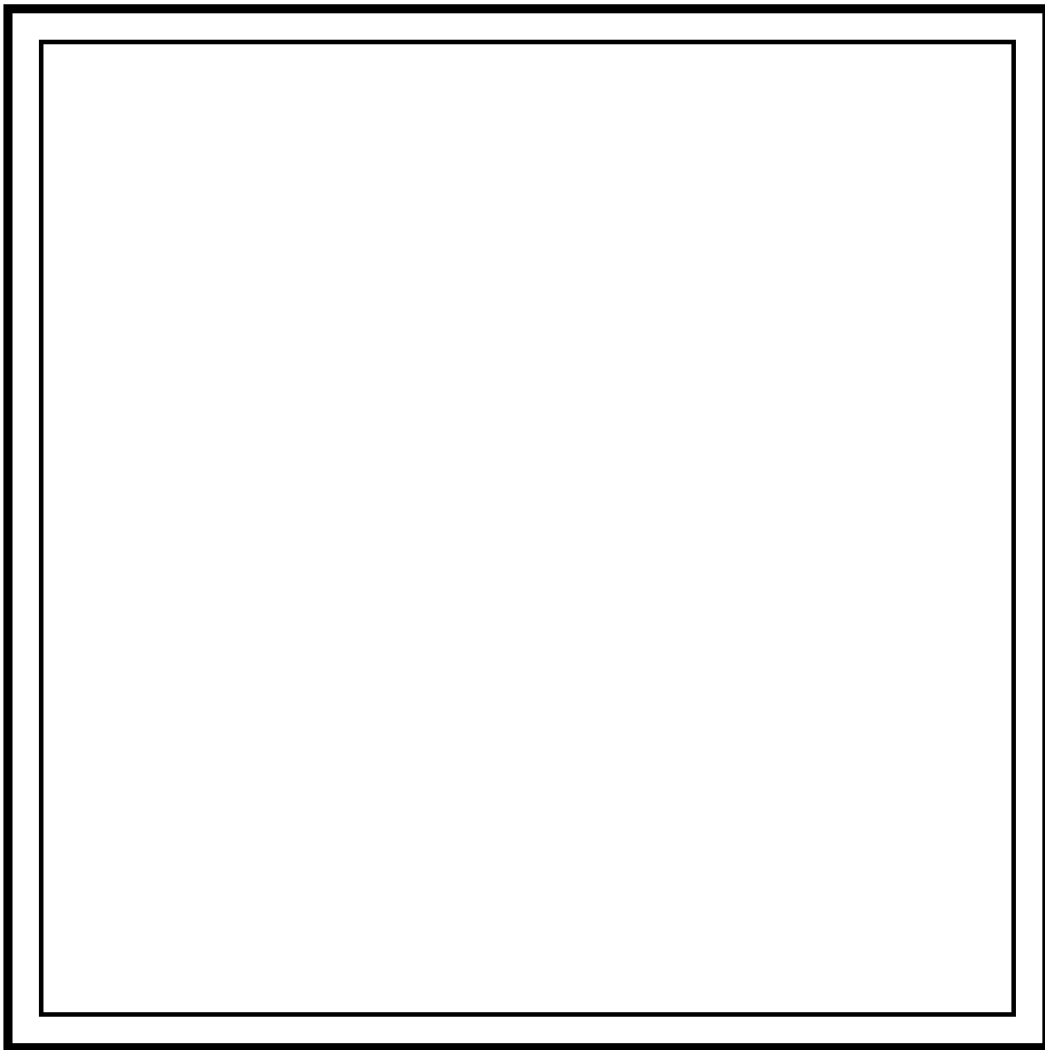
Introduction

Draw a picture of yourself dancing
in Intertribals.



Protocol

Draw a picture of yourself in a
Sharing Circle.



I felt _____

The Story

How did Muskegon feel at the end
of the story?

Muskegon felt _____

Draw and label a picture of a time
you felt excitement.



Women's Dance

Teacher

Checklist



Jingle Dress Dance



Vocabulary: Jingles and Regalia



Women's Traditional Dance

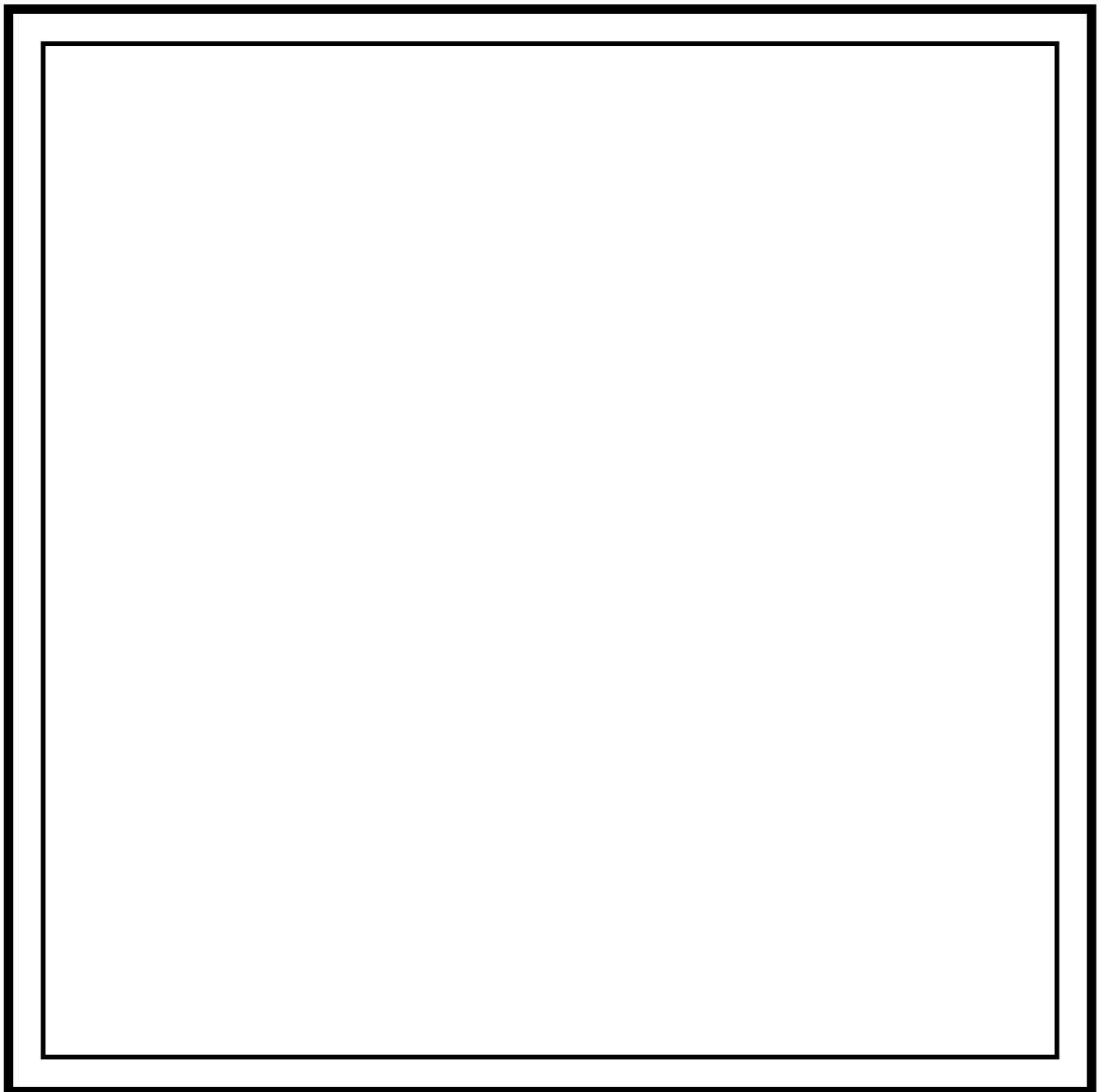


Healing Dance

Men's Dance

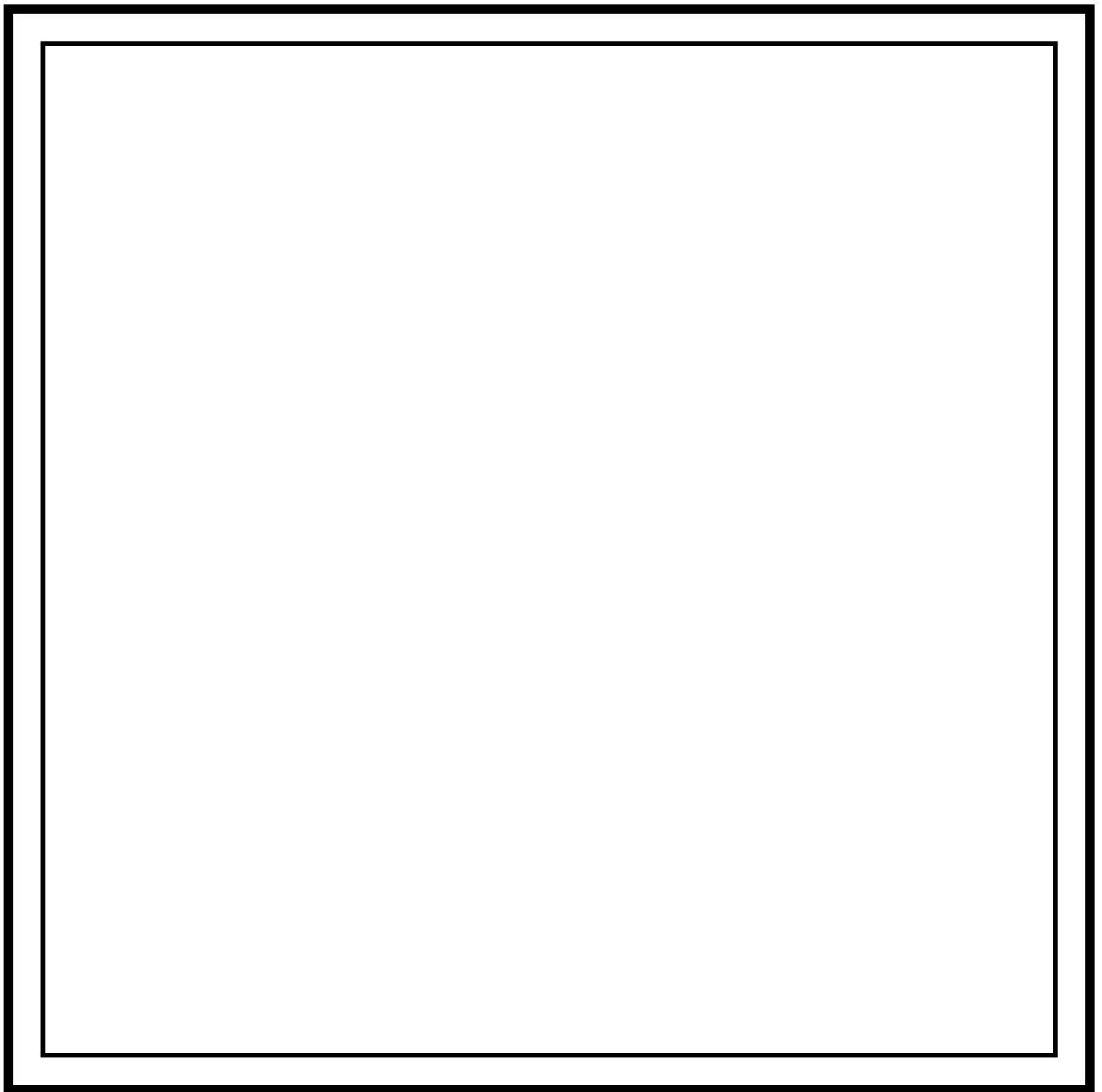
Draw a picture of your Sit Spot.

