



ENGLISH LANGUAGE ARTS AND SOCIAL SCIENCES

# Let's go to a Pow Wow!

## ESSENTIAL UNDERSTANDINGS

- **Since time immemorial**
- **Sovereignty**
- **Treaties with the United States**
- **History**
- **Lifeways**
- **Genocide, federal policy, and laws**

## LEARNING OUTCOMES

Students will be able to:

- Describe a Pow Wow in general terms and explain that it is a social gathering common among many Tribes
- Describe the different categories of dance at Pow Wows
- Work on posters to describe proper etiquette at a Pow Wow

## ESSENTIAL QUESTIONS

- Why are Pow Wows important to Siletz and other Indigenous people?
- What are good ways to act while attending a Pow Wow?

## LOGISTICS

- Where does the activity take place?  
*Classroom*
- How are the students organized?  
 Whole class    Teams: 3 – 4  
 Pairs    Individually

## TIME REQUIRED

**2 hours**

## Overview

In this lesson, students will learn about the history and traditions of Pow Wows at Siletz. Using audio and video recordings students will learn to recognize the different styles of dance at Pow Wows and about the importance and meanings of Pow Wows to many Siletz people today. Students will also learn proper etiquette when visiting a Pow Wow and work on a poster project to help visitors to Pow Wows learn to be respectful guests.

## Background for teachers

The Confederated Tribes of Siletz Indians is made up of dozens of Tribes and bands forcibly removed to the Coast (Siletz) Reservation from their homelands across western Oregon as well as parts of northern California and southwest Washington beginning in the mid-1850s. The federal government terminated the Tribe in 1954, but Siletz Tribal members achieved restoration of federal status in 1977 through a grassroots community effort. Today, the Siletz Tribe has over 5,500 members and has governmental offices headquartered on the reservation in Siletz as well as area offices in Eugene, Salem, and Portland. The Tribe hosts two annual Pow Wows that bring together Native people from across the Pacific Northwest and beyond.



## History of Pow Wow

Pow Wows are inter-Tribal celebrations held by Indigenous peoples throughout the United States and Canada. Most of the dance styles and regalia are based in the cultures of Native people from the Great Plains, but as the Pow Wow tradition has spread many other Tribes have adapted and added songs and outfit styles from their own cultural traditions. Before Pow Wows began under that name in western Oregon, Siletz people had a long tradition of sharing dances, regalia, and songs in large public settings like the Siletz Indian Fair, 4th of July celebrations, and other local festivals as ways to express old traditions in new settings.

Siletz elders remember first bringing Pow Wows to Siletz in the 1960s and 1970s after learning the tradition from friends and relatives from other Tribes living in Portland and across the Cascade mountains. Siletz people had a long history of intercultural exchange and intermarriage with Tribes living on neighboring reservations, and Pow Wows have grown to strengthen and sustain these multi-Tribal connections. Today, many Siletz families Pow Wow as dancers, singers, and vendors. Pow Wow regalia, songs, and dance are an important part of their lives and Indigenous identities as well as an opportunity to come together to visit, laugh, have fun, and celebrate.

The Confederated Tribes of Siletz Indians hosts two annual Pow Wows that are free and open to the public. The Nesika Illahee Pow Wow during the second weekend in August has been held since the

## STANDARDS

### Oregon social sciences standards

**SS.1.6** - Describe ways people celebrate their diverse cultural heritages in the community.

### Oregon English language arts standards

**K.RI.1** - With prompting and support, ask and answer questions about key details in text.

**1.RI.1** - Ask and answer questions about key details in a text.

**K.RI.10** - Actively engage in group reading activities with purpose and understanding.

**1.RI.10** - With prompting and support, read and understand informational texts appropriately complex for grade 1.

**K.W.8/1.W.8** - With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

**K.L.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**1.L.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships.

**K.SL.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**1.SL.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.



late 1970s—today on Government Hill on the Siletz Reservation. Government Hill is a very important place for Siletz people. It has gone from being the headquarters of captivity on the Reservation in the 1850s to being a shared home for the community and the first piece of land returned to the Tribe after Restoration. At lunchtime after Grand Entry on Sunday, the last day of the Pow Wow, the Tribe puts on a huge salmon bake to give back freely to as many guests, dancers, drummers, and volunteers as possible.

