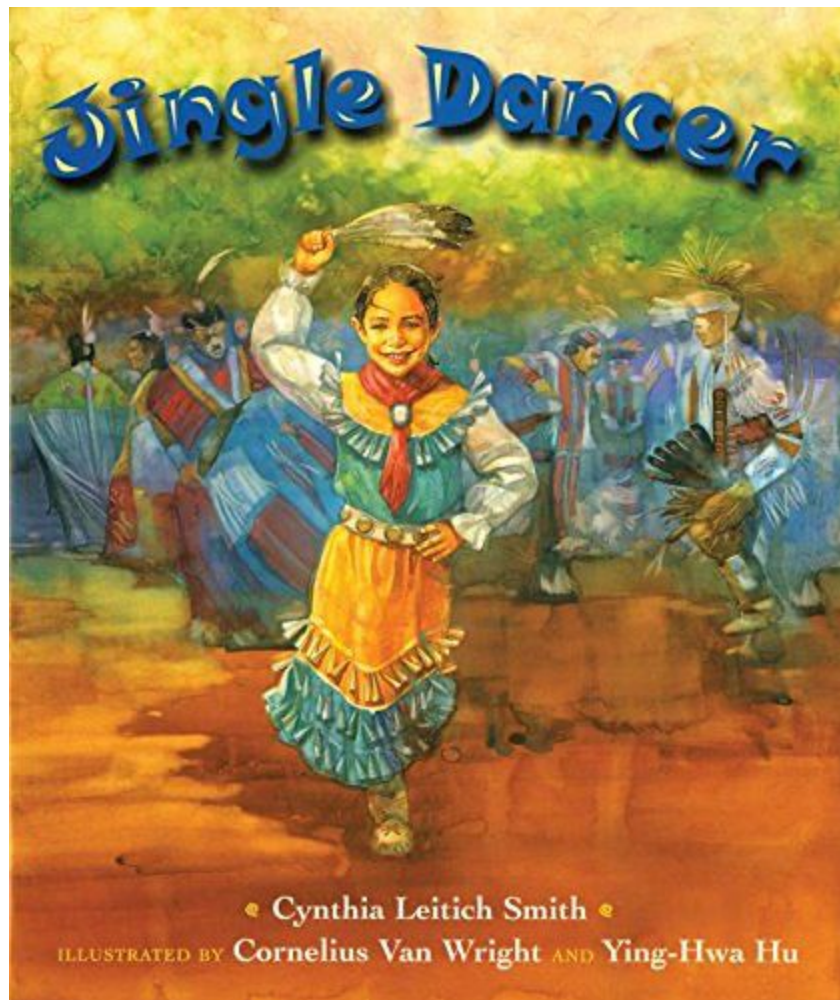


Teacher Bio: My name is Adonica Ferdinand. I have a Bachelor of Health and Physical Education in Ecotourism and Outdoor Leadership and a Bachelor of Education. I am a new graduate as of 2020 and will be working in an elementary classroom this fall. I am passionate about alternative learning environments; in particular, I enjoy getting students outside where I have seen them learn, grow and absolutely thrive. I want to bring as much diversity and varying perspectives into the classroom as possible in order to help students develop into caring, inquisitive, life-long learners and active citizens.

Jingle Dancer Lesson Plan

Resources used and possible concerns

Picture book: The Jingle Dancer written by Cynthia Leitich Smith, illustrated by Cornelius Van Wright and Ying-Hwa Hu



This is an excellent book and provides a genuine and modern representation of Indigenous culture. Not only does it highlight the wonderful traditions of Indigenous people, but it is also a