Label connections to Men's Dances



The Drum

Draw and label a picture that represents the Drum, the heartbeat, and Mother Earth.



Pow Wow 101: Trail Journal

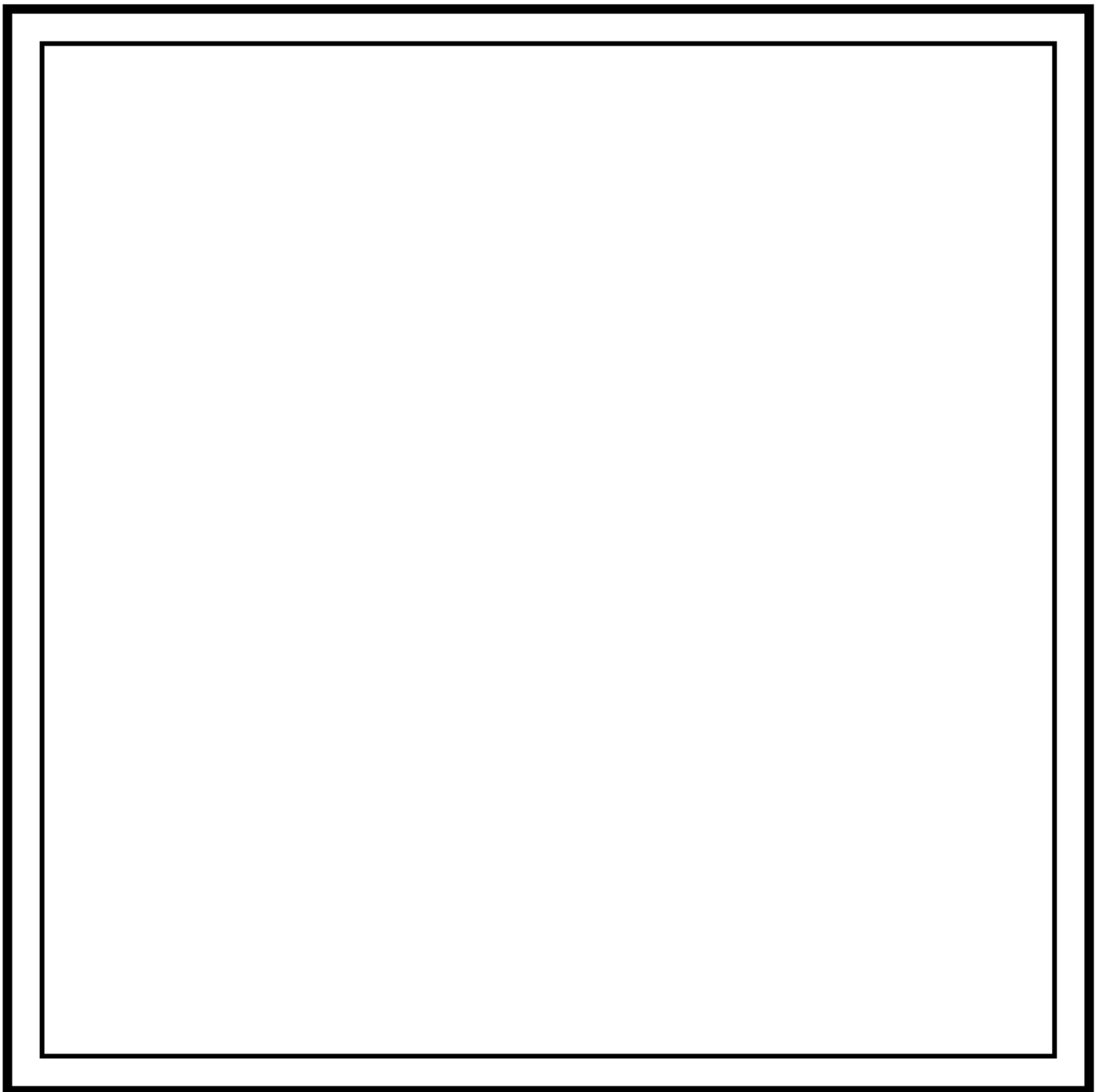


Grades 3-5

Name: _____

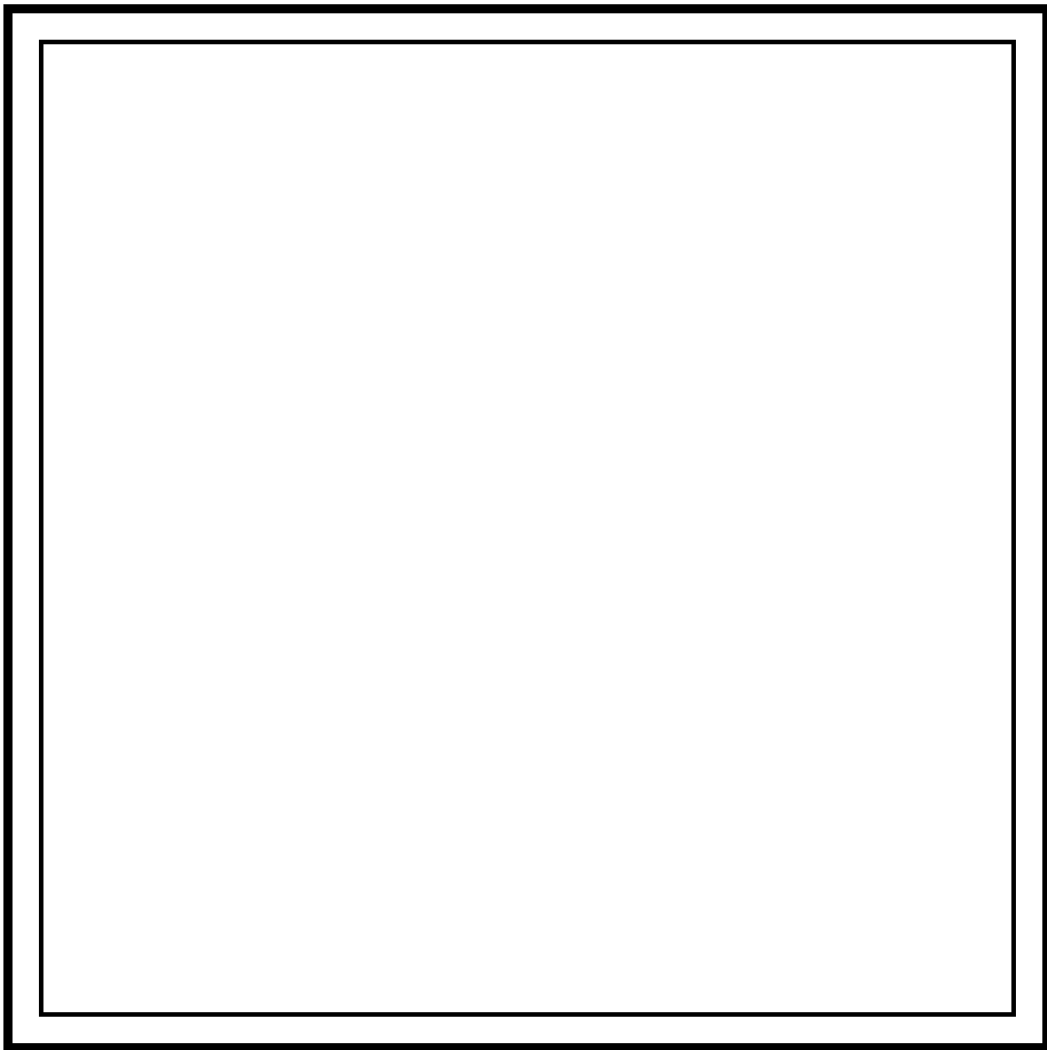
Introduction

Draw a picture of yourself dancing
in Intertribals.



Protocol

Draw a picture of yourself in a
Sharing Circle.



How did you feel during the Sharing Circle?

The Story

How did Muskegon feel at the end
of the story?

Muskegon felt _____

Draw and label a picture of a time
you felt excitement.



Women's Dance

1. What makes the Jingle Dress Dance special?

2. What role do Dancers have during the Women's Traditional Dance?

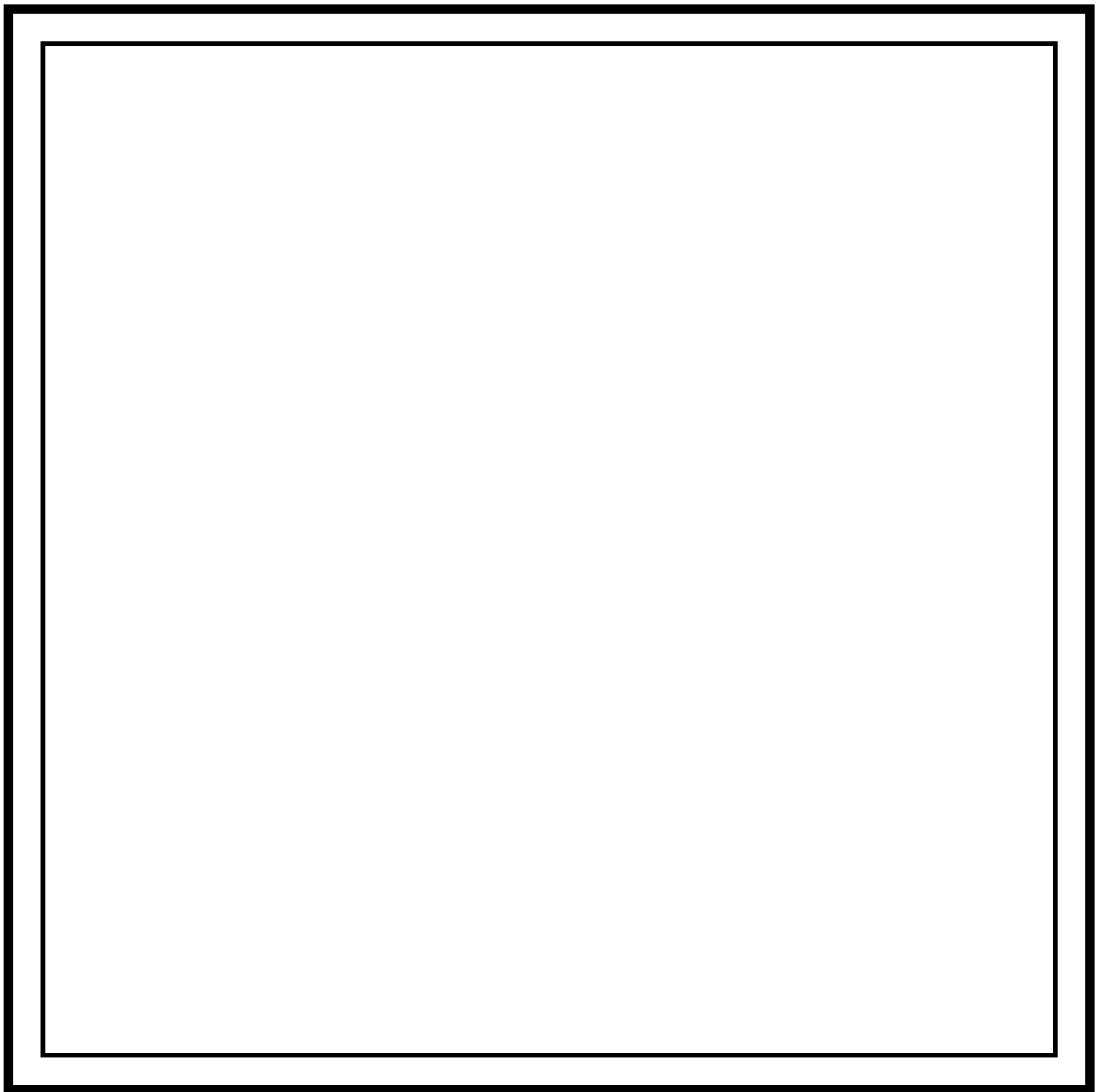
Men's Dance

1. How does Grass Dance represent the Prairies?

2. What is the Storytelling Dance?

The Drum

Draw and label a picture that represents the Drum, the heartbeat, and Mother Earth.



