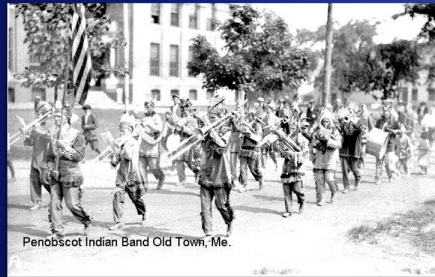
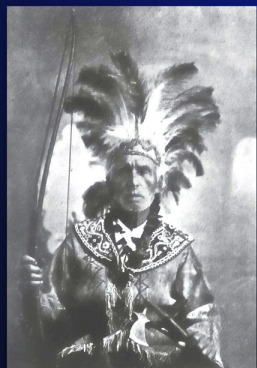


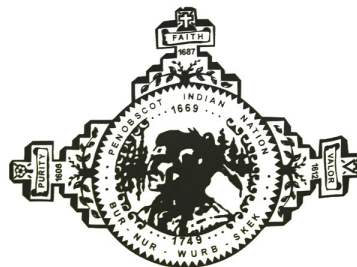
Penobscot Performing Arts Unit



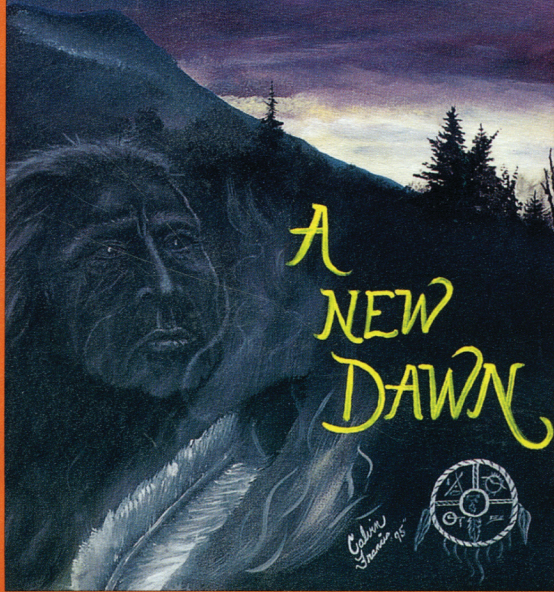
Penobscot Performing Arts



NEEDAHBEH
Entertainer Exhibitor
 Will have INDIAN RELICS, CURIOS and Beautiful HAND-MADE INDIAN BASKETS
 ON EXHIBITION AT
 Hotel Plaza Monday, Feb. 19, 1932, At 9 P.M.
 Lecture on History, Traditions, Arts and Music.
 Ceremonial Songs and Dances.
 These Baskets are Designed, Colored and Woven by Genuine Indian Designers and Basket Makers - - unsurpassed by any other tribe in the world. * * * * *
 All are invited to see this BEAUTIFUL DISPLAY of the HAND-WORK of the PENOBSCOT INDIANS.
 Penobscot Tribe · Old Town, Maine



Wabanaki



presented by the
Maine Indian
Tribal-State Commission

Wabanaki A New Dawn

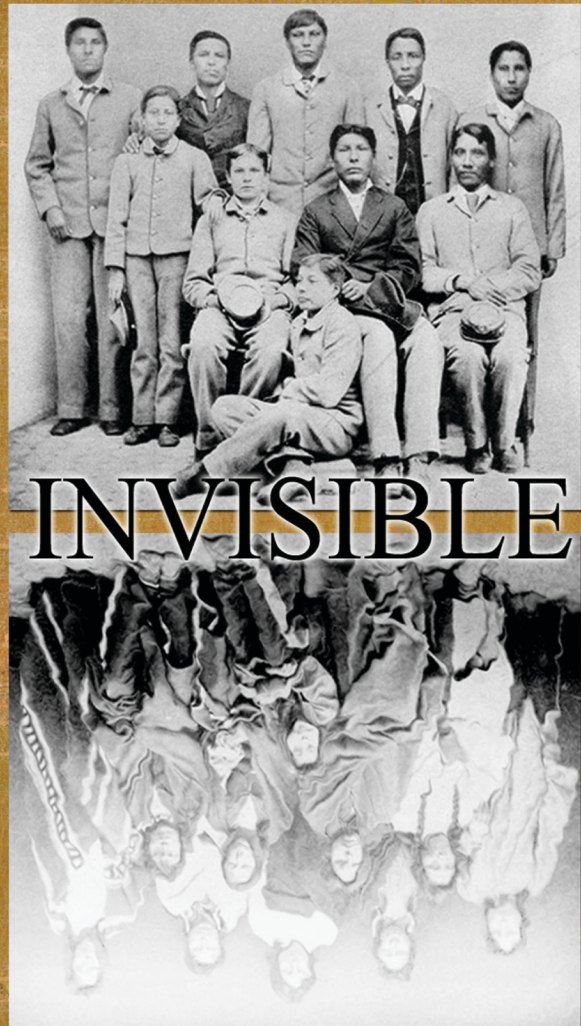
This film by the Maine Indian Tribal-State Commission was produced by Dennis Kostyk and David Westphal of Acadia FilmVideo (1995).

