



UNDERSTANDING POWWOWS

Learning Jigsaw for Kids

Suzanne Stansberry - Willamina Middle School



Powwows are amazing and exciting celebrations of culture!

In this lesson, students will form cooperative learning teams to study and teach others about the colorful world of Native American powwows. There are MANY resources available to extend and enrich this learning experience, including materials from the Confederated Tribes of Grand Ronde Tribal Library, as well as a myriad of exceptional on-line videos to bring the amazing singing, dancing--and many other aspects of powwow culture and traditions--to life (on demand) into our classrooms. (Each summer, the GTGR host two

*local powwows (pre-Covid): one to honor veterans in July; and one "contest" powwow traditionally held in August.) Since students in our school district recently received complimentary copies of the book, **Powwow: A Celebration through Song and Dance** by Karen Pheasant-Neganigwane, I thought this would be a wonderful opportunity to integrate her work into our middle school language arts curriculum.*

Learning Goals: Using the text, students will learn about the traditional (*and contemporary*) celebrations and gatherings of Native Americans while also practicing cooperative and reciprocal learning strategies (***the Jigsaw Procedure***) to improve informational reading comprehension. Students will practice reading and summarizing nonfictional text and analyze, share, and teach what they have learned with their peers.

Some of the Common Core Anchor Standards (grades 6-8) are as follows:

Reading/Key Ideas and Details

- *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Writing/Research to Build and Present Knowledge

- *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- *Draw evidence from literary or informational texts to support analysis, reflection, and research.
- *Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking/Comprehension and Collaboration

- *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- *Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Materials:

****Powwow: A Celebration through Song and Dance*** by Karen Pheasant-Neganigwane (ORCA Book Publishers, 2020)

*“***JIGSAW Procedure***” directions by Johnson, Johnson, & Smith (attached)

***Powwow KWL Chart** (pre and post assessment tool attached)

***Graphic organizers for assigned material according to chapter texts** (attached)

***Vocabulary Quest** (worksheet attached)

Accessing Prior Knowledge/Introduction Strategy: Engage students in a “free-write/warm-up” activity about how they “gather” and “celebrate” special occasions within their own families. Ask students to describe and share some of their family traditions. How does music, food, dance, or games play a role in celebrations or gatherings such as holidays, birthday parties, funerals, or family reunions? Have students share with partners and then re-group for whole-class discussion. Introduce the topic of Powwows as a traditional way to gather and celebrate life in Native American cultures.

After having students complete the Powwow KWL chart (pre and post assessment tool), read and discuss Karen Pheasant-Neganigwane’s “Introduction” together as a class.

Share the ***JIGSAW Procedure*** and directions with students and create cooperative learning/teaching teams. Provide students with copies of the book (if available) or distribute photocopies of assigned chapter texts according to their assigned teams and sub-topics/chapters. Supply copies of graphic organizers for the chapters to each student (attached).



Other accompanying assessments include KWL and the students’ own post chapter learning reflections.

For further information on using jigsaw groupings effectively in the classroom, check out:

<https://www.readwritethink.org/professional-development/strategy-guides/using-jigsaw-cooperative-learning>

<https://www.jigsaw.org/tips>



#1 Team Task: Using the graphic organizer below, work with your partner/team to identify and summarize (***in your own words***) key ideas from the text. The goal of each individual in your group is to learn the assigned material and then prepare to share and teach what you have learned with other group members in our class.

Section Title: Chapter One: "Origins of Powwow Culture"

Key Ideas: *Colonization*

*
*
*

Key Ideas: *The Indian Act and the Pass System*

*
*
*

Key Ideas: *The Wild West Shows*



*

*

*



Key Ideas: *Fall Fairs*

*

*

*

Key Ideas: *Growing Powwow Culture*

*

*

*

Key Ideas: *Banned No Longer*

*

*

*

Key Ideas: *Twelve Months a Year*

*

*

*

Key Ideas: *My Father's Story*

*

*

*

Chapter/Section Reflection *(After reading and discussing the assigned text section with your partner or team, use the space below to demonstrate what you have learned from the text using your own words and pictures. What thoughts, ideas, or personal connections can you make?)*



A large, empty rectangular box with a thin black border, intended for students to write their reflections and include drawings or pictures.