Pow Wow 101

Trail Journal

Grades 6-8



Image by: Ruby Bruce

Name: _____

Introduction

Date: _____



Image by: Canva

What questions do you have about the Pow Wow Experience?

What are you still wondering about Regalia? Drums? Grand Entry?

What do you want to learn more about?

Protocol

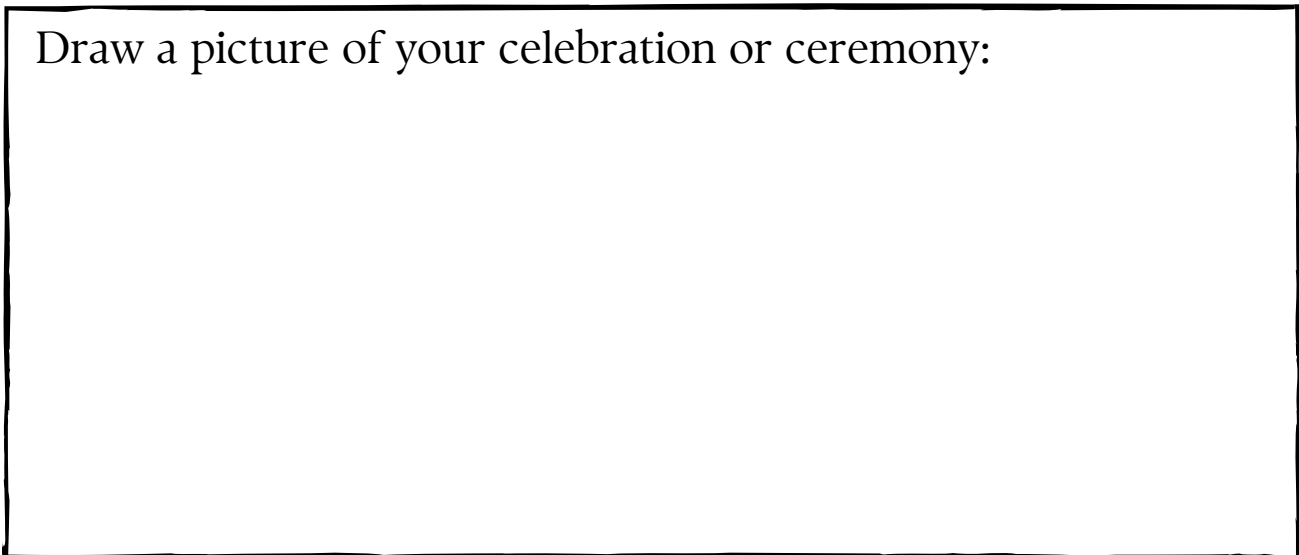
Date: _____



Image by: Canva

Reflect on how you personally relate to Pow Wows and/or ceremony. What are some ceremonies or celebrations you have participated in before? Reflect on your own journey.

Draw a picture of your celebration or ceremony:



Pow Wow Dances

Date: _____



Image by: Canva

What is the significance of the Jingle Dress Dance?

What is the significance of the Women's Traditional Dance?

Pow Wow Dances

Date: _____



Image by: Canva

What is the significance of the Grass Dance?

What is the significance of the Men's Traditional Dance?

The Heartbeat of the Drum

Date: _____



Image by: Canva

How is Drumming connected to Mother Earth?

Name three songs that are played at a Pow Wow.

Music and the Land

Date: _____



Image by: Canva

Draw a representation of how music and the Land are connected.

How are Pow Wows and the Land connected?

Pow Wow 101

Trail Journal

Grades 9-12



Name: _____

Introduction



Date: _____

What questions do you have about the Pow Wow Experience?

How can Intertribal Dances strengthen community?

Why is Pow Wow important to Indigenous communities?

Pow Wow Dances

Date: _____



What is the significance of the Jingle Dress Dance?

What is the significance of the Women's Traditional Dance?

Pow Wow Dances

Date: _____



What is the significance of the Grass Dance?

What is the significance of the Men's Traditional Dance?

Pow Wow Vocabulary:

Regalia	Regalia is the proper name for the outfits that all Dancers wear and is considered sacred. Regalia is not to be touched without asking the individual. It is important for those new to Pow Wow to know it is not a costume.
Pow Wow	A Pow Wow is a social gathering filled with Songs and Dances that Indigenous peoples have been doing for over 100 years.
Sacred	Something with Spirit and of great importance.
Intertribal	These are open to all Indigenous and non-Indigenous attendees to come dance with or without Regalia.
Drums	A special instrument. The Drum represents Mother Earth and her heartbeat.
Tobacco	One of the four sacred Medicines. Tobacco is used in ceremony and Pow Wow as an offering and in prayer.
Grand Entry	A Grand Entry Song is shared, and all who are able are asked to stand, as we open up the Circle where all of the Dancing

Appendix 1.1

	<p>and Singing takes place. In this time, we are honouring the Gift that beginnings are. We honour this beginning in Prayer, we prepare for the work ahead of us that is the expression of our Sacredness.</p>
Feast	<p>At a traditional Feast we make a separate plate to honour our Ancestors. The Feast is prepared by traditional Cooks and Helpers on site, and the food is not tasted at any time during preparation. The first taste of the Feast goes to the Spirit Plate to honour our Ancestors with Feast, Tobacco and Prayer.</p>

What Will You See?

Regalia	Pow Wow	Sacred	Intertribal
Drums	Tobacco	Grand Entry	Feast

Appendix 1.2.1

Appendix 1.2.1

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What Will You See?

Appendix 1.2.2

Tobacco Teaching

This is just one First Nations (Anishinaabe) perspective on the significance of Tobacco.

Tobacco is one of the four sacred Medicines. The four sacred Medicines represent the four directions. Tobacco represents East. Tobacco is used in First Nations communities in many ways. Tobacco can be used in prayer, as an offering, or smoked in a sacred pipe. Tobacco was the first plant gifted to us by Creator and is our connection to the spirit world. When burned, tobacco opens the door to the spirit world for communication to happen. When we burn tobacco, such as when a sacred pipe is smoked or when making an offering in a sacred fire, our words are being brought to the spirits and Creator.

Tobacco Offering:

Tobacco is one of the hardest plants to grow. It uses a lot of time, care, and resources to grow just one plant. Offering tobacco is seen as a sign of great respect. Tobacco can be offered to the Land or to one another. Typically, tobacco is offered before we pick Medicines or take something from the Land. Tobacco is also offered to one another. Someone may offer tobacco in exchange for knowledge, teachings, songs, advice, Spirit Names, or prayers. Offering tobacco shows respect and gratitude. When offering tobacco, the recipient can either accept or decline. Offering tobacco to a person is forming a connection between the people. Tobacco offerings are the oldest form of a contract. People may decline tobacco for many reasons. For example, perhaps they are not comfortable or feel they are a right fit for the request.

Tobacco Ties:

Tobacco Ties are created to offer tobacco. A tobacco tie is made typically made from broad cloth and string. Tobacco ties can come in different colours however, they are usually made with red or yellow cloth. When making a tobacco tie, you would want to use traditional or ceremonial tobacco. Use commercial loose tobacco if there is nothing else available. When preparing your tobacco tie, place a small amount in the centre of a small square of cloth. Fold all the ends of the cloth together and tie with a piece of string.

Appendix 2.0.1

Tobacco and Tobacco Ties:



Stock Image: Microsoft Word



Tobacco Tie Photo by Carleton University

Talking Circle Guidelines

This is just one First Nations (Anishinaabe) perspective on Talking Circles.

Speaker: Only one person speaks at a time. The person holding the talking object may speak. Dialogues and conversations are not typically part of a Talking Circle. The speaker is encouraged to speak from the heart. They may talk for as long as needed. The speaker begins with introducing themselves. Silence is an acceptable response when responding to a question or prompt. There must be no negative reactions to the phrase “I pass”.

Listener: Whomever does not have the talking object has the role as a Listener. Listen with respect and non-judgement. Listen attentively and give support to the speaker. Listen with your heart and in a way you expect others to hear you.

Guidelines:

1. All participants sit in a circle.
2. Participants sit together whether all on the floor or all on chairs. Sitting on the ground brings participants closer to Creator as they are seated upon Mother Earth.
3. Use a Talking Object such as a Grandfather Rock. The Talking Object is passed in a clockwise direction (to the East).
4. One person speaks at a time. Only the person holding the Talking Object should speak.
5. When speaking, first introduce yourself. You may say your name, your spirit name and clan if applicable, and your community. After introducing yourself, you can start Talking. We share our names as they hold great importance.
6. When not speaking, you play the role as a Listener. Listen with intention from the heart and respect.
7. Keeping the Circle - Participants make a commitment to attend and remain until the Talking Circle is completed. Once the Talking Circle has begun, try to keep disruptions to a minimum. Typically, no one leaves until the Talking Circle is complete.

Welcome to the Pow Wow Muskegon!

By: Marika Schalla

“Good morning, Muskegon! It is time to wake up.” Grandpa called out as he gently opened the curtains. Muskegon rubbed his eyes as he slowly moved out of bed. “Good morning, Grandpa! What a beautiful morning it is today. How are you doing?” Muskegon asked. Grandpa smiled. He replied “I am feeling great. I am excited as today we are starting our journey to our first Pow Wow this year. Why, I think this is your first Pow Wow ever! So, I need you to go brush your teeth and get dressed. Granny is almost done making breakfast.” Muskegon looked at grandpa with a puzzled face “Okay Grandpa but... what do I even wear? In fact, I never been to a Pow Wow. So, what do I bring? What am I going to see? Who am I going to see?” Muskegon felt like his head was going in all four directions. “Now, now, Muskegon.” Grandpa said reassuringly. “There is no need to worry. Why don’t you put on your favourite shirt and jeans and meet me in the kitchen for breakfast. Then, we can talk about what to expect at your first Pow Wow.”

Muskegon was so excited. He had heard many stories before about his family’s experience at Pow Wows. Grandpa would tell tales about the beautiful **regalia**, the intricate dances, and the amazing food they would eat at the Feasts. Grandpa said that Granny would be cooking up a storm for days before they hit the Pow Wow Trail. Whether it was for road snacks or to share with the community. Muskegon pulled on his favourite red t-shirt. There was a small hole in the arm from when the shirt got caught on a branch while Muskegon was apple picking with his Granny. He pulled on his jeans and white socks. Muskegon grabbed his lucky green baseball cap and headed downstairs for breakfast. The smell of scrambled eggs and fried bologna filled the air. He could hear the coffee machine sputtering and people talking. Muskegon walked into the kitchen as Granny was plating up the food. His older sister raced to the table. “So, what do you think Grandpa?” asked Muskegon as he did a spin to show off his clothes. “Are these clothes appropriate for the Pow Wow?” Grandpa chortled. “Yes, Muskegon. Those are fine to wear to the Pow Wow. When we get there, you will see people

wearing all sorts of clothing and regalia. There will be people wearing ribbon shirts and ribbon skirts and there will also be people dressed more comfortably. Such as in t shirts, dresses, and shorts. Women and young girls typically wear long skirts to honour their natural connection with Mother Earth. So, female, and female-identifying individuals are welcomed to do so but, it is up to each person. There will be many people who will be wearing beaded jewellery such as earrings and necklaces. You may even see a **kokum scarf** or two. Any footwear is fine. People may be wearing **moccasins**, sneakers, or sandals. As a spectator, or visitor, to a Pow Wow, there is no right or wrong thing to wear. Just make sure you are dressed modestly and respectfully. So, participants should not wear anything with any negative images or words. We need to remember that there will be little ones and Elders around. So, we want to be good leaders when we are attending a Pow Wow.”