The Restoration Celebration and Pow Wow in mid-November commemorates the Restoration of the Tribe to federal recognition in November 1977, and has been held every year since. The wind and rain on the Oregon Coast mean this has to be an indoor event, and for decades it has been held at the Chinook Winds Casino in Lincoln City. Before the Pow Wow begins, hundreds of Tribal members and invited guests gather to share a meal and celebrate the progress that the Tribe has made since Restoration. Afterwards the entire community is invited to celebrate with Siletz people at the Pow Wow.

Large annual Pow Wows like these bring participants and visitors from around the whole Pacific Northwest and beyond, so they are a constant anchor for the broader Indigenous community where drummers, dancers, vendors, and spectators gather year after year.

## MATERIALS

- Let's go to a Pow Wow! slide deck
- Pow Wow coloring posters
- Pow Wow letter to families with information about local Pow Wows
- Projector to share slide deck including sound
- Screen so all students can see the slide deck
- Shared writing space (whiteboard, document camera, chart paper, etc.)
- Individual students need scissors, pencil, and crayons

## VOCABULARY

**Pow Wow** – A celebration of culture and a way to honor ancestral traditions while gathering as a community in song and dance.

**Regalia** – Special clothes worn during celebrations or ceremonies.

**Grand Entry** – A special dance that marks the beginning of a Pow Wow.

**Exercise** – Being physically active.

**Intertribal** – Dances at a Pow Wow were everyone dances in the arena together—even people who aren't dressed in regalia or non-Native guests.

**Shawl** – A piece of fabric worn over the shoulders—often decorated with ribbon and fringe.

**Bustle** – Feathers tied together on a board and worn by Men's Traditional and Men's Fast and Fancy dancers.

**Moccasins** – Shoes made from leather—often decorated with patterns of beads or quills.



## Pow Wow Etiquette

Pow Wows are celebrations and are open to the general public. They are lots of fun and there are often lots of interesting vendors and good food. Pow Wows can also be serious. The songs and dances at Pow Wows have been passed down through many generations and are an important part of the spiritual life of many Indigenous people. You can be a good guest by thinking about these things before you visit a Pow Wow:

- **Participate earnestly**—Dances and songs are important to Native people, who take special care to pass traditions down to the next generation. Mocking or making fun of dances or songs can make Native people feel bad and demean their culture. Watch the dancers who are competing in the areas designated for viewing and dance when invited.
- **Ask before pictures**—Taking pictures of a large group or the entire arena is usually acceptable, but if you want to take a picture of an individual person or small group of people it is polite to ask their permission first.
- **Follow the directions of the Emcee/Whipman/Whipwoman**—The whipman and whipwoman are responsible for making sure that things run the way that they are supposed to at a Pow Wow. If they ask you to do something, do it. When you are near the arena, pay attention to what the emcee is saying and follow their directions as well—for example, there are points during Grand Entry where everyone

## ADAPTIONS FOR DISTANCE LEARNING



The lesson is primarily structured around group discussion and exploration, but much of it can be adapted for distance or independent learning purposes. Be sure all students have either print or electronic access to the materials described. A suggested sequence follows:

1. Hold a class meeting online and ask students if they have ever danced because they felt happy, with others, or learned how to dance specific dances from loved ones. Share the learning targets for the unit.
2. Divide the class into two groups. Assign each group to focus either on what they see or what they hear in the **video of Nesika Illahee Grand Entry 2022** on slide 3 (“What is a Pow wow?”). Allow students to watch the video and repeat if necessary. Then have the students share their observations using complete sentences.
3. Share slides 4–7 about the Pow Wow hosted by the Confederated Tribes of Siletz Indians.
4. Discuss ways people behave respectfully in different places and in different situations. Then share slide 8 and have students provide examples of ways they would show respect for each of the protocols and expectations shared.
5. Hold a class discussion and have students complete the circle reflection prompt for their final assessment.
6. Have students choose a **Pow Wow coloring poster** to complete.

*(Continued on next page)*

who is able is asked to stand respectfully. Follow the cues of other attendees to know the proper times to stand or sit.

