



# ZIIBIWING CENTER

*of Anishinabe Culture & Lifeways*

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

## Pow Wow (Song & Dance Bookings) Curriculum Tie-Ins

Special thanks to the Michigan Department of Education for allowing us to publish these curriculum points on our Ziibiwing Center website. The complete MDE standards and curriculum documents may be accessed at:  
<http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>

### Kindergarten

#### Social Studies

**K-H2.0.3** → Identify the beginning, middle, and end of historical narratives or stories.

**K-H2.0.4** → Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

#### Science

None

#### English Language Arts

**L.CN.00.02** → Students will ask appropriate questions during a presentation or report.

**L.CN.00.03** → Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately.

#### Arts Education

**ART.D.III.K.3** → Experience an age-appropriate dance or dance concert, and discuss the experience.

**ART.D.IV.K.1** → Learn and perform a simple dance from one culture.

**ART.M.IV.K.3** → Demonstrate audience appropriate behavior for the context and style of music presented and performed in kindergarten.

**ART.M.V.K.3** → Discuss the various rationales for using music in daily experiences.

**ART.VA.III.K.1** → Explore and discuss why artists create.

**ART.VA.III.K.2** → Recognize that art can be created for self-expression or fun.

**ART.VA.IV.K.1** → Understand that humans from all cultures, past or present, have created art.

**ART.VA.IV.K.2** → Identify and talk about artwork found around the world.

## **1<sup>st</sup> Grade**

### **Social Studies**

**1-H2.0.4** → Retell in sequence important ideas and details from stories about families or schools.

**1-G4.0.1** → Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

### **Science**

**None**

### **English Language Arts**

**L.CN.01.02** → Students will ask appropriate questions for clarification and understanding during a presentation or report.

**L.CN.01.03** → Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of a peer and respond on topic adding a connected idea.

### **Arts Education**

**ART.D.III.1.3** → Experience an age appropriate dance or dance concert, and discuss the experience.

**ART.D.IV.1.1** → Learn and perform simple dances from two cultures.

**ART.M.IV.1.3** → Demonstrate audience appropriate behavior for the context and style of music presented and performed in 1<sup>st</sup> grade.

**ART.M.V.1.3** → Discuss the various rationales for using music in daily experiences.

**ART.VA.V.1.1** → Recognize art forms created for functional and recreational purposes.

## **2<sup>nd</sup> Grade**

### **Social Studies**

**2-G4.0.3** → Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

### **Science**

None

### **English Language Arts**

**L.CN.02.02** → Students will ask appropriate questions for clarification and understanding during a presentation or report.

**L.CN.02.03** → Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.

### **Arts Education**

**ART.D.I.2.5** → Demonstrate the ability to execute movement at a moderate tempo and a fast tempo in general space.

**ART.D.III.2.3** → Students experience a dance or dance concert appropriate for children and discuss the experience.

**ART.D.IV.2.2** → Learn and perform simple dances from two cultures.

**ART.M.IV.2.3** → Demonstrate audience appropriate behavior for the context and style of music presented and performed in 2nd grade.

**ART.M.V.2.3** → Discuss the various rationales for using music in daily experiences.

**ART.VA.III.2.2** → Recognize that art is created to fulfill personal and/or social needs.

**ART.VA.IV.2.2** → Discuss the subject matter of artwork from particular cultures at specific times.

## **3<sup>rd</sup> Grade**

### **Social Studies**

**3-H3.0.4** → Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.

**3-G4.0.4** → Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

**Science**

**None**

**English Language Arts**

**L.CN.03.01** → Students will ask substantive questions of the speaker that will provide additional elaboration and details

**L.CN.03.02** → Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

**Arts Education**

**ART.D.I.3.5** → Respond to drum beat at a moderate, slow, and fast tempo while moving in general space.

**ART.D.III.3.3** → Students attend a dance concert and discuss the experience.

**ART.D.IV.3.2** → Students learn and perform dances from two countries. Selections should not involve dancing with a partner.

**ART.M.IV.3.3** → Demonstrate audience appropriate behavior for the context and style of music presented and performed in 3<sup>rd</sup> grade.

**ART.M.V.3.3** → Discuss the various rationales for using music in daily experiences.

**ART.VA.III.3.2** → Examine how art expresses cultural traditions.

**ART.VA.IV.3.1** → Examine customs or traditions celebrated by different communities.

**ART.VA.IV.3.2** → Describe the materials and art forms used by particular cultures.

**4<sup>th</sup> Grade**

**Social Studies**

**None**

**Science**

**None**

### **English Language Arts**

**L.CN.04.01** → Students will ask substantive questions of the speaker that will provide additional elaboration and details

**L.CN.04.02** → Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

### **Arts Education**

**ART.D.III.4.3** → Students attend a dance concert or are participants in a children's concert. Discuss the experience.

**ART.D.III.4.6** → Students learn two social dances, such as the twist and the waltz, and discuss the similarities and differences in terms of one of the elements of dance.