Muskegon sat down beside Grandpa as Granny handed him a plate. “Now Muskegon, you know how much your Grandpa loves to talk. Eat your breakfast while you are listening”. Granny joked as she gave Grandpa a hug. “Oh yes, you will also see the dancers dressed in their regalia!” Grandpa exclaimed as he put sugar into his coffee. “There will be all kinds of different regalia. Jingle dresses, grass dance regalia, and traditional to name a few. There are stories and significance in everything the dancer’s wear. So, make sure you are watching, and learning, from each of the dances.”

Muskegon’s older sister, Nibi, chimed in. “Oh, speaking of the dancers. You will want to get a good spot to watch them dance. You will want to find somewhere to sit outside the **Arbour** because that is where people will be dancing. When you enter the Pow Wow, you will see the Arbour surrounded by chairs, tables, and drums. It is like a huge **Circle!** You may want to bring a blanket and chair with you to sit on.” Muskegon grabbed a piece of toast and chewed while listening to his sister and Grandpa speak. “Okay, so no sitting in the Circle. What are some other protocols of a Pow Wow?” Muskegon asked. “Well, the most helpful thing you can do during a Pow Wow is to listen to the Emcee. They help run the Pow Wow and will announce the dancers, singers, and

drummers. As well as, what to expect during any specific time. Such as when we should stand or when there should be no photographs taken.” Grandpa replied. “As for standing, typically we stand when there are prayers being done and during **Grand Entry**. Grand Entry is the official start to the Pow Wow. The **Eagle Staff** will lead in the Veterans, dignitaries, anyone being honoured, and the dancers. During this time, we will stand and remove our hats out of respect. In this time, we are honouring life and the Gift that beginnings are. We honour this beginning through Prayer in the form of an Honour Song.” “Oh, I am so excited to hear all the songs and the drums.” Muskegon said excitedly. I wonder if they will let me touch the drumstick!” Grandpa laughed and replied “Now you see here Muskegon, we need to ask before we touch any sacred or important item. The most respectful thing we can do before asking any kind of question, is to offer tobacco.” “Oh! Okay, I think I have some tobacco ties in my room. I will make sure I grab a few before we leave. What happens after the Grand Entry?” Muskegon asked. “During the Pow Wow, there are important events and prayers that happen before the Grand Entry even start. There will be a blessing of the grounds. Typically done by the Grass Dancers. At some Pow Wows, there will be a **Pipe Ceremony** before Grand Entry. This is to send our prayers up to **Creator** and start the day in a good way. After Grand Entry, you will hear a Veterans song. Then, there will be introductions of important people such as Flag Carriers, Elders, and dignitaries. After this, the dancing will begin. Now, let us hurry up and finish getting ready or else we are going to miss Grand Entry,” said Grandpa.

Muskegon hurriedly finished his breakfast before racing back upstairs. He grabbed a few tobacco ties that he made recently with his Granny. Muskegon pulled out his duffle bag and packed a few shirts, pants, and his moccasins. As they were going to be gone for a few days. Muskegon peered into his closet to find his good ribbon shirt. He wanted to have it just in case he wanted to dress up a little bit. As he was pulling on his brown boots, Grandpa called “time to go, Muskegon. We will meet you in the van!” Muskegon could barely hold in his excitement. “I will be right down, Grandpa!” Muskegon replied as he zipped up his duffel bag. As he walked outside, Muskegon heard the chickadees singing and felt a light breeze. “This will be a great day” he said to himself.

Glossary

Regalia	The attire worn by traditional dancers, unique to the wearer. <i>Pronounced: Reh-gay-lee-ah</i>
Kokum Scarf	The grandmother scarf. Originating from trade between Ukrainian immigrants and Cree peoples. <i>Pronounced: Koh-kum</i>
Moccasins	Traditional footwear made of animal skin and fur. <i>Pronounced: Mock-ah-sin(s)</i>
Arbour	The center of the Dance Circle. In many communities, the Arbour is a circular structure that is covered in cedar. Dancing takes place in and around the Arbour.
The Circle	After Grand Entry and opening prayers, The Circle is the sacred space that only dancers are allowed in, unless the Intertribal dances are taking place.
Grand Entry	At the beginning of a Pow Wow, Elders and Dignitaries lead the dancers in the first circle of the Pow Wow.
Eagle Staff	The Eagle Staff is carried in the Grand Entry ahead of Elders and Dignitaries. The Eagle Staff has eagle feathers that represents community members who have passed on.
Pipe Ceremony	A sacred gathering to pray with Tobacco to Creator for something, or someone in need.
Creator	The giver of life and Great Spirit for many Indigenous community.

Muskegon and the Pow Wow Trail

By: Marika Schalla

Today, Muskegon was going to attend his first Pow Wow. His family have been going to Pow Wows for generations however, Muskegon never got the chance to attend until today. This was his first summer he was spending at his grandparents' house. Since he was a bit older now too, Grandpa thought it would be an excellent idea to bring Muskegon along the **Pow Wow Trail**. Muskegon, his older sister Nibi, and their grandparents had been driving for a few hours and would soon arrive in Winnipeg. Muskegon was feeling excited but nervous. He was listening to his Grandpa and Granny talk about the Pow Wow Trail. When Muskegon was younger, he imagined that the Pow Wow Trail was a long path that Pow Wow Dancers danced along. He now knew that the Pow Wow Trail is just a term used for the list of different Pow Wows in the summer that families, dancers, or visitors planned to attend. Grandpa and Granny were excitedly talking about all the Pow Wows they were intending on visiting this summer. Muskegon had heard many stories about Pow Wows before from his family but did not quite understand why Indigenous people did them. He decided now would be a good time to ask Grandpa before they arrived at their destination.

“Grandpa? Why do we have Pow Wows?” asked Muskegon. “Well, you see my boy, at Pow Wows we get to express ourselves through the living Spirit of Dance and Song. Indigenous peoples were not always allowed to sing our songs, drum, or practice our ceremonies. So, dancing in Pow Wow is an act of resilience and honours our culture.” Muskegon felt a little shocked. What did Grandpa mean Indigenous people could not sing and dance? Muskegon felt like he was left with even more questions “What do you mean we could not practice our ceremonies? Muskegon asked. Grandpa thought to himself for a moment before replying to him. “Indigenous ceremonies were banned in 1884. At this time, this meant our Pow Wows were too. Any families who participated in ceremonies could get arrested. There were some unfair laws and Indigenous people were not always treated with kindness. We have come a long way in terms of our rights and being accepted. Our people are smart and came up with ways to overcome these

barriers. So, Pow Wows shifted from a ceremonial focus to a social focus. Back then, this was the only way Indigenous people were allowed to publicly gather to sing, drum, and dance.” said Grandpa quietly.

Muskegon sat up straight in his seat. He was very interested in learning more about the background and history of Pow Wows. “Well, what happened after 1884? How did Indigenous people start to celebrate Pow Wows like we do today?” Grandpa laughed. “I always love all your questions, Muskegon. You are a great listener. Well, to answer your original question. Pow Wows were first created sometime in the 1830s in First Nations communities across Turtle Island. When **reserves** were created, Indigenous peoples created Pow Wows in response. Pow Wows were a way to maintain our connection to our traditions, ceremony, and **Creator** through songs and dance. They have always been an act of resistance. After our ceremonies and dances were banned, Pow Wows continued in secret. It wouldn’t be until 1951, that we were allowed to continue our traditional ceremonies again without fear of being arrested. This was when the **Indian Act** was changed to allow for ceremonies. It took a few years for communities to fully enact Pow Wows. It wasn’t until the 1960s when Pow Wows became popular and were being held in communities throughout Turtle Island again. This was when your old Grandpa here was a boy like you. Modern-day Pow Wows as we know them were born!” Grandpa said triumphantly. By this time, Muskegon was smiling ear to ear and at the edge of his seat.

Learning about Pow Wows from Grandpa had been such a rollercoaster and Muskegon yearned to learn more. “What do you mean by modern-day Pow Wows, Grandpa? How are they different from the ones back in the 1830s?” Grandpa took a sip of water before he answered. By this time Nibi was also completely entranced by Grandpa’s story. “Modern-day Pow Wows can be either traditional or competitive. Usually, Traditional Pow Wows are held in our local communities and do not have dance or drum group competitions. Traditional Pow Wows are a special form of Prayer and ceremony. Either all the participants are given an honorarium equally or no payment is provided. Competitive Pow Wows, however, feature dance specials where

dancers are judged based on their regalia and footwork. The individuals who score highest in their category will receive an award or a cash prize. At our modern-day Pow Wows, you may also see people selling food, vendors, and other events. I've even heard of some Pow Wows these days having Fashion Shows and youth gatherings. Pow Wows are truly a celebration of Indigenous brilliance and the beauty of our culture and ways of knowing." Grandpa said with a toothy smile.