Now that you are an “expert” on this chapter of the text, prepare to share and teach what you have learned with other group members in your class



#2 Team Task: Using the graphic organizer below, work with your partner/team to identify and summarize (in your own words) key ideas from the text. The goal of each individual in your group is to learn the assigned material and then prepare to share and teach what you have learned with other group members in our class.

Section Title: Chapter TWO: "What is Powwow Culture?"

Key Ideas: *The Powwow Grounds*

*	
*	
*	

A single feather is positioned in the upper right corner of the graphic organizer box.

Key Ideas: *The Emcee*

*	
*	
*	

Key Ideas: *The Grand Entry*



*

*

*

Key Ideas: *Competition*

*

*

*

Key Ideas: *The Giveaway*

*

*

*

Key Ideas: *Stories*



*

*

*

Key Ideas: *Restoring Kinship*

*

*

*

Chapter/Section Reflection *(After reading and discussing the assigned text section with your partner or team, use the space below to demonstrate what you have learned from the text using your own words and pictures. What thoughts, ideas, or personal connections can you make?)*



Now that you are an “expert” on this chapter of the text, prepare to share and teach what you have learned with other group members in your class.



#3 Team Task: Using the graphic organizer below, work with your partner/team to identify and summarize (in your own words) key ideas from the text. The goal of each individual in your group is to learn the assigned material and then prepare to share and teach what you have learned with other group members in our class.

Section Title: Chapter Three: "Powwow Songs and Dances"

Key Ideas: *Drums*

*	
*	
*	

A single feather is positioned in the upper right corner of the graphic organizer box.

Key Ideas: *The Drum*

*	
*	
*	

Key Ideas: *Dance Categories and Styles*

*

*

*



Key Ideas: *Men's Traditional Dance*

*

*

*

Key Ideas: *Men's Fancy Dance*

*

*

*

Key Ideas: *Men's Grass Dance*

*

*

*

Key Ideas: *Women's Traditional Dance*

*

*

*

Key Ideas: *Women's Fancy Shawl Dance*

*

*

*



Key Ideas: *Jingle Dress Dance*

*

*

*

Key Ideas: *Intertribal and Social Dances*

*

*

*

Key Ideas: *My Drum Story*

*

*

*

Chapter/Section Reflection *(After reading and discussing the assigned text section with your partner or team, use the space below to demonstrate what you have learned from the text using your own words and pictures. What thoughts, ideas, or personal connections can you make?)*

A large rectangular box with a black border, intended for student reflection. In the top right corner of the box, there is a small, faint image of a feather.

Now that you are an “expert” on this chapter of the text, prepare to share and teach what you have learned with other group members in your class.



#4 Team Task: Using the graphic organizer below, work with your partner/team to identify and summarize (***in your own words***) key ideas from the text. The goal of each individual in your group is to learn the assigned material and then prepare to share and teach what you have learned with other group members in our class.

Section Title: Chapter Four: "Powwows from Coast to Coast"

Key Ideas: *Central Canada*

*	
*	
*	

A single feather is positioned in the top right corner of the graphic organizer box, pointing towards the center.

Key Ideas: *The Canadian Prairies*

*	
*	
*	

Key Ideas: *The American Northern Plains*



*

*

*

Key Ideas: *The Pacific Northwest*

*

*

*

Key Ideas: *The Southwest*

*

*

*

Key Ideas: *The East*



- *
- *
- *

Key Ideas: *The Midwest*

- *
- *
- *

Key Ideas: *Attending a Powwow*

- *
- *
- *

Chapter/Section Reflection *(After reading and discussing the assigned text section with your partner or team, use the space below to demonstrate what you have learned from the text using your own words and pictures. What thoughts, ideas, or personal connections can you make?)*

A large, empty rectangular box with a thin black border, intended for student reflection. In the top right corner of this box, there is a small, detailed illustration of a single feather, likely a quill or a similar bird feather, pointing downwards and to the right.

Now that you are an “expert” on this chapter of the text, prepare to share and teach what you have learned with other group members in your class.



POWWOW KWL

NAME:

K

W

L

POWWOW VOCABULARY QUEST



NAME:

Date:

Period:

Vocabulary Word/Term/Concept	Part of Speech	Definition
Assimilation		
Protocol		
Regalia		
Bustle		
Longhouse		
Mino-bimaadiziwin		
Anishinaabemowin		
Drum		
Metis		
Dance Arbor		
Emcee		
Potlatch		
Sun Dance		
Pass System		
American Indian Movement		