The film “shows the quest for cultural survival by today’s Wabanaki... the Maliseet, Micmac, Passamaquoddy, and Penobscot People.”

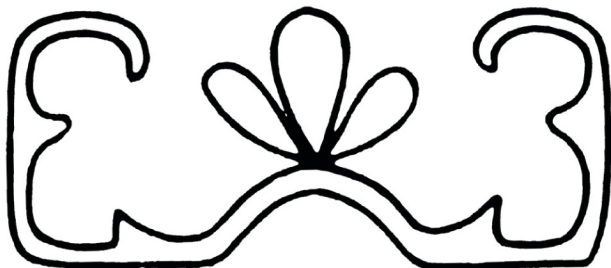
Invisible

This film was commissioned by the Episcopal Diocese of Maine and was produced by Gunnar Hansen, David Westphal, and James Eric Francis of Acadia Film-Video (2004).

“This film examines some of the history of the relations between the white and Indian communities in Maine.”



It is strongly recommended that the teachers using the Penobscot Nation Curriculum Packet view the films “Wabanaki A New Dawn” and “Invisible.” These films are included within the curriculum packet. High School teachers may also consider the films for their students. The teacher’s guide for Invisible is also included.



Penobscot Performance Arts through the Generations

By: Christopher Sockalexis

Performance arts throughout Penobscot history have produced both men and women who not only display their history and culture through the arts but were also advocates for Indian rights and tribal sovereignty.

Some of the first performances of Penobscot men and women were in the early vaudeville days. Traveling road shows known as Wild West shows, Traveling Medicine shows and vaudeville style showcases were the choice of entertainment early in the 19th century. These were the times when Indians were stereotyped as fierce warriors and young princesses wearing fur, feathers, beads and buckskins. The early performers were dressed accordingly to the stereotype to satisfy the crowds of people who paid to see the savage Indians sing, dance and re-enact scenes of warfare and pageantry.

These performances were a means of making money for Indian People. They made it by singing, dancing, performing re-enactments and showcasing their crafts. Basketry was the major source of income for a lot of Penobscot women and these shows was an outlet for income.

The most noted performers from Indian Island were Molly Spotted Elk, Chief Big Thunder, Princess Watahwaso and her Kiowa Husband Bruce Poolaw. These performers traveled the country and the world performing for audiences who were awed by the Indians but also feared and hated them.

Molly Spotted Elk traveled the world showcasing her beauty and grace through dance. In 1928, Molly was asked to star in the motion picture *The Silent Enemy*. This movie was made during the silent era of motion picture production. Molly firmly held on to her true traditional beliefs and she never forgot the old ways the Penobscot. This was true of most Indian performers at the time.

Before Molly was Chief Big Thunder (Frank Loring). Big Thunder became the best known Indian performer throughout New England during the 19th century. Frank got his start in show business working for P.T. Barnum as a teenager during the 1830s. Later Frank put together his own road show and recruited fellow Penobscots for performances in New York.

Some of these early performers became advocates and activists for Indian rights not only in the State of Maine but also on the national level of the United States government. Some of the most noted performers who aided in the rights and liberties are Princess Watahwaso (Lucy Nicolar) and Florence Shay. These ladies who were sisters were adamant about their people having the rights to vote and an education.

Early performances were staged so that the history and culture of the Penobscot could be highlighted but a lot has changed since the old days of the traveling shows. Pageants became the way the Penobscot could earn income without having to travel many miles. Indian Pageants were a showcase of Penobscot song, dance and storytelling. This was also the way to sell baskets and other crafts right at home. With the aid of the bridge that was built connecting Indian Island to Old Town, tourists flocked to the small reservation to purchase baskets and to awe at the talents and music that the Penobscot had to offer.