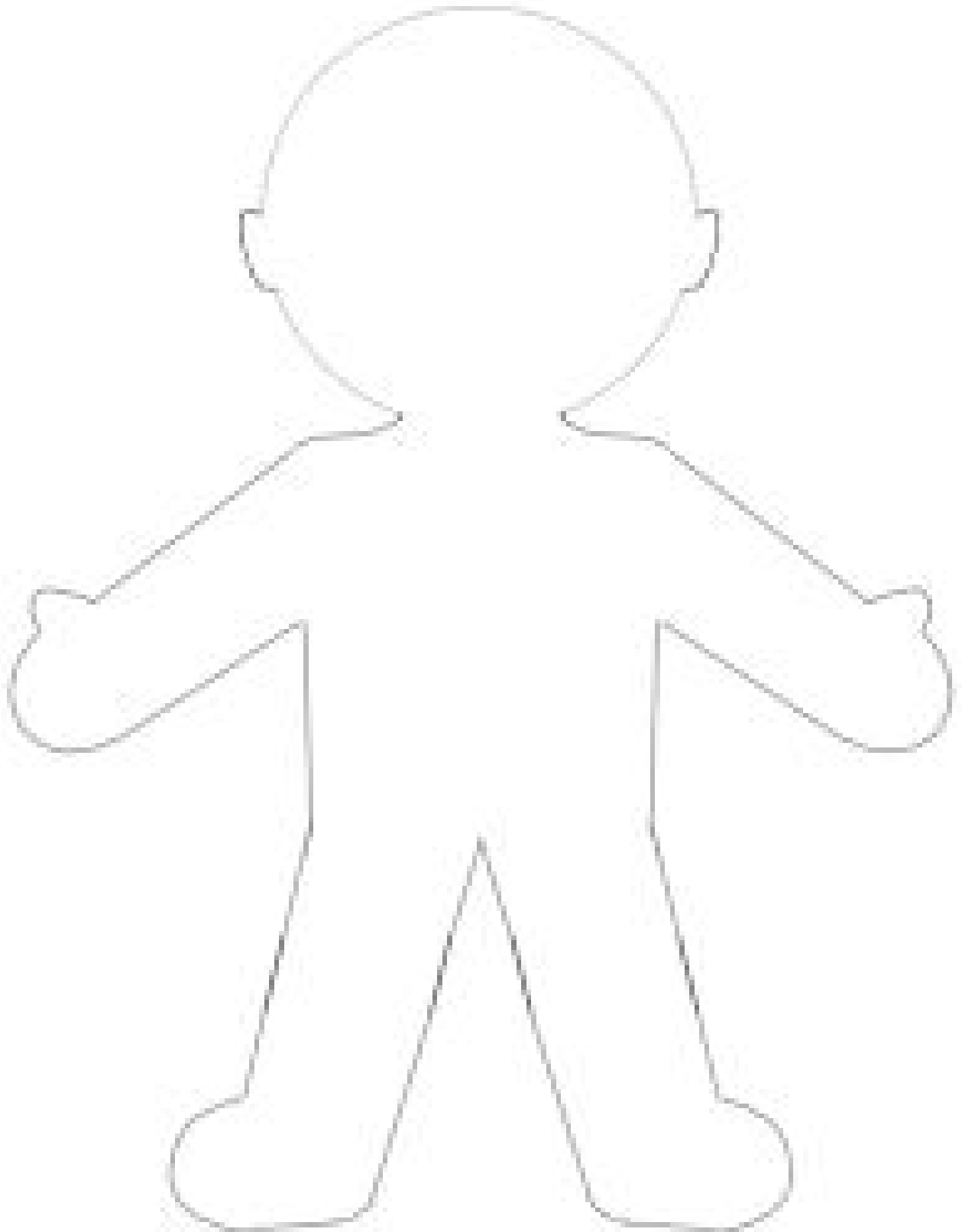
Muskegon felt a sense of deep pride. Just as Grandpa finished speaking, the van came to a stop. "What a great way to end our ride. We are here now kids!" exclaimed Granny. Muskegon stared out the window as he saw rows and rows of cars. He could hear people talking and laughing from all around him. The Pow Wow was about to begin!

Glossary

Pow Wow Trail	The Pow Wow Trail is the series of Pow Wows that happen between communities across Turtle Island (Canada and the United States). The Pow Wow Trail is essentially a list of Pow Wows that individuals can attend.
Reserves	Sections of land designated by the Canadian Government for Indigenous peoples to live on, away from developing cities.
The Indian Act	Introduced April 12, 1876, by the Canadian Government regulating Indian Status, Bands, Reservations and Indian Affairs. The Indian Act does not include Métis or Inuit peoples.

Name: _____ Date: _____

Character Design: Muskegon



Name: _____

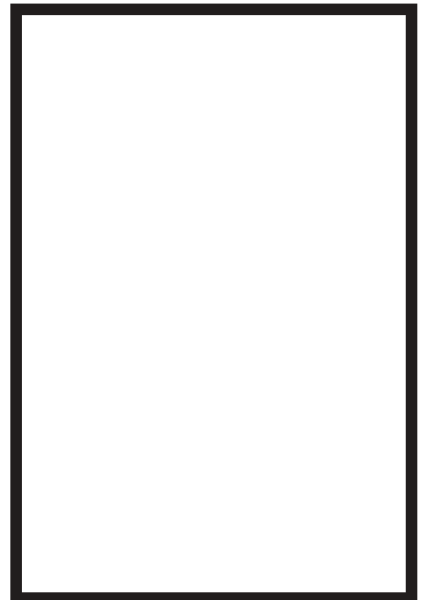
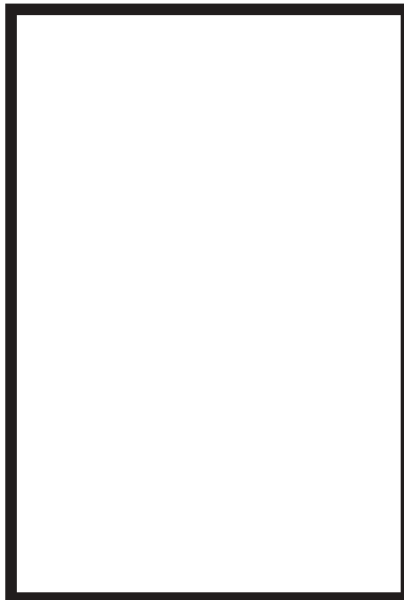
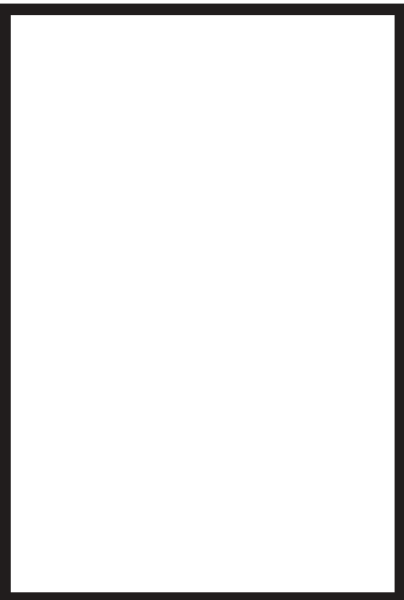
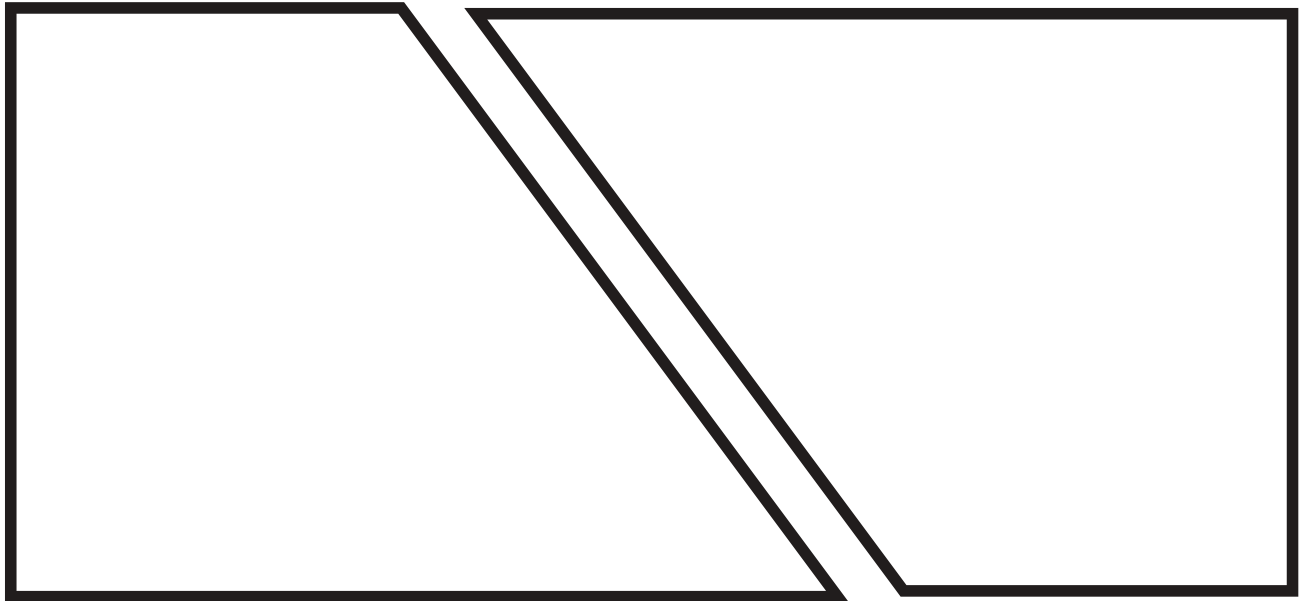
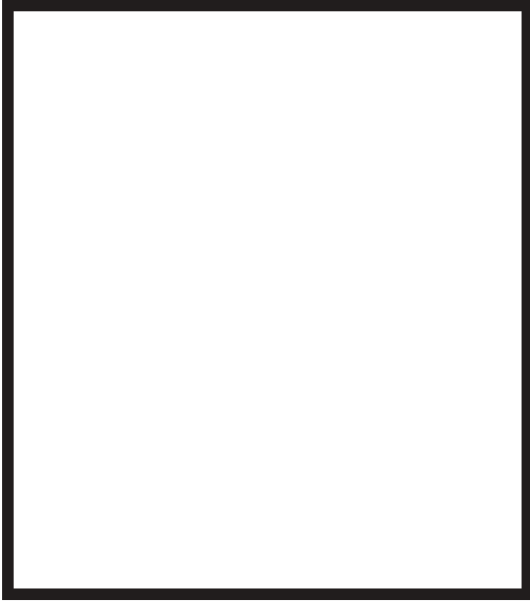
MUSKEGON AND THE POW WOW TRAIL

Draw or write the main parts of the story:

beginning	middle	end

Name: _____

Muskegon and the Pow Wow Trail



MUSKEGON AND THE POW WOW TRAIL

Name: _____



Comic Strip Rubric Checklist

Name: _____ Date: _____			
Criteria:	2 Demonstrated	1 Somewhat Demonstrated	0 Not Demonstrated
4+ frames	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Includes a part from the story – Muskegon and the Pow Wow Trail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech bubbles and/or narration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative – lots of detail and coloured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time and Effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			Mark: ____/10

Pow Wow Timeline Assignment

Introduction:

Pow Wows have been celebrated by First Nations people for over hundreds of years. Back in 1884, Indigenous ceremonies were banned. To compensate, Pow Wows were shifted from a ceremonial focus to a social gathering. It became the only way First Nations peoples could publicly gather to Sing, Drum, and Dance. Elements of prayer had to become less visible to protect participants and families. In modern times, Pow Wow is a gathering that brings together ceremony and celebration. There are two types of Pow Wows. Traditional and Competition.

Instructions:

In this assignment, you will read through the story ***Muskegon and the Pow Wow Trail*** to find **5 Events** that his grandfather talks about. You will create a timeline of these 5 events. In your timeline you must include:

- Name, date, and place of each event,
- Description of the event (2-3 sentences),
- A picture or drawing to represent the event,
- Detail and colour.

Assessment: *The following rubric shows the expectations of this assignment.*

	4 Excellent	3 Good	2 Fair	1 Needs Improvement
Event	Five events are named with the correct dates and places.	5 events are named with some incorrect dates and places.	3-4 events are named and/or with some incorrect dates and places.	1-2 events are named and/or with some incorrect dates and places.
Description	Each of the five events has an excellent description of the importance of the day. There is 3+ sentences written.	Each of the five events has a good description of the importance of the day. There are 2-3 sentences written.	3-4 of the events have a description and/or there are only 2 sentences written.	1-2 of the events have a description and/or there are less than 2 sentences written.
Visuals	There are 5 detailed pictures to represent the events. Along with other details throughout the timeline.	There are 5 detailed pictures to represent the events.	There are 4-5 pictures to represent the events.	There is less than 4 pictures to represent the events.
Creativity and Effort	The timeline shows that a lot of time, effort, and care was put in. The timeline is very creative using lots of colour and other special elements.	The timeline shows that time, effort, and care was put in. The timeline is creative using lots of colour and other special elements.	The timeline shows that time, effort, and care was put in. Creative elements could have been used more.	The timeline shows that time, effort, and care was attempted. The timeline could use a little more creativity or colour in it.