- **Don't touch regalia**—Touching or pulling on regalia can damage it. Looking at dancers and their outfits is great. Touching them is not.
- **Most importantly—have a good time!** Many of the dances are for registered contestants, but there are many opportunities to join in an intertribal dance. You do not need to have regalia to join in and learn how to dance.

### To prepare for lesson teachers should

- Research local Pow Wow dates and information to share with students in the final reflection circle. Include this information in the family letter home. Examples include:
  - Confederated Tribes of Siletz Indians Pow Wow page available at <https://www.ctsi.nsn.us/heritage/pow-wow/>
  - Pow Wows in Oregon—Oregon Pow Wow Calendar available at: <https://calendar.powwows.com/events/categories/pow-wows/pow-wows-in-oregon/>
- Contact your nearest college or university to inquire if they have a community Pow Wow. Native American or multicultural student associations at many Oregon schools host a gathering, including University of Oregon, Oregon State University, Western Oregon University, Lane Community College, and Portland Community College.

### ADAPTIONS FOR DISTANCE LEARNING



*(Continued)*

7. Share each style of dance (slides 9–30) over a longer period. Have students practice either focusing on what they see or what they hear in each style of dance and regalia.
8. Practice playing the matching game to find matching images. Practice labeling the dances and finding similarities/differences.

- Review information about and see photos of the Nesika Illahee and Restoration Pow Wows at <https://www.ctsi.nsn.us/heritage/pow-wow/>.
- Become familiar with distinctions in regalia and dance movements of the different dance styles featured at Pow Wows.
- Become familiar with the general structures of Pow Wows, including Grand Entry, intertribal dances, dance category competitions, and dance specials.
- Prepare classroom audiovisual technology to display the slides and ensure students have the materials to participate in the lesson activities. Several videos are embedded within the slide deck, and it is advised to download the deck prior to the lesson delivery.
- Practice the matching game slide prior to sharing it with students. It must be in presentation mode to work correctly. Click on the number to reveal the image below. Click on the red “no” sign to re-cover in blue. If you click on an image, it will continue to the next slide.

## Resources

- Siletz Grand Entry Pow Wow Aug 2014 <https://youtu.be/fNnihZ9E8Vk>
- Pow Wow Dance Styles and Benefits of Pow Wow Dancing <https://youtu.be/yn1ZakpQCRY>
- How to Powwow Dance FOR KIDS <https://youtu.be/el2gnTZh0-I>
- Multiple dance styles:
  - **Women’s Fancy Shawl**—How To Pow Wow Dance Fancy Shawl by How to Pow Wow Dance at [https://www.youtube.com/watch?v=BmkLJ\\_IrZMc](https://www.youtube.com/watch?v=BmkLJ_IrZMc) or <https://www.wernative.org/articles/women-39-s-fancy-shawl>
  - **Jingle Dress**—POWWOWSWEAT: Jingle Dress by The StyleHorse Collective at <https://www.youtube.com/watch?v=vS9-ZIX7KE8>
  - **Women’s Jingle Dance**—<https://www.wernative.org/articles/women-39-s-jingle-dance>



- **Women’s Traditional**—<https://www.wernative.org/articles/womens-traditional-dance>
- **Men’s Fast and Fancy**—<https://www.wernative.org/articles/men-39-s-fancy-dance>
- **Grass Dance**—<https://www.wernative.org/articles/men-39-s-grass-dance>
- **Men’s Traditional**—<https://www.wernative.org/articles/men-39-s-northern-traditional>

## References

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## Considerations for teachers

### Assessment

Teachers should monitor student discussions and contributions to shared writing and may use the Pow Wow coloring posters and the final student reflection as a way to measure student understanding and success in meeting the learning targets.