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| | <p>great example of the positive view of women in these communities, and strong family connections. The book provides representation of the lives of jingle dancing Indigenous kids, while also allowing students to connect with the diversity around them in a very relatable way (family, dancing, gathering, etc. are all topics students of various cultural backgrounds can relate back to their own lives). The writing is almost musical as you read the words which provides a lovely cadence for a read aloud.</p> <p>Possible concerns to be aware of when using this resource have been noted by the author, Cynthia Leitich Smith, on her website. The following are several quotes to take note of:</p> <p>“It is strongly recommended that the children do not imitate a powwow or otherwise “play” Indian; instead, feature another form of dance. (If you want to integrate a powwow into the curriculum, you might consider a powwow video or taking the children on a field trip to a powwow in your area)” (Bloom’s Multiple Intelligence Projects, 2020, para. 4).</p> <p>“Non-Indian readers: please remember that you may not always know if a Native child is in your discussion group. Be sensitive to their perspective. If you do know of one, please don’t put her on the spot as a “cultural expert.” Attribution: Oyate” (Teacher Guide, 2020, para. 2).</p> <p>“Talk about other people who wear special clothes on meaningful occasions like priests or brides in their wedding dresses. Please note that it is disrespectful when non-Indians “dress up” to “play Indian” or wear fake “Indian-inspired” clothes on Halloween” (Teacher Guide, 2020, para. 8).</p> |
| <p>Author/creator and/or literature background</p> | <ul style="list-style-type: none"> - Cynthia Leitich Smith is a member of the Muscogee Creek Nation. |
| <p>UPE course connections (not exhaustive)</p> | <ul style="list-style-type: none"> - EDUC 450 Diversity in Learning: This book provides representation of a cultural practice that may not be familiar to our students and it is set in modern day so as to be relatable. - ELA Specialization: This specialization (especially in the elementary stream) focuses on different ways to engage students in literacy. Students must be able to explore different kinds of literacy in order to become |

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| | <p>well-rounded literate citizens. This lesson plan exemplifies this process of presenting information in multiple ways. First we share the pictures, the lyricality of the words and physical actions we can use to create further connections and enjoyment, and the listening piece. Next, we move into orally sharing and discussing about the literature we are studying, focusing on both comprehension as well as connection to the lives of the students. These connections are highly useful in student learning and success through knowledge building and provide an example of dialogic pedagogy (Auckerman, Johnson & Schuldt, 2017).</p> <ul style="list-style-type: none">- EDUC 530 Indigenous Education: This book would be a great example to use for the resource evaluation project in this class. It provides a positive and high quality example of indigenous content written by an Indigenous writer. |
| K-12 connection | <p>Grade 3 ELA:</p> <ul style="list-style-type: none">- connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts <p>Construct meaning from texts</p> <ul style="list-style-type: none">- connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences- summarize the main idea of individual oral, print and other media texts <p>Understand techniques and elements</p> <ul style="list-style-type: none">- include events, setting and characters when summarizing or retelling oral, print or other media texts- describe the main characters in terms of who they are, their actions in the story and their relations with other characters <p>Grade 2 Social Studies:</p> <ul style="list-style-type: none">- What are the traditions and celebrations in the communities that connect the people to the past and to each other? |

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| <p>Materials</p> | <ul style="list-style-type: none"> - Jingle Dancer picture book - My Traditions worksheet printed for each student, and a prepared teacher exemplar - Writing utensils/colours - Chart paper and markers |
| <p>Rationale</p> | <p>Big idea: Explore the text, summarize and discuss literary features of the text, while also providing Indigenous representation in the classroom and an opportunity for students to relate their own individual lives to the lives of people who participate in Powwows.</p> <p>Purpose: Using a read aloud structure and allowing students to explore the text in multiple ways will encourage deeper learning. Not only will students be exploring the topics of the book and learning new things about this specific Indigenous experience, they will also be engaged in the ELA curriculum. By relating the reading material to their own lives, they will build knowledge in the areas of story writing and knowledge about particular Indigenous experiences.</p> <p>→ Indigenous ways of knowing/decolonizing methodologies incorporated into the following lesson plan:</p> <ul style="list-style-type: none"> ◆ Connecting ◆ Representing <p>See Decolonizing Methodologies by Linda Tuhiwai Smith for more information on these focus areas (1995). In short, Smith summarizes that “Connecting is about establishing good relations,” and that, “Representation of indigenous peoples by indigenous people is about countering the dominant society’s image of indigenous peoples, their lifestyles and their belief systems” (1995, p.149-152).</p> |
| <p>Lesson/activities</p> | <ol style="list-style-type: none"> 1. When students first come into the classroom, have a video playing that shows jingle dancers at a powwow in order to hook their attention and curiosity. For example you could use this video of a junior girls jingle dress dancing wherein some of the participants may be close in age to your students: https://www.youtube.com/watch?v=rSt3Wwm4RQc. Have students gather and listen as you read the book (if you want to, you could also bring students outside for this. Try to put emphasis on the lyrical nature of the |

book by adding actions students can do with the words “brum brum brum” for the drum and “tink tink tink” for the sound of the jingles cones.