Overall Mark: ____/16

Pow Wow Timeline Assignment

Introduction:

Pow Wows have been celebrated by First Nations people for over hundreds of years. Back in 1884, Indigenous ceremonies were banned. To compensate, Pow Wows were shifted from a ceremonial focus to a social gathering. It became the only way First Nations peoples could publicly gather to Sing, Drum, and Dance. Elements of prayer had to become less visible to protect participants and families. In modern times, Pow Wow is a gathering that brings together ceremony and celebration. There are two types of Pow Wows. Traditional and Competition.

Instructions:

In this assignment, you will read through the story ***Muskegon and the Pow Wow Trail*** to find **5 Events** that his grandfather talks about. You will create a timeline of these 5 events. In your timeline you must include:

- Name, date, and place of 10 events (5 from story and 5 researched),
- Description of the event (2-3 sentences),
- A picture or drawing to represent the event,
- Detail and colour.

Assessment: *The following rubric shows the expectations of this assignment.*

	4 Excellent	3 Good	2 Fair	1 Needs Improvement
Event	10+ events are named with the correct dates and places.	7-9 events are named with some correct dates and places.	5-6 events are named and/or with some incorrect dates and places.	Less than 5 events are named and/or with some incorrect dates and places.
Description	Each of the 10 events has an excellent description of the importance of the day. There is 3+ sentences written.	7-10 events have a good description of the importance of the day. There are 2-3 sentences written.	5-7 of the events have a description and/or there are only 2 sentences written.	Less than 5 of the events have a description and/or there are less than 2 sentences written.
Visuals	There are 10+ detailed pictures to represent the events. Along with other details throughout the timeline.	There are 7-9 detailed pictures to represent the events.	There are 5-7 pictures to represent the events.	There are less than 5 pictures to represent the events.
Creativity and Effort	The timeline shows that a lot of time, effort, and care was put in. The timeline is very creative using lots of colour and other special elements.	The timeline shows that time, effort, and care was put in. The timeline is creative using lots of colour and other special elements.	The timeline shows that time, effort, and care was put in. Creative elements could have been used more.	The timeline shows that time, effort, and care was attempted. The timeline could use a little more creativity or colour in it.

Overall Mark: ____/16

Muskegon Short Story Predictions

Reflect what may happen in each of the next Muskegon stories based on the title and what you have learned so far about Pow Wow.

Title	I Predict...	Reflection
Muskegon and the Pow Wow Trail		
Muskegon and the Jingle Dress		

The Storytelling Dance		
Muskegon and the Drum		

Muskegon and the Jingle Dress

By: Marika Schalla

“Wow, that was amazing!” exclaimed Muskegon as the Grand Entry completed. “Everyone please join us for an **Intertribal** dance!” called out the Emcee. Muskegon wiggled in his seat as people all around him got up to join the intertribal dance. “C’mon Muskegon, let’s go dance!” Nibi said as she grabbed Muskegon’s hand. Muskegon got up and looked down at his spot. “But, what about our things? Do we just leave them here?” Muskegon questioned Nibi. “We will just put our blankets over our chairs, and we will be okay. It is like an unspoken rule at Pow Wows that if there is a blanket covering a chair, that spot is taken.” Nibi explained to Muskegon. Muskegon and Nibi raced down to dance with everyone. While they were dancing, Muskegon noticed that there were people of all shapes, sizes, and races dancing. In an intertribal dance, anyone can join in. Regalia or no regalia. Indigenous or non-Indigenous. The intertribal dance celebrates all visitors at a Pow Wow. Muskegon kicked his feet up as if he were jigging. He then noticed a girl dancing beside him wearing a beautiful purple **Jingle Dress**. Muskegon remembered what Grandpa said about offering tobacco. So, he reached into his pocket and grabbed a small red **tobacco tie**. Muskegon looked at the girl and held out the tobacco tie. “**Boozhoo**, Muskegon **ndizhnikaaz**. I was wondering if I could ask you about your regalia. I do not know much about Jingle Dresses.” The girl stopped dancing and looked at Muskegon. She smiled ear to ear and gently took the tobacco from Muskegon’s hand. “Aniin! I am Margaret. I would love to tell you about my regalia. Let’s go sit there with my mom!”. Margaret said as she grabbed Muskegon's hand to lead him to her spot.

Muskegon and Margaret sat down in the stands. Muskegon was very interested in learning more about Jingle Dresses. As Margaret twirled the tobacco tie in her hand, she began to talk. “Thank you, **Miigwech**, for offering me tobacco. I am honoured you asked me to teach you more about Jingle Dresses!” Margaret said with a big smile. “So, what do you want to know?”. Muskegon rubbed his chin. There were so many questions he had about regalia and did not know where to begin. “Why do dancers wear jingles on

their dresses? The jingles are beautiful, but I do not know the story behind them.” Margaret giggled as she began to speak. “Well, you see The Jingle Dress Dance came to be many moons ago when a young girl like us named Maggie Smith became ill. Her grandfather that night dreamt of a **Healing Dance** where the women wore special metal cones on a dress. In his dreams, four women danced and taught him how to make the dress. The women taught him how to do the special dance and what kind of songs to play with it. In his dreams, the Spirits told him that making the dress and having his granddaughter dance in it will help heal her. Maggie’s grandfather went to work and created the dress for her. As Maggie performed the dance, she started to get stronger. The more she danced, the better she felt. Until she was eventually cured and healthy once again.” Muskegon looked at Margaret with wide eyes. She was an excellent storyteller. Muskegon looked around as the intertribal dances were ending.

Margaret looked around too and then continued. “Today, the Jingle Dress Dance is performed by people across Turtle Island. Since it is a Healing Dance, the sickness gets trapped in the jingles. The dance is done by moving forward. The dancer must never move backwards or else the sickness that they are trying to heal will not go away. While the dancer is dancing, they stand up tall and proud. Dancers place their hands on their hips. As they dance, the cones make a special sound.” Muskegon pushed his hair out of his eyes as Margaret was finishing her story. “I am so happy to hear little Maggie was better after doing the Healing Dance.” Muskegon replied. “Now I understand the importance of the jingles on a Jingle Dress. What a powerful dance. I was noticing that there are lots of different kinds of regalia here today. Besides the jingles, is there a difference between a Jingle Dress or a Traditional regalia?” Muskegon asked with anticipation. Margaret smiled and replied “You just love learning, hey Muskegon! Well, the regalia of the Jingle Dress also includes a bandolier bag, feather fan, and beadwork. In the bandolier bag, women will carry tobacco. Traditionally, there are 365 jingles on a single dress. This number of jingles represents each day of the year. Regalia is often a form of self-expression and can be many different colours or designs. Sometimes designs are carried down from generation to generation. Other times, dancers use their regalia to express themselves. When regalia is being made, it is important that the

person is thinking good thoughts and prayers for the dancer who will be wearing the dress. I wear this purple Jingle Dress as it was passed down to me by my older sisters. Our grandma dreamt of this dress when my eldest sister was a baby. She saw a sky of deep purple and blue. With specks of orange. That is why I have blue and orange in my beadwork too.” Margaret said as she handed one of her beaded earrings to Muskegon to see. “Thank you so much Margaret for teaching me about the Jingle Dress. I can’t wait to watch you da-” “JINGLE DRESS SPECIAL STARTING” the Emcee called out, interrupting Muskegon. “Well, I better get going! I will see you later, Muskegon.” Margaret said as she jumped from the bleaches. Muskegon got up and went to find Nibi. He did not want to miss this dance!

Glossary

Intertribal Dance	All attendees of the Pow Wow are asked and welcomed to dance during Intertribal. At this time the emcee will open The Circle to anyone of any background.
Jingle Dress	A Regalia that is worn for The Healing Dance (Jingle Dress Dance). The dress is made of silver metal cones.
Tobacco Tie	An offering made with ceremonial tobacco to an Elder, Knowledge Keeper, or Indigenous person when seeking advice, knowledge or a teaching. The tie should be made before asking and from cloth. When placing the tobacco in the cloth, the individual should have good thoughts.
Boozhoo	A greeting in Anishinaabemowin (Ojibwe). Similar to hello. <i>Pronounced: Boo-zh-oo</i>
Ndizhnikaaz	“My name is” in Anishinaabemowin (Ojibwe). <i>Pronounced: Na-dih-zh-nih-cause</i>
Miigwech	“Thank you” in Anishinaabemowin (Ojibwe). <i>Pronounced: Me-Gw-itch</i>
Healing Dance	Another name for the Jingle Dress Dance. This name refers to the purpose of the Jingle Dress Dance. This dance is to promote and find healing for individuals in the dancers’ lives. As the Dancer dances, the cones trap the sickness.

Women's Dance Vocabulary Cards

<p>Healing Dance</p>	<p>Cones</p>	<p>Bandolier Bag</p>	<p>Tobacco</p>

Fan	Respect	Shawl	Proud

The Storytelling Dance

By: Marika Schalla

The Women's Dances were ending at the Pow Wow. Muskegon and his sister, Nibi, just sat down to enjoy their lemonade and taco in a bag. Muskegon looked around to see if he could find Grandpa and Granny. At big events, his Grandpa was known to always find a cousin or two in the crowd. Muskegon locked eyes across the Arbour with Grandpa. He was talking to a gentleman that was decked out in Men's Traditional Regalia. Muskegon looked in awe at the man's **feathered roach** and **bustle**. His regalia looked magnificent with colours of red, yellow, and brown. Muskegon wanted to know why the man's regalia looked so fancy. So, he stood up to go find his Grandpa.

Muskegon walked around the Arbour. Watching everyone prepare for the upcoming Men's Dance category. Muskegon knew he better hurry up before the man disappeared. He walked hurriedly up to Grandpa, almost bumping into him. "Muskegon my boy! Good to see you. Are you enjoying yourself so far today?" said Grandpa. "Oh yes, of course Grandpa! I have made a few new friends already today." replied Muskegon with a big smile. He was hoping Grandpa would introduce the man to him. "That is so great to hear you are making new friends. Why not make one more? Muskegon, this gentleman's name is Koda Whitecloud." Muskegon turned to look at Koda but was suddenly pulled forward. Koda grabbed Muskegon's hand and gave it a strong shake. "Please to meet you, Muskegon! You can call me Koda. It is so nice to meet you. Your grandfather and I have been friends for many moons." Koda said while still shaking Muskegon's hand. Muskegon pulled his hand back slowly. "Likewise, Koda! If I am being honest, I came across the Arbour just to meet you." Muskegon replied. "What? To meet little old, me?" Koda chuckled. "Yes! I was so fascinated with your regalia. I knew I had to come and meet you and learn what it all means! I mean if that is okay. I do have some tobacco on me." Muskegon said while reaching into his pocket. Muskegon handed the tobacco tie to Koda. Koda turned towards Grandpa. "You have raised a fine young man here. Of course, I can tell you a little about my regalia! I have a few

moments before my dance category begins. Let us go find a spot.” Koda replied. Muskegon followed Koda and Grandpa to a set of stands.