### Practices

- *Think-Pair-Share* – In this practice students should be encouraged to share ideas verbally with a partner before sharing out with the full class. Students are provided with a discussion prompt and then expected to think independently. They then turn to a designated partner to share their idea and then actively listen to their partner’s idea. Together they determine which idea to share with the full class.
- *Interactive Writing* – In this practice teacher and students co-develop a written product. The teacher will gather ideas from students and articulate writing skills and process concepts such as spelling, structure, drafting, and revising.
- *Three-Column Chart Graphic Organizer* – In this lesson, a three-column chart is used for notetaking and organizing examples under concepts. Teachers can prepare students to differentiate ideas and categorize them based on the discussion prompts.
- *Circle Reflection* – In this practice students connect the activities and learning back to their learning objectives. Students are seated in a circle where they can face each other. The teacher provides a prompt for students to answer. The teacher allows individual thinking time and then asks one student to begin sharing their personal answer to the prompt. The teacher then moves to the next student to provide their own answer, continuing around the circle with each student responding in order. The teacher may allow a student to skip their turn with the expectation that they will provide an answer during the reflection time. To be more

challenging, teachers may ask students to provide different examples so there is no redundancy.

### Learning targets

- I can describe the significance of Pow Wows for Siletz Tribal members and Indigenous people from other Tribes.
- I can explain how to behave at a Pow Wow.

### Appendix

Materials included in the electronic folder that support this lesson are:

- Lets go to a Pow Wow\_Slides.ppt
- Pow Wow Coloring Worksheet.pdf
- Pow Wow Letter to Families.docx

### Optional/Extension

- Work together as a class to research local Pow Wows and note them on a class calendar.
- Incorporate Pow Wow Sweat videos into the day for physical movement or to share at home. Playlist of videos available at <https://www.youtube.com/playlist?list=PL6bNa81aVS4S3dl7lil2QSK0BShDRUS8P>
- Read students a story about Pow Wows. Possible titles include:
  - *Jingle Dancer* by Cynthia Leitich Smith at <https://youtu.be/WXBetnBH3cU>.
  - *Bowwow Powwow* by Brenda Child at <https://youtu.be/lpBfWk46JA4>.
  - *Josie Dances* by Denise Lajimodiere at <https://youtu.be/SjNmBNTFICM> and ask for ways they show they are being patient while being excited to do something, like Josie.
  - *Finding My Dance* by Ria Thundercloud at <https://youtu.be/zfsHtD3c6IU>.



## Activity 1

# What is a Pow Wow?

Time: 45 minutes

### Overview

This activity is focused on introducing students to sounds, sights, and feelings one might experience at a Pow Wow. Students will watch a video and complete a graphic organizer focused on things a Pow Wow attendee might perceive with their senses. Students will also review photos of a Pow Wow celebration and begin to understand how to behave respectfully and follow protocols at a Pow Wow. This activity can be split into sections based on the classroom time available.

### Step 1

Provide an overview of what a Pow Wow is and then share the **video of Nesika Illahee Grand Entry 2022** on slide 3 (“What is a Pow Wow?”). Ask students to discuss and prepare to record their observations. Pause the video to point out specific sights, sounds, and feelings they may experience.

### TEACHER NOTE

Native people do not call regalia “costumes.” Costumes are clothes that people wear to pretend to be something else. “Outfits” or “regalia” are preferred terms.

### Say:

*Pow Wows are celebrations held at different times of the year by Native people across the United States and Canada. At Pow Wows people come together to dance, sing, and drum. Dancers wear special outfits called regalia. This is an important time because Pow Wows are one of the ways that Indigenous people stay connected with*

## Activity 1 (Continued)

*one another. People have fun and celebrate together at Pow Wows, but these gatherings also play an important ceremonial role in many people's lives. That means that Pow Wows are one of the ways that Indigenous people pray and give thanks.*

*You might see different dance styles at a Pow Wow. Each one has its own very special songs, steps, and regalia. We are going to watch a video of Nesika Illahee Pow Wow at Siletz, Oregon. At Grand Entry, people enter the arena together performing all the different dance styles. As you watch, focus on what you see, what you hear, and what you feel.*

### Step 2

Students will discuss what they saw and contribute to a shared writing experience with the teacher. They'll use a three-column chart graphic organizer to share their observations of the video. Organize students into pairs or small groups as you guide them through the questions and have them practice through a **Think-Pair-Share**. Remind students it is important to talk and think things through with peers to get information they may have missed when watching the video.

After students share their observations, ask again what they heard and then how they felt.