Throughout history the performing arts has developed passed the stereotypical Indian performer. There are theater groups, drum groups, singers, traditional and modern dancers, writers, flute players and musicians of every music type. There are many Penobscot out there in the world today that are performing and showcasing their talents.

Penobscot men and women today perform for income and for the love of the arts. It is still a showcase of culture, history and art but it is through modern day performance art mediums. There are modern day pageants now called powwows that showcase the traditional singing and dancing styles. Music festivals showcase musicians of all genres all around the world. Some of these performers still showcase their talents as craftsmen and artists and they use both to show the world that the Penobscot are a people that are talented in many ways.



Penobscots Performing Arts

Introduction:

These units were piloted with certain grade level students; they may be adapted to various other grade levels by changing the Performance Indicator, Summative Assessment and Rubric.

This unit looks at the Traditional Drumming and Singing of the Penobscot Nation, contemporary “pow-wow” music, and the history of Penobscots participation in “Performing Arts.”



Kelsey M., Brooke, Kendra, Paige, and Chris Sockalexis

Unit Title:

Penobscots Performing Arts

Grade 5-8

The Unit Focus:

The focus of this unit is for students to understand Penobscot Singing, Dancing, Regalia, and Drumming.

Big Concepts:

- 1) Various Penobscot performance arts are... (singing, dancing, musicians, etc)
- 2) Economic factors of performance arts are...
- 3) Occasions and activities where Penobscot artists perform are...

Essential Understandings:

Penobscot performing arts provide a window into Penobscot culture.

Essential Questions:

- How has drumming/singing become an important economic opportunity as it remains a traditional art form?
- How does a variety of dance styles reflect the traditions of Penobscot culture in contemporary settings?
- What are the other contemporary performance arts and artists that are within the realm of Penobscot culture?
- Who are the contemporary and historical performance artists within the Penobscot community?
- What aspects are involved with the drum and the singing of the songs?
- What does a dancer need to participate in the various dances?

State Content Standards and Performance Indicators:

Visual and Performing Arts

B) Cultural Heritage

3. Demonstrate an understanding of the roles of performing artists in various settings and cultures.

Timeframe/Curricular Links:

2- 45 minute classes

This unit is very flexible so it has many ways that it can be presented. It can be used as one large unit (as presented here) or broken up and imbedded into the curriculum over the course of a year.

Scenario:

Dear Students of Performing Arts,

You have just finished a journey through some Penobscot performing arts consisting of drumming, singing and dancing and regalia. Now, other young students in our school need to learn from you. For each of the clothesline reflection sheets you need to complete a small narrative about what you have learned and for each of the clothesline drawing sheets, you need to sketch about something you have learned.

Good luck! The whole school community will learn from your classroom's clothesline reflections of Penobscot performing arts.

Sincerely,
Performing Arts, Inc.

Teacher Preparation: During the Pilot Project for this unit Chris Sockalexis did a presentation about Penobscot Performing Arts. This unit was designed so that a teacher could teach the information presented during the Pilot Project.

This unit will touch on Penobscot Dancing and Regalia, Drumming and Singing, and Traditional Penobscot Music. In addition to these tradition performance arts we will also look at the history of performers with in the Penobscot community.

Teachers will need a computer with a LCD projector to show the videos and audio clips in this unit.

Activity 1: Dancing and Regalia

1. Play the “Introduction” and “Greeting Song” or “Welcome Song” from the CD called Voices of Katahdin and/or Play video called “Penobscot Welcome and Greeting Song,” for the CD-rom provided with this curriculum packet.
2. Do a read aloud of document called “Why We Drum, Sing and Dance.” By Chris Sockalexis, provided in the packet.
3. Hand out the worksheet, “Dancers and Dances” (provided) to the students. Review the sheet so the students are aware of the information they need to be listening for. Big Ideas are information the student feels is important that are gleaned from written pieces and photos provided.
4. Do a read aloud of the following panels. Show students accompanying pictures while reading the information to them.
 - Men’s Traditional Dance (you may want to play the “Crow Hop Song” video from the CD-rom provided.)
 - Women’s Traditional Dance
 - Men’s Grass Dance
 - Women’s Jingle Dance
 - Fancy Dances (Women’s Shawl)
5. Using the notes and worksheets student will do the Clothesline Reflection. This includes a small narrative about Dancing and Regalia and a drawing to accompany the narrative. There are Clothesline Reflection Narrative sheet and Clothesline Reflection Drawing sheet. Student should get one of each.
6. CERTAIN SYNECTIC
 - On chalkboard or large sheet of paper make one large square consisting of four smaller squares (the smaller squares should be roughly a square foot.....this will give enough room to write the ideas down.)
 - Have the students pick four random nouns for each square.
 - Ask students the question.....”How is the dancer and regalia (outfit) like _____ (insert noun here.)
 - the students will respond with words or quotes on why the dancer and regalia is like the words they have chosen previously
 - the student responses will be written in their respective squares