Muskegon sat down in between Grandpa and Koda. He was wondering how Koda was going to sit down in his regalia, but he sat down with ease. “Thank you, Muskegon, for offering me tobacco first. That shows a high level of respect. So, I dance Men’s Traditional. I have been dancing since I was a young boy such as yourself. Men’s Traditional Dance is sometimes known as the **Storytelling Dance**. Men’s traditional honours our warriors. The dances tell the stories of warriors hunts or battles. Songs that are played during this dance are typically slower compared to other Men’s dances. The slower pace honours the way that warriors protect their people.” Koda talked with such wisdom. Muskegon was very grateful for the story Koda was telling him. “How do Men’s Traditional Dancers dance? I was talking to my new friend Margaret, and she told me how Jingle Dress Dancers never move backwards.” Koda smiled at Muskegon. “Well, when dancing, Men’s Traditional Dancers will look and step forward and back. Both movements are done as they both are significant. They look forward in honour of the people they have met on their journeys. As well to remember our ancestors who have paved the path. Dancers look backwards to see if the young people are watching and following. The dance that is done is gentle. To leave a gentle impression on Mother Earth, and to leave good tracks.” “Tracks?!” Muskegon exclaimed. “Tracks like a moose?” Koda let out a huge laugh. “I mean tracks in both the physical sense and spiritual sense. While watching the footwork of a dancer, imagine the mark he is leaving. The tracks are there in spirit for other young people to follow. You are also not far off young Muskegon. The tracks also represent the animals, the Land, and all those who thrive upon it.” Koda finished his story just as the Emcee called for all Men’s Traditional Dancers to come onto the Arbour. “Well! I guess I better jet off. Have a fun time watching all the dancers, Muskegon.” Koda got up from the stands and left to go dance. Muskegon and Grandpa walked back to their seats on the other side of the Arbour to finish watching the rest of the dances.

Glossary

Feathered Roach	Dancer's typically wear a headpiece that contains feathers or animal fur called a Roach. A Roach is made from porcupine (or other animal) fur. The Roach represents our animal relatives and other creatures that thrive upon the Land.
Feathered Bustle	The feathered bustle is a traditional part of Men's regalia. The bustle is typically made from Eagle feathers. The bustle represents
Storytelling Dance	Another name for the Men's Traditional Dance. The Storytelling Dance tells both historic and modern stories. There could be many stories and meanings interpreted from a Dancer. The dances typically tell stories of warriors and hunters. The dances also show young ones how to walk and live in a good way.

Pow Wow Dances Jigsaw Activity

Introduction:

You will participate in a collaborative learning activity where each student takes the role of the learner, the “expert”, and the listener! In this activity, everyone will be separated into home groups, where they will share their new knowledge near the end of the activity. Each person in each home group will be numbered 1-4. Numbers may be repeated if groups are large. In that case, there will be 2+ experts for that topic in the home group. When given the signal, the home groups will split up and students will go into their Learning Groups. So, all the number 1s will go into a learning group, and so on.

Learning Groups:

In the Learning Groups, students will learn about one specific Pow Wow dance and related regalia. In the Learning Groups, students will watch the Pow Wow 101 video about their dance. Students will also read a write-up and/or look at pictures of their dance style and regalia. After 10 minutes of building knowledge together in their Learning Groups, students will go back to their Home Groups to share their knowledge.

Home Groups:

Each student will have 5 minutes to share everything they learned about their Pow Wow Dance. Someone in the Home Group will record all the findings onto a chart paper.

The recorder should separate the chart paper into four and give each section the following headings:

- Jingle Dress Dancing
- Grass Dancing
- Women’s Traditional
- Men’s Traditional

Leaders for each dance style will talk about everything they learned. The group will choose to write down 3-5 facts about each dance style.

Group Sharing:

At the end of the activity, each Home Group will share 2-3 pieces of information that they found key or important that they learned today.

Instructions:

1. Go into your Home Group where you will be numbered off.
2. Once numbered, get into your Learning Groups.
3. Watch a Pow Wow 101 Video
4. Look at pictures and read more about your Dance and its Regalia!
5. After learning about your dance, you will teach your Home Group everything you have learned.
- Pick 1-2 recorders in your Home Group. Split a chart paper into four sections and label them with the 4 dances - Jingle Dress Dancing, Grass Dancing, Women's Traditional and Men's Traditional. Write down important facts and findings about each one! Try to write down 3-5 for each dance.
6. Share with the class 2-3 key pieces of information you have all learned today!

Jingle Dress

The Jingle Dress Dance came to be many moons ago when Maggie Smith became ill. Her grandfather dreamt of a Healing Dance where the women wore special metal cones on a dress. In his dreams, four women danced and taught him how to make the dress. The women taught him how to do the special dance and what kind of songs to play with it. In his dreams, the Spirits told him that making the dress and having his granddaughter dance in it will help heal her. Maggie Smith's grandfather went to work and created the dress for her. As Maggie performed the dance, she started to get stronger. The more she danced, the better she felt. Until she was eventually cured and healthy once again.

Today, the Jingle Dress Dance is performed by Indigenous women and girls all across Turtle Island. The Jingle Dress Dance is also known as the Healing Dance. During the dance, sickness gets trapped in the silver cones. The silver cones are called the jingles. The dance is done by moving forward. The dancer must never move backwards or else the sickness that they are trying to heal will not go away. While the dancer is dancing, they stand up tall and proud. Dancers place their hands on their hips. As they dance, the cones make a special sound.

The Regalia of the Jingle Dress Dance can easily be distinguished by the jingle cones that cover it. The Regalia typically consists of a Jingle Dress, bandolier bag, feather fan, and beadwork. In the bandolier bag, women will carry tobacco. Traditionally, there are 365 jingles on a single dress. This number of jingles represents each day of the year. Regalia is often a form of self-expression and can be many different colours or designs. Sometimes designs are carried down from generation to generation. Other times, dancers use their regalia to express themselves. When regalia is being made, it is important that the seamstress is thinking good thoughts and prayers for the dancer who will be wearing the dress.

Grass Dance

Grass Dance is a Men's dance known for the style and movement of the Regalia. The Regalia of a Grass Dancer represents the prairie. The fringes of the Regalia represent the movement grass makes when it is blowing in the wind. The fringe represents the movement of creation. Grass Dancer's will also include other elements in their Regalia aside from the fringed cape, apron, and leggings. Grass Dancer's typically wear a headpiece that contains feathers or animal fur called a Roach. A Roach is made from porcupine (or other animal) fur. The Roach represents our animal relatives and other creatures that thrive upon the Land. Beaded headbands, medallions, leg cuffs, arm cuffs, harnesses, belts, and bags are also adorned by Grass Dancers. In their hands, dancers could be holding a fan, fur-wrapped hoop, or a coup stick. The colours and designs of the Regalia may be a form of self expression or be passed down from generation to generation. The Grass Dance Regalia is different from other Men's dance Regalia as dancers do not wear a bustle.

The dance itself is one of the oldest surviving Pow Wow Dances. The dance is fast paced and requires the dancer to have a certain level of flexibility. Grass Dance is most often chosen by young men due to the level of movement.

The dancer will dance with one leg and then repeats that move with the other leg. One foot is typically placed upon the ground while the other leg will be up. Grass dancers will be seen dancing at Pow Wows to bless the grounds. Grass Dance honours warriors and gatherers.

Women's Traditional

Women's Traditional is one of the oldest women dance styles in Pow Wow. Women's Traditional dance is a dance that is graceful that showcases dignity, and pride. The dance steps of Women's Traditional are elegant and modest. Traditional dancers dance outside of the circle. Dancers will typically only move a few feet into the dance circle. Women's Traditional Dancers provide support for everyone else in the centre. The Dancers help and support the men. In Women's Traditional, the feet of the dancer must never fully leave the ground. Dancers dance in an up and down movement.

The Regalia of Women's Traditional starts with a full-length dress or a full-length skirt and shirt combination. The length of the dresses or skirts typically hit just below the knee. The Regalia includes a beaded shawl, a breast plat, an Eagle feather fan and a belt. On the back of the Dancers belt, you will see a bag set. The bag set includes beaded pouch for carrying medicines and a beaded bag for carrying a knife. Traditionally, women were the ones to cut up the animals from a hunter's kill. So, to honour that tradition, a knife bag is carried. Women's Traditional Regalia will included other beaded items such as earrings, moccasins, and hair ties.

Men's Traditional

Men's Traditional Dance is sometimes known as the Storytelling Dance. Men's traditional honours warriors for when they would return from battle or hunting. The stories of the warriors' stories are told through the dance. The dances tell both historic and modern stories. Songs that are played during this dance are typically at a slower pace. The slower pace honors the way that warriors protect people.

While dancing, Men's Traditional Dancers will step forward and back. They will look ahead and behind. They look forward to honour the people they have met on their journeys and to remember our ancestors who have paved the path. Dancers look backwards to see if the young people are watching and following. The dance that is done is gentle. To leave a gentle impression on Mother Earth, and to leave good tracks. The tracks are both in the physical sense and metaphorical sense. The good tracks are so the young people can follow in them. As well as, to acknowledge the animals, the Land, and all those who thrive upon it.

The Regalia worn in Men's Traditional includes a lot of elements. Traditional dancers wear Regalia adorned with quillwork and/or beadwork. The Regalia includes big feather bustles. As well as feather or animal fur roach on their heads. Dancers will carry a flat feather fan and a dancing stick.

Muskegon and the Drum

By: Marika Schalla
















The Pow Wow was slowly coming to a close. Muskegon had so much at his first Pow Wow. There was still one thing left that he wanted to learn about. Drumming. Muskegon walked down to the floor. There were some drummers left who were chatting and laughing. Muskegon decided he needed to be brave and offer his tobacco if he wanted to learn more. He took a deep breath, puffed out his chest like a prairie chicken, and moved forward. “Um. Hello? My name is Muskegon. That is a beautiful drum you have there.” Muskegon said sheepishly. “Oh, hello little one! My name is Junior. Oh, this old thing?” Junior said while touching the drum. “This drum has been in my family for generations. Want to listen?” Muskegon quickly shook his head. He could not believe he was going to hear a drummer so up close! Junior started to play a song. Muskegon counted the beats. 1... 2... 3... 4... Then Junior began singing. Muskegon stood beside Junior as he sang and drummed. He could feel the drum beats deep within his soul. It felt as if it were a heartbeat. When Junior was finished, Muskegon started to softly clap. “Wow! That was amazing Junior thank you. I, erm, have some tobacco here for you? I was wondering if you could tell me more about the drum? I feel like I have so many questions!” Muskegon exclaimed. “Like what job do the drummers have at Pow Wows? What kind of songs are sung? Why do you use drums? Were guitars too expensive?” Muskegon questioned. Junior laughed. “Oh, wow you are full of questions! I will gladly take the tobacco little one.” Muskegon handed Junior the tobacco tie. “You are quite funny. Guitars. Ha ha. I don’t know much about the history of guitars, but I do know why our people use drums. Drums represent the heartbeat of Mother Earth. This instrument is a symbol of our connection to the Land. The songs that are sung and played at Pow Wows vary depending on which event we are drumming for. Drumming is used to send our prayers and good thoughts up to Creator. Especially when Dancers are dancing. Drummers have the responsibility of singing the songs for the dancers.” Junior stopped to take a drink of water.