#### THREE-COLUMN CHART EXAMPLE



What you see



What you hear



How it makes you feel

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## Activity 1 (Continued)

### Step 3

Share slide 4 (“Siletz families Pow Wow”) and read text to introduce Siletz Pow Wows and share pictures and additional information about the Siletz Pow Wow experience.

**Say:**

*Today, many Siletz families Pow Wow as dancers, singers, and vendors. Pow Wow regalia, songs, and dance are important parts of their lives and Indigenous identities. Pow Wows are also opportunities to come together to visit, laugh, have fun, connect, and celebrate. The Confederated Tribes of Siletz Indians hosts two annual Pow Wows that are free and open to the public.*

Share slide 5 (“The first Restoration Celebration”).

**Say:**

*Pow Wows are intertribal celebrations. That means that many different Tribes come together at a Pow Wow. Siletz people learned Pow Wow from neighbors and relatives to the east. This is an old picture of the first Restoration Celebration and Pow Wow celebrating the Restoration of federal recognition of the Tribe in November 1977. That is a long time ago! This wasn’t the first Pow Wow put on by Siletz people, but it was one of the earliest ones. What do you notice about this picture? How does it compare to the videos we saw earlier?*

Share slide 6 (“Salmon feed”).

**Say:**

*Feeding and taking care of guests is an important value in Native communities. In this picture, you can see salmon being cooked over a fire. Salmon, which is a type of fish, is a very important traditional food to the Siletz people. Siletz people want to be good hosts to the people who travel to come to their Pow Wows. One of the ways they do this is by sharing food, like salmon cooked in a traditional way, with everyone who attends the Pow Wow. Cooking salmon this way takes work, but it*

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**Activity 1** *(Continued)*

*is a good way to show appreciation for the singers, dancers, and visitors who travel to the Pow Wow.*

Share slide 7 (“Grand Entry”).

**Say:**

*At Pow Wows people wear many beautiful outfits called regalia. Let’s practice that word: regalia. Regalia is worn during ceremonies or celebrations. It’s not a costume or something people play “dress up” in. Regalia is special clothing that is made for the person who wears it. Regalia is often made and decorated by family members and the designs hold special meaning.*

**Step 4**

Use slide 8 (“Pow Wow expectations”) to share ideas about the expectations and ways to enjoy a Pow Wow respectfully.

**Say:**

*During the Pow Wow there is a general arena announcer. They might be called an emcee. Their job is to tell the dancers and people watching what to do. They will announce what types of dances are happening and what is coming up next. They will tell the audience when it’s time for everyone to dance and sometimes ask the audience to stand to honor the dancers. They will also remind people how to be respectful.*

*The emcee works with a whipman and whipwoman to help run the Pow Wow. The whipman and whipwoman are responsible for making sure that everything runs smoothly, that everyone is safe, and that people are being respectful. You might notice these people giving directions too.*

*Pow Wows are open to the public and anyone can visit. When you visit it is important to follow Pow Wow expectations.*

Read from slide.



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## Activity 1 (Continued)

### Say:

*Let's think more about these expectations. How are these expectations like our school rules? How are they different?*

Allow time for students to share ideas about rules in different contexts and situations.

### Say:

*Think about how we behave in line while waiting for lunch. We have certain rules and ways that we respect space and how we get our food. In what ways do we show respect for others while waiting for lunch?*

Elicit student responses such as giving space for others, be sure to not step on feet, or apologize if we accidentally bump into someone while waiting for food.

### Say:

*At a Pow Wow, we know people will be dancing. How might we behave to be safe and have fun without hurting others?*

Assist students in sharing ideas about respectful behaviors during celebrations. Examples may include clapping or cheering nicely after each dance, asking permission before touching things, staying away from the dance areas while people are dancing, asking for help from a trusted adult when things are new, trying things with the help of friends, or not making fun of things that are different or unfamiliar.

## Step 5

Divide students into five groups—one for each expectation. You may choose to have students in smaller groups with multiple groups focused on the same expectation. Ensure that each student has their own **Pow Wow coloring poster** that corresponds to the focus of the group.