**ART.D.IV.4.2** → Students learn and perform dances from two countries.

**ART.M.IV.4.3** → Demonstrate audience appropriate behavior for the context and style of music presented and performed in 4<sup>th</sup> grade.

**ART.M.V.4.3** → Discuss the various rationales for using music in daily experiences.

**ART.VA.III.4.2** → Recognize that artwork may serve functional purposes, be purely decorative, or serve multiple purposes.

## **5<sup>th</sup> Grade**

### **Social Studies**

**K1.3** → Understand the diversity of human beings and human cultures.

### **Science**

None

### **English Language Arts**

**L.CN.05.02** → Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

### **Arts Education**

**ART.D.I.5.5** → Demonstrate moving to a musical beat and responding to changes in tempo.

**ART.D.III.5.6** → Observe two dances and discuss how they are similar and different in terms of one of the elements of dance by observing body shapes, levels, and pathways.

**ART.D.IV.5.4**→ Students accurately answer questions about the role of dance in a specific culture and time period including why and in what setting people dance, and what the dances look like.

**ART.M.IV.5.1**→ Describe distinguishing characteristics of representative music genre and styles from various historic periods and cultures.

**ART.M.IV.5.2**→ Describe how elements of music are used in examples from world cultures.

**ART.M.V.5.3**→ Discuss the various rationales for using music in daily experiences.

## **6<sup>th</sup> Grade**

### **Social Studies**

**K1.3**→ Understand the diversity of human beings and human cultures.

**6-H1.4.1**→ Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).

**6-G2.2.1**→ Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

**6-G4.1.1**→ Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).

### **Science**

**None**

### **English Language Arts**

**L.CN.06.02** → Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

### **Arts Education**

**ART.D.I.6.2**→ Explore and demonstrate basic dance steps and position from two different styles or traditions.

**ART.D.III.6.5**→ Demonstrate appropriate audience behavior while watching live dance, including how to appropriately express their opinions during and after the performance.

**ART.D.III.6.8**→ Observe a variety of live and video recorded dances for aesthetic impact.

**ART.D.IV.6.1**→ Introduce and explore folk and/or classical dances from other cultures.

**ART.D.IV.6.3**→ Introduce, research, and explore the role of dance in a culture or time period.

**ART.M.IV.6.1**→ Identify a repertoire of music from diverse cultures.

**ART.VA.IV.6.1**→ Recognize and describe how art contributes to and reflects all societies and cultures.

## **7<sup>th</sup> Grade**

### **Social Studies**

**K1.3**→ Understand the diversity of human beings and human cultures.

### **Science**

None

### **English Language Arts**

**L.CN.07.02** → Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

### **Arts Education**

**ART.D.I.7.2**→ Identify and demonstrate basic dance steps, positions, and patterns for dance from two different styles or traditions.

**ART.D.III.7.5**→ Demonstrate appropriate audience behavior while watching live dance, including how to appropriately express their opinions to performers in a supportive way.

**ART.D.IV.7.1**→ Identify and demonstrate understanding by performing folk and/or classical dances from other cultures; describe similarities and differences in steps and movement styles.

**ART.D.IV.7.3**→ Identify and demonstrate understanding of the role of dance in a culture or time period.

**ART.M.IV.7.1**→ Describe distinguishing characteristics of a repertoire of music from diverse cultures.

**ART.VA.IV.7.1**→ Recognize, describe and analyze, and evaluate how art contributes to and reflects all societies and cultures at an emerging level.

## **8<sup>th</sup> Grade**

### **Social Studies**

**K1.3**→ Understand the diversity of human beings and human cultures.

### **Science**

None

### **English Language Arts**

**L.CN.08.02** → Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

### **Arts Education**

**ART.D.I.8.2**→ Accurately identify and demonstrate basic dance steps, positions, and patterns for dance from two different styles or traditions.

**ART.D.III.8.5**→ Demonstrate appropriate audience behavior in watching dance performances, discuss their opinions about the dances with their peers in a supportive and constructive way.

**ART.D.IV.8.1**→ Competently perform folk and/or classical dances from other cultures; describe similarities and differences in steps and movement styles.

**ART.D.IV.8.3**→ Accurately describe the role of dance in at least two different cultures or time periods.

**ART.M.IV.8.1**→ Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

**ART.VA.IV.8.1**→ Recognize, describe and analyze, and evaluate how art contributes to and reflects all societies and cultures.

## **High School**

### **Social Studies**

**K1.5**→ Understand the diversity of human beings and human cultures.

### **Science**

None



## **English Language Arts**

- CE.2.1.10** → Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
- CE.2.1.11** → Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
- CE.2.1.12** → Use a variety of strategies to enhance listening comprehension (e.g. monitor message for clarity and understanding, ask relevant questions, provide verbal and non-verbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
- CE.2.2.2** → Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
- CE.2.2.3** → Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.

## **Arts Education**

- ART.D.1.HS.3** → Demonstrate rhythmic acuity.
- ART.VA.IV.HS.1** → Observe and describe artwork with respect to history and culture.
- ART.VA.IV.HS.2** → Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places.