Muskegon waited in anticipation. He thought to himself “Wow! I was literally just thinking that the drum sounded like a heartbeat.” Muskegon felt a strong connection to the drum. Junior wiped his chin and asked “Have you seen many drums before?” Muskegon replied “One of my uncles has a hand drum. He taught me the different parts before. There is the wooden frame that he called a **hoop**. Then there is **rawhide** that is stretched over to make the head of the drum. Oh! And at the back there is **sinew** to hold the rawhide in place.” “Well look at you, you really know your stuff about drums!” Junior exclaimed. Muskegon looked to the ground. He said to Junior “You know, I was talking with my Grandpa this morning about wanting to touch a drumstick. I know its a sacred item and I should not touch it without asking first. Would I be able to hold your drumstick? It is okay if you say no, I understand!” said Muskegon. Junior looked at Muskegon and replied. “Here you go little one. Why don’t you try to hit the drum? See what it feels like.” Muskegon felt like he was soaring in the clouds. He took the drumstick and held it in both hands. The wood felt smooth under his finger tips. With one swoop he hit the drum right in the middle. The strong beat filled the air. “Now try hitting the drum on beat. 1, 2, 3 ,4.” guided Junior. Muskegon tried and started playing the drum. He felt something special inside. As if his spirit was smiling. “You know, little one, I think you may have what it takes to be a drummer one day.” said Junior. “Do you really think so? Thank you so much, Junior, for letting me try!” replied Muskegon. Just as he was handing the drumstick back to Junior, he heard Grandpa call his name. “Muskegon! It is time to go!” Muskegon raced to Grandpa. “Grandpa, Grandpa! I got to touch a drumstick.” said Muskegon with glee. “Oh, that is great to hear my boy. I am so glad you had a great day. Now it is time to go. We have a big day tomorrow we will be travelling to our next Pow Wow”. Muskegon walked alongside Grandpa to the van. He could not wait for the next Pow Wow.

Glossary

Hoop	The hoop is the wooden frame of a drum. It is typically made from cedar.
Rawhide	Is the skin from an animal. Typically rawhide for Drums are made from Deer, Elk Moose, or Bison. It is not tanned or treated like leather. The rawhide is dried and then soaked in water before use. It is stretched over a hoop and tied together with sinew to create the Drum.
Sinew	Sinew is a tough fiber that connects muscle to bone or bone to bone. It is collected from an animal such as Deer, Elk, Moose, or Bison. It is very strong and has many uses.

Drum Poster Rubric

Name: _____		Date: _____	
	I did! 3	I almost did 2	I can try again! 1
I included a drawing of the Drum.			
I included a drawing of a drumstick.			
I labelled the parts of a drum - Drum Head - Frame/Hoop - Sinew - Drumstick			
I used lots of detail and colour			
I did my best effort.			
			Marks: ____/15

Pow Wow Drum Group Analysis

Instructions:

Write out the Drum Group name. In the boxes, create a checkmark when you identify, or hear, the **lead** part of the song, the **second** part of the song, and an **honour beat**, Write tally marks or numbers for how many **push-ups** you hear in the song.

Drum Group	Lead	Second	Honour Beat	Push-Ups

Paper Drums

Introduction:

Drums are made out of parts that are collected from the Land through a tobacco offering. Drum makers use wood from the trees and rawhide and sinew from animals such as deer. When constructing the Drums, there is a lot of mathematical thinking that goes into the Drum's creation. The person making the drum needs to think 'how much sinew do I need to string my drum?' They need to think about how wide they need to cut the rawhide, and what length of wood they need to create their frames. The drum maker needs to think about how many holes they need to put through the rawhide to string the drum. Today, you will be constructing your own paper drums using 2 pieces of white paper, yarn, a black marker, a ruler, and a hole punch.

Materials:

- 2 pieces of white paper (8x11")
- 1 ruler
- Tape or glue sticks
- Single-hole hole puncher
- Black markers
- Yarn/String

Reflection: *Reflect on these questions while creating your paper drum.*

1. How long and wide does the drum frame need to be?
2. How large does the hide (second paper) need to be cut?
3. How far apart do you need to punch the holes?
4. How much sinew (yarn) do you need to string the drum?

Instructions:

1. Cut one piece of paper into four equal strips that are 2 ¼" wide and will make a frame that is 12" long.
2. Fasten the four strips of paper to create a frame. Use a glue stick or tape.
3. Using a ruler and the other piece of paper, find the centre of the frame and mark it onto the second piece of paper.
4. On the outside of the drum, measure out 3" from the frame and mark either 8, 16, or 32 holes using the black marker.
 1. If creating 32 holes, the holes should be in pairs of 2.
5. Punch out the holes of the drum.
6. Fasten the hide (second paper) over the frame using one long continuous piece of yarn.
 1. Go through the holes and create a criss-cross web pattern.
7. If students want to create a design on the top of their paper hand drum, the designs should be created before fastening the hide (second paper) onto the frame.

Anishinaabe Feast Teaching

This is one of many perspectives on Feasting. This Teaching was curated and learned by author Marika Schalla on her journey from Elders and Knowledge Keepers living on Treaty 1 and 2 Land.

Feasting is an important cultural celebration that occurs throughout different times in a year (following the Thirteen Moons). There are different types of feasts depending on season, ceremony, or event.. Feasts typically occur after ceremonies. Such as at the end of a Pow Wow, to conclude a Naming Ceremony, after a funeral, to feast a Spirit Name and Clan, just to name a few. Feasting is an important part during special occasions like birthdays, baby showers, holidays and weddings. Feasting is based upon the premise of giving thanks to our Ancestors and Creator.

When Feasts are prepared, the people who are cooking do not taste any of the food. The food cannot be eaten until after a **Spirit Dish** is prepared. When the food is ready, the food will be **smudged** with sage. After being smudged, someone will make a Spirit Dish. A Spirit Dish is made up of small portions of the prepared food and a tobacco offering. The food is placed on birch bark or a paper plate. The Spirit Dish is placed in nature to feed the spirits who work so hard to protect us. A Spirit Dish is made to feed the spirits. It connect us to the Creator and to our ancestors

Before everyone begins, a smudge is passed around to start the Feast in a good way. Young people come up to help prepare plates and serve attendees. Elders are served first. By having the little ones be helpers, or **scabes** (Ska-bays), they are learning how to take care of other people. The people serving the food will typically eat last after all the work is done. In a ceremonial feast, traditional foods are served such as wild rice, corn, berries, bannock, and wild meat/fish.

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There are **four sacred Feast foods**: Wild Meat (Deer, Bison, Salmon etc.), Berries (strawberries and blueberries), Corn, and Wild Rice. Each of the four foods represent an important teaching and correspond to one of the four directions.

We will start in the East and talk about Berries. We start in the East as that is how each day begins, with the sun rising in the East. Berries are an important part of Feast because they represent life. In the Anishinaabe culture, strawberries represent women and blueberries represent men.. We eat berries at the feast to celebrate human life. Other berries such as raspberries, saskatoon berries, or blackberries are also eaten.

Next, Corn represents the southern direction. Corn is an important food in a Feast as it represents the Land/Mother Earth. Corn reminds us to respect nature and all that we receive from Mother Earth. As we eat corn, we are reminded to be thankful for all the food we can grow from the Land.

Wild Rice represents the western direction. Wild Rice is important in a Feast as it symbolizes nibi (nih-bih), water. Wild Rice grows from shallow waters however, the plant can grow to tall lengths. Wild Rice reminds us that water is sacred. Water is important for all life and is the interconnection between all. We need to remember to respect, honour, and advocate for water.

Finally, Wild Meat represents the northern direction. Wild Meat includes any animal such as Deer, Fish, Elk, Bison, etc. When we eat wild meat or fish we are reminded to

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be grateful that animals provide us with nutrients. We need to respect all animals and the animals' homes. Wild Meat also represents sharing and relationships. Creating and maintaining healthy relationships is important. During a Feast, the sharing of the food is vital. As people gather for a Feast, it needs to be ensured that every participant gets something to eat.

At a Pow Wow, a feast is a way for the community to eat together. The Feast brings everyone closer to one another. Feasting feeds our bodies and our Spirits. A **Give Away** is typically paired with a Feast at Pow Wows and other community events. A Give Away is a tradition where participants and guests are honoured for bearing witness to the Pow Wow. Small tokens of gratitude are handed out to thank guests for their presence.

Appendix 7.1

Stew Recipe

To make stew you will need:

- 2 lbs of Meat (Cubed beef, cubed pork, cubed chicken, or a meat substitute such as black beans)
- 4-5 Carrots cut into bite sized pieces
- 4-5 Stalks of Celery cut into bite sized pieces
- 1 large white onion diced
- 3 cloves of garlic crushed
- 3 potatoes cut into bite sized pieces
- 1 cup of frozen peas
- 1 cup of frozen corn
- 1 cup of other preferred vegetables (mushrooms, radishes, leeks, etc)
- 1 large can of crushed tomatoes
- 4L of broth or water
- Salt, pepper, bay leaf, garlic powder, paprika, onion powder, and other seasons - seasoned to taste
- 2 tbsp of oil

Instructions:

1. Chop up meat into 1" cubes.
2. Dice onions and mince garlic. Chop celery, carrots, potatoes and other preferred veggies into bite sized pieces.
3. Add oil to a large pot and turn heat to medium-high. Once oil is hot, add in cubed meat.
4. Once the meat is almost cooked, add in the diced onions (and optional mushrooms). Once onions are translucent and fragrant, add garlic, celery and carrots. Other preferred vegetables such as radishes and leeks can be added now as well.
5. After adding the carrots, season the food to taste.
6. Once seasoned, add the jar of crushed tomatoes. Slowly add the broth or water. Stir. When it starts to boil, add in the potatoes. When the stew comes back to a boil, add the frozen peas and corn. Cook until the vegetables and meat are tender.

Appendix 7.2

Oven Baked Bannock Recipe

There are different recipes to make oven bannock. This is one of many recipes.

To make bannock, you will need:

- 3 cups of flour,
- 3 heaping tablespoons of margarine or lard,
- 1 cup of milk, milk alternative, or water,
- 3 tsp of baking powder,
- Pinch of salt,
- 2 tbsp of sugar - *optional*

Instructions:

1. Preheat oven to 375 degrees.
2. Measure out ingredients.
3. Add together flour and margarine into a large bowl. Mix.
4. Add in baking powder. Mix.
5. Add in salt and sugar. Mix
6. Add in about 1 cup of milk. Add more if needed. The secret to light and fluffy bannock is not to overmix the dough.
7. Spread bannock dough out to about 1" thickness. Poke all over with a fork.
8. Bake in the oven for 20-30 minutes or until golden brown.

Appendix 7.3

Rice Pudding and Berries Recipe

For this recipe, you will need:

- 3 cups milk
- 1 cup of cooked rice
- 1/4 cup brown or white sugar
- 1/4 cup raisins (optional)
- 1/4 teaspoon salt
- 2 large eggs
- 1 teaspoon vanilla
- 1 teaspoon of Cinnamon
- Fresh or frozen berries

Instructions:

1. Measure out all ingredients before beginning to cook.
2. Combine milk, cooked rice, sugar, raisins (optional), cinnamon, and salt in a medium saucepan. Bring this mixture to a boil while stirring it constantly.
3. Reduce heat to medium-low and simmer the mixture for 6 minutes, stirring it occasionally.
4. In a small bowl, lightly beat the eggs and vanilla. Temper the eggs by stirring a small amount of the hot mixture into eggs. Add in more small amounts of the hot mixture to the eggs. After getting about 1/4 of the hot milk mixture into the eggs, add the egg and milk mixture back to the pot.
5. While stirring constantly, cook the rice pudding on low heat for about a minute until thickened. Do not bring the mixture to a boil. After about a minute remove it from the heat.
6. Let the rice pudding stand for thirty minutes on the counter or in the fridge. Sprinkle with cinnamon, if desired.
7. Place fresh or frozen berries on top of cooled rice pudding.

Pow Wow Trail Teacher's Bundle

Chimiigwech, Thank you!

In the spirit of truth and reconciliation, we hope this resource is meaningful and engaging in all learning spaces.

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We acknowledge that we are on the traditional territory of the Anishinaabeg, Ininiw, Anishiniw, Dakota, and Dene Peoples, and on the homeland of the Metis Nation. We dedicate ourselves to walking together in partnership with all people in a spirit of reconciliation and collaboration.