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## Activity 1 (Continued)

**Say:**

*We are going to divide into groups. Everybody will have their own **Pow Wow coloring poster** with a Pow Wow rule. In your group, talk about what that rule means and what you might draw to show how to follow the rule. Then trace the letters and draw pictures to show what it looks like to follow that rule.*

Allow time for students to complete the poster. Then ask students to share their posters, explain their pictures, and explain the importance of the rule they colored.

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## Activity 2

# Pow Wow Regalia

Time: 60 minutes

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### Overview

In this activity, students will explore the different regalia and dance styles of the main Pow Wow dance categories. On each slide is a video from the 2023 Nesika Illahee Pow Wow. You can choose which clips would be appropriate for the time you have available and your students' interest and engagement.

### Step 1

Connect students' individual experiences with family, traditions, and dancing to the Siletz Pow Wow experiences.

#### Say:

*We are going to learn more about the types of dances that you might see at a Pow Wow. Before I show you some other dance styles, let's pause and think about our own families and if there are special things we wear or carry as a reminder of our connection to family.*

Provide insight into your own personal experience, such as a family heirloom necklace, a special fishing rod, etc. Ask students to **Think-Pair-Share** about anything they might wear or carry that has family meaning.

### Step 2

Explore Dance Styles (slides 9–30).

#### Say:

*Pow Wows feature different dance styles with special regalia (outfits), songs, steps, and meanings. In this activity we will explore the different regalia and dance styles and play a matching game to help us remember them. All of these videos are from the Nesika Illahee Pow Wow held in Siletz in 2023.*

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## Activity 2 (Continued)

Share slides 10–12, **Women’s Fancy Shawl** and the video on slide 12, **Women’s Fancy Shawl Video**.

**Say:**

*The shawl plays an important role in Women’s Fancy Shawl, also called Women’s Fast and Fancy. Beautifully decorated shawls shimmer and flutter as dancers twist and spin in matching dresses, leggings, and hair ties, gracefully keeping time with a fast beat.*

Share slides 13–15, **Women’s Jingle Dress**.

**Say:**

*Jingle Dress regalia is made of metal can lids rolled in the shape of a cone to make the jingle sound. Jingle dancers’ distinctive steps make the cones tied to their dresses sway and move in time, representing a healing prayer across Indian country.*

Show the video on slide 15, **Jingle Dress Video**.

**Say:**

*How is that dance different from the Fancy Shawl? How would you describe the sound the jingle dress makes?*

Share slides 16–18, **Women’s Traditional**.

**Say:**

*The Women’s Traditional is a dance marked by grace, consistency, and small subtle movements. Women’s Traditional dancers often wear heavy dresses usually made from leather with long fringe that builds up momentum to sway as women dance. Other dancers might wear cloth dresses adorned with shells or beads made from elk teeth. During Women’s Traditional dances, you might see many folks in the audience stand to pay respect for the important role of women in the Native community.*

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## Activity 2 (Continued)

Show the video on slide 18, **Women’s Traditional Video**.

**Say:**

*These dresses are very heavy, but the women move slowly with purpose. They are very strong to dance and wear this beautiful regalia, even when it is very hot outside. How are the foot movements different from the other dances?*

Share slides 19–21, **Men’s Fast and Fancy**.

**Say:**

*This style of dance is very fast with the men spinning and jumping and sometimes dropping down to their knees—and even doing the splits! The dancers’ regalia is very fancy to help show off the quick moves. This dance has the fastest beat, which means the dancers have to be very fit! They also have to listen very carefully to the music to stop dancing as soon as the drum stops. Often, drummers will try to fool dancers with a “trick song” that stops in unexpected places.*

Show the video on slide 21, **Men’s Fast and Fancy Video**.

**Say:**

*What kind of moves did you see? What did you notice about the bustles?*

Share slides 22–24, **Men’s Grass Dance**.

**Say:**

*Since time immemorial—which means a very, very long time ago, even before my great grandparents were around—people would prepare areas for camping or celebrations by stomping down the grass in the area. This dance recalls that tradition with the same moves of going in circles and stomping feet. The regalia often has long following yarn or ribbon representing the tall grass.*

Show the video on slide 24, **Men’s Grass Dance Video**.

**Say:**

*What was the purpose of the Grass Dance?*

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## Activity 2 (Continued)

Share slides 25–27, **Men’s Traditional**.