2. Body break: Students in this age category need frequent body and brain breaks, after reading the story have the students stand up in a big circle and each share a dance move that they know (do not allow students to imitate jingle dancing itself, the dance moves they share should be what they are familiar with. If you have a student who is a jingle dancer and wants to share then that would be the exception).
3. Have students sit back down and begin to discuss some comprehension and connection questions. I have chosen a collection of questions that I will personally be using, but for a full list from the author’s website, please see Appendix A and Appendix B. When specific terminology comes up, have a board ready to record definitions to refer to later (i.e. what is a powwow?). Also take notes on the questions that naturally end up answering the Who, What, Where, Why, and When of this book.

Questions:

- What is a powwow?
- What is a tradition? Do you have traditions in your families? What are they?
- What does *regalia* mean? Emphasize that regalia is not a costume. Talk about other people who wear special clothes on meaningful occasions like priests or brides in their wedding dresses.
- Explain what a jingle does.
- Identify the characters who help Jenna prepare for the powwow.
- Retell why each person can’t dance at the powwow.
- How is a powwow similar to a ballet recital? How is it different?
- Imagine you were going to jingle dance. What things would you have to learn before that would be possible?

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| | <ul style="list-style-type: none">- What events are important in your family each year? In what ways do you prepare for them? <p>4. When students are due for another brain/body break, have them partner up and each take a turn summarizing the story in their own words for the other person, then switch roles.</p> |
| Assignment | <p>For further project ideas to explore with this exemplary source, please see Appendix C for the list provided by the author.</p> <p>See the attached worksheet in Appendix D if you would like to do the activity I am proposing. There are also very similar worksheets on pages like TPT that are essentially the same but with fancy borders and fonts.</p> <p>Have students fill out the “My Traditions” worksheet provided in Appendix D. Their traditions could be anything from a cultural practice such as the one explored in this book, to a sport they participate in, or an activity they do as a tradition - for example, in my family my grandfather has always surprised us at some point on our birthdays by putting butter on our noses. I don’t know why this is a tradition for us but it is! Other examples of traditions to help spark connections are Friday night snacks and movies, going trick-or-treating, baking a bunny cake on Easter, once a week family dinners, throwing the bouquet at a wedding, etc. Take some time to think of your own traditions to share with your students as examples so that they can enjoy learning more about you while they brainstorm their own ideas.</p> <p>Let this be very open for the students. Allow them to find ways in which they can relate their own lives to the life of Jenna. In their project they should aim to provide details that answer Who, What, When, Where, and Why:</p> <ul style="list-style-type: none">- Who? It should be something that they do or something they see their family members doing.- What? This is very open ended to allow them to make their own connections.- Where? Does this activity take place at an event like a performance on a stage? Does it take place at home?- Why? What is their purpose? For Jenna, it is to dance for those who cannot. The purpose can be as simple as having fun.- When? Is this something that happens once a year, |

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| | <p>every week, everyday? Is it associated with a particular holiday or celebration?</p> <p>A teacher example is provided in Appendix E.</p> |
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Appendix A

Jingle Dancer Teacher Guide

questions

- What is a powwow?
- What is a tradition? Do you have traditions in your families? What are they? (Non-Indian readers: please remember that you may not always know if a Native child is in your discussion group. Be sensitive to their perspective. If you do know of one, please don't put her on the spot as a "cultural expert." Attribution: Oyate.)
- Read *THE GREAT BALL GAME: A MUSKOGEE STORY* retold by Joseph Bruchac and illustrated by Susan L. Roth (Dial, 1994). In *JINGLE DANCER*, who tells Jenna the Story of Bat? What is the theme of the story? What does Jenna have in common with Bat?
- How did Mrs. Scott, Grandma Wolfe, Great-aunt Sis and Cousin Elizabeth help Jenna make her dress?
- How did Jenna show her respect for these women?
- Did *JINGLE DANCER* take place today or a long time ago?
- Discuss the meaning of "four" in Native tradition. (see author's note). In *JINGLE DANCER*, how is the number four represented? (Four directions, four women, four rows of jingles, four dancers at the powwow... can you find more?).
- What does *regalia* mean? Emphasize that regalia is not a costume. Talk about other people who wear special clothes on meaningful occasions like priests or brides in their wedding dresses. Please note that it is disrespectful when non-Indians "dress up" to "play Indian" or wear fake "Indian-inspired" clothes on Halloween.
- Jenna lives in a small town in Oklahoma. Find Oklahoma on a map.
- Jenna is a contemporary girl. The homes that she lives in and visits contain objects that may also be found in the homes of young readers. What objects in the small-town Oklahoma houses may be found in other children's homes? (Television, books, chairs, pitcher, sink, carpet, etc.)

illustration, music, teaching, advocacy

[Interview: Cornelius Van Wright and Ying-Hwa Hu](#) from CYALR.