How is the Dancer and Regalia (Outfit) like.....?

<u>Random Word</u> Student Responses	<u>Random Word</u> Student Responses
<u>Random Word</u> Student Responses	<u>Random Word</u> Student Responses

Activity 2: Drumming and Singing

1. Play the “Green Corn Song” from the CD called Voices of Katahdin.
2. Do a read aloud of document called “The Drum and Its Singer.” By Chris Sockalexis (provided).
3. Hand out the worksheet “Drumming and Singing” (provided) to the students. Review the sheet so the students are aware of the information they need to be listening for. Big Ideas are information the students feel is important. Quick draws are a small sketch of the information provided.
4. Do a read aloud of the following panels. Show students accompanying pictures while reading the information to them.
 - Styles of Drums
 - Material and Drum making
 - Song Styles (play video clips)
 - Song Styles Introduction and Straight Song
 - Crow Hop
 - Flag Song
 - Double Beat
 - Turtle (round dance)
 - You may find other songs on the “Voices of Katahdin” to play also.
 - “Why We Drum, Sing and Dance.” By Chris Sockalexis.

5. Using the notes and worksheets student will do the Clothesline Reflection. This includes a small narrative about Drumming and Singing and a drawing to accompany the narrative. There are Clothesline Reflection Narrative sheet and Clothesline Reflection Drawing sheet. Student should get one of each.
6. CERTAIN SYNECTIC
 - On chalkboard or large sheet of paper make one large square consisting of four smaller squares (the smaller squares should be roughly a square foot.....this will give enough room to write the ideas down.)
 - Have the students pick four random nouns for each square.
 - Ask students the question.....”How is Drumming and Singing like _____ (insert noun here.)
 - the students will respond with words or quotes on why the dancer and regalia is like the words they have chosen previously
 - the student responses will be written in their respectable squares

How is the Drumming and Singing like.....?

<u>Random Word</u> Student Responses	<u>Random Word</u> Student Responses
<u>Random Word</u> Student Responses	<u>Random Word</u> Student Responses

Activity 3: Traditional Penobscot Music

1. Use the CD “Voices of Katahdin” to explore some Traditional Penobscot Music. It is important to note that some of the songs on this CD are songs that have been introduced to the Penobscot community from other communities. The Mik’maq Honor Song is an example of how the community has adopted songs from other communities.
2. Listen to song #6 “Pine Cone Dance,” and turn to D-126 of Wabanaki of Maine and the Maritimes to learn more about this song traditionally sung for women.

To Go Beyond:

Students need to add explanations to their drawings. They also need to explain why their pictures helps to show the role performing arts play in Penobscot culture.

See Attached Rubric



Ethan, Nathan, Justin, Cameron, Ben, and Kasey. Chris Sockalexis in the foreground, Mrs. Doyle in the back.

CLOTHESLINE REFLECTIONS FOR
PENOBSCOT PERFORMING ARTS RUBRIC

GRADE SPAN: 3-6

Standard: Visual and Performing Arts

Indicator: B) - Cultural Heritage

Elementary #3 – Demonstrate an understanding of the roles of visual/performing artists in various settings and cultures.

<p>The 2 Reflection Sheets do not meet the criteria. The product shows no understanding of the roles of some Penobscot Performing Arts</p>	<p>The 2 Reflection Sheets partially meet the criteria with numerous omissions and errors. The products show a partial understanding of the roles of some Penobscot Performing Arts</p>	<p>The 2 Reflection Sheets meet most of the criteria (minor errors only). The products show a thorough understanding of the roles of some Penobscot Performing Arts</p>	<p>The products (drawings) demonstrate a deeper understanding of the role of performing arts within the Penobscot Culture with explanations for each drawing</p>
Does not meet	partially meets	Meets	Exceeds