**Say:**

*Men’s Traditional is another style of dance. Many Men’s Traditional dances show movements that are important tasks for families and the community, like hunting or protection. Men’s Traditional regalia includes more materials from the natural world and more natural colors, and dancers often carry special tools that may be used in hunting. This is usually the last category at a Pow Wow.*

Show the video on slide 27, **Men’s Traditional Video**.

**Say:**

*What did you notice about the Men’s Traditional regalia? How was it different from other regalia?*

Share slides 28–30, **Women’s Basket Cap Special**.

**Say:**

*Each year at the Nesika Illahee Pow Wow the Siletz Tribe hosts a special type of women’s traditional contest called a Basket Cap Special. For this dance, women wear special basket caps that have been part of Siletz culture for thousands of years. Basket caps are hats that are woven from plants. The people who make them are called weavers. These weavers use the plants to make designs in the cap. The Basket Cap Special is an example of the way that Siletz people have brought their own traditions to Pow Wow with them. Often, women from other Tribes also participate—wearing basket caps woven in the style of their peoples. The steps are similar to Women’s Traditional but only women wearing these precious basket caps participate in this dance.*

Show the video on slide 30, **Women’s Basket Cap Special Video**.

**Say:**

*What did you notice about the different types of basket caps that you saw?*

## Activity 2 (Continued)

### Step 3. Matching

Organize students to play a matching game as part of the slide deck.

Share slide 32.

#### Say:

*Now that we have watched several styles of dance you might see at a Pow Wow, let's play a game to practice what we have learned. Our game is going to have pictures hiding behind numbers. Each team will have a chance to call out two numbers to uncover to find a match. Then we will name the dance category. Practice saying the dance style aloud, so you remember the words. If you are ready for a challenge, add the Dance Style word cards and match Regalia cards with Dance Style word cards.*

Allow time for students to play the matching game. Encourage students to use dance style vocabulary. The matching pairs are:

Dance Style	Slide pairs
Women's Traditional Basket Cap	1, 3
Men's Traditional	2, 7
Women's Jingle Dress	4, 11
Men's Fast and Fancy	5, 6
Men's Grass Dance	8, 12
Women's Fancy Shawl	9, 10

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## Activity 3

# Circle Reflection

Time: 20 minutes

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### Overview

In this activity students summarize and reflect on what they learned in the lesson.

### Step 1

Have students assess their own learning about Pow Wows and allow them to ask additional questions through a circle reflection process. Ask students to stand in a circle facing each other and each share one idea about what they have learned. Use slide 33 (“Circle Reflection”) to give students a visual reminder if necessary.

### Say:

*We have discovered the significance of Pow Wows for Native American culture and now we can describe the different dances and regalia seen at Pow Wows. Each person will have a turn to share what they learned. If you need more time to think, you can pass, and we will come back to you after we have gone around the circle. I would like everyone to share at least one thing they learned about Pow Wows. I will model for you what this looks like and sounds like to share what I learned. I am waiting my turn. When it is my turn to speak, I will share “I learned that intertribal dances allow everyone the opportunity to dance!” Then I will pass to the person next to me in the circle for them to have a turn and share what they learned.*

Encourage all students to share at least one thing they learned from the lesson.

### Step 2

Have students collectively share as part of a brainstorming shared writing activity. Use chart paper or another shared writing space to gather student ideas while they are in the sharing circle.

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### Activity 3 (Continued)

**Say:**

*It would be fun to attend a Pow Wow in Oregon. What would you like to see and do at the Pow Wow?*

Pause for student input. Collect student responses on a shared writing document. Refer to the student answers.

**Say:**

*Why might doing these things be important for you and your family to do?*

**Step 3**

Encourage families to attend a local Pow Wow.

**Say:**

*Now that we know what a Pow Wow might be like and how to participate in a Pow Wow, we all might have a chance to attend a Pow Wow. I researched some local Pow Wows in our area. I will send a note home for your family with the information and maybe you will be able to attend an upcoming Pow Wow. When we send this note home, be sure to tell your family what they might see and do at a Pow Wow. You can also teach them the right way to behave when you visit!*