“We respect all communities, and because we do, we put a lot into research. We never go to one source but to as many as possible. We go to friends or neighbors who may be of that background and get information. Yet at the same time, we try avoid the stereotypes that can pervade a readers perception of a culture.”

[Indian House Records](#): “Located in Taos, New Mexico, USA, Indian House is a 30-year old record company specializing in traditional American Indian music. Featured on our recordings are some of the most highly-respected Indian musicians in the United States and Canada.” Indian House carries powwow songs, including jingle dance songs, as well as tapes of Muscogee (Creek) songs and more.

[Index of Native American Teaching Resources on the Internet](#) from Karen Strom. Screened-for-authenticity list of related teaching materials web wide. A great starting place.

[Native American Rights Fund](#): a non-profit legal organization that represents Indian people. Organization includes many Native attorneys. It’s listed here because in my picture book, Jenna’s cousin Elizabeth (right) is a lawyer.

[Powwows.com](#) offers information and resources including links to Native American music, a calendar of pow wow events and videos, like this one of girls [jingle dancing](#).

[Teacher and Librarian Resources for Native American Children’s and Young Adult Books](#) from CYALR.

Appendix B

Jingle Dancer: Comprehension Questions

Knowledge

- Explain what a jingle does.
- Identify the characters who help Jenna prepare for the powwow.

Comprehension

- Describe what happens in the story in your own words.
- Retell why each person can't dance at the powwow.

Application

- What can you learn from the way Jenna solved her problem?
- What did you learn about contemporary Native Americans?

Analysis

- How is a powwow similar to a ballet recital? How is it different?
- Examine where each of the characters live. Is it what you expected? Why or why not?

Synthesis

- Imagine you were going to jingle dance. What things would you have to learn before that would be possible?
- What events are important in your family each year? In what ways do you prepare for them?

Evaluation

- What do you suppose happens after the powwow?
- Which scene of the book is your favorite? Why?

Appendix C

Jingle Dancer: Bloom's Multiple Intelligence Projects

Verbal/Linguistic

- When Jenna visits her Great-aunt Sis she tells her the story about Bat (again). Is there a story you love to hear told to you? What is it? Retell the story to one of your classmates, so they can share it, too.
- In the story, the author uses personification to describe the times of day:

As Moon kissed Sun good night
As Sun fetched morning
As Sun caught a glimpse of Moon

- How could you use personification to describe the seasons?

Logical/Mathematical

In the story, Jenna needs four rows of jingles to finish her dress. Can you identify anything else that comes in fours? (The author's note mentions: the four directions, four seasons, four stages of life, and four colors of man).

Visual/Spatial (good bulletin board activity)

After identifying all of the above, create a picture using any media you like. Use a variety of color, texture and pattern so that you will remember them!

Body/Kinesthetic

Dancing is a terrific exercise. Brainstorm a list of all the different kinds of dance you can think of. List, too, if any of them have special costumes or regalia that are worn. Then, get those feet moving! If anyone has a dance they know which is celebrated in their culture, perhaps they would share it. CYN NOTE: it is strongly recommended that the children do not immitate a powwow or otherwise "play" Indian; instead, feature another form of dance. (If you want to integrate a powwow into the curriculum, you might consider a powwow video or taking the children on a field trip to a powwow in your area).

Musical/Rhythmic

Jenna's heart beats to the *brum, brum, brum, brum* of the powwow drum. Find something, other than an actual drum, that would create this sound. Then, create other rhythms that you think match the rhythm of the words in this story.

Interpersonal

Jenna never asks for more than one row of jingles. Why? Have you ever asked for more than you should have? Write a brief journal about the times when maybe you should ask for less.

Intrapersonal

In the story, Jenna goes to visit her Great-aunt Sis, Mrs. Scott, and Cousin Elizabeth. If you were going to be in a powwow or, say, a big performance, who would you go tell? Who might you ask for help in getting ready for it? Write a letter to one of them telling about this story you read, and how it made you think of them!

Appendix D

Link to My Family Traditions Worksheet:

https://drive.google.com/file/d/11yzWpchgAVwaG1VsapWBX_842AmV9P0D/view?usp=sharing

My Family Traditions

By: _____



Appendix E
Worksheet Teacher Exemplar

My Family Traditions

By: Ms. Ferdinand



In my family, it is a tradition
to get a Christmas Tree at IKEA
and have meatball dinner while
we are there.
