



BROWARD
CENTER
— for the —
PERFORMING ARTS



STUDY GUIDE

ELEMENTARY SCHOOL • 3rd GRADE



Sewam American Indian Dance



Study Guides are produced in partnership with Broward County Public Schools.

Performance Summary

Sewam Dance is a Native American Dance Company that shares the art, culture, and beauty of American Indian people through their performance. Each song, dance and gesture illustrates a part of Native American culture as a people with roots in the distant past. Through singing, dancing, drumming and regalia, the spiritual and symbolic aspects of humanity are reenacted.

Listen carefully to discover the origins and meanings of each dance, a brief general history of Native American people, the stories of different tribes, and discussions involving daily life customs.

These dances are primarily from the Plains Indians. Background information is listed on the next page.

Theatre Etiquette

(Before the Show)

It is often helpful to remind students of appropriate audience etiquette by explaining and discussing **why** these rules of behavior are important.

Audience members should:

- *listen carefully to the ushers, your teachers – this gets everyone to their seats quickly and ensures a pleasant experience*
- *walk single-file and hold hand-rails as you use steps – this also keeps everyone safe*
- *listen carefully to the performers – they are working hard to entertain and inform you with lots of clues about the story*
- *refrain from talking – this allows everyone to enjoy the performance without being distracted*
- *laugh if something is funny, but not too loudly – you don't want to miss any dialogue*
- *pay attention to the lighting, scenery, costumes, and music – all of these elements help provide more details to tell the story in an interesting way*
- *applaud at the end – this shows the performers that you respect and appreciate their work*

Teacher Instructions (After the Show) – *Choose from the activities listed on the following pages to extend student learning.*

Map Highlighting the Great Plains Region



Interesting Facts about Plains Indians



Interesting Facts about Plains Indians

The Great Plains region is very large! It includes three Canadian provinces (Alberta, Saskatchewan, Manitoba) and ten states (Montana, North Dakota, South Dakota, Minnesota, Wyoming, Nebraska, Colorado, Kansas, Oklahoma, New Mexico, and Texas).

Some Native American Tribes of the Plains	Some Native American Tribes of Florida
Apache Arapaho Blackfoot Comanche Osage Pawnee Sioux	Apalachee Calusa Choctaw Creek Miccosukee Tequesta Seminole – merged from others

Plains Indians were very skilled farmers and hunters. Every part of the animal was used: for food, clothing, shelter, cooking, etc. Because of the many diverse tribes, the use of sign language became necessary and common.

Name: _____

Follow the directions in the chart below. (LAFS.3.SL.1.2, SS.3.G.4.4)

Draw a picture of a dancer's headdress, clothing, or prop	Describe the main idea of a dance and include background details you learned (e.g. what the dance represents, when and why the dance is performed, ...)
Dancer	Detail
Write a statement about the contributions from various ethnic groups to the United States. Some examples might include food, dance, music, or visual art.	

Name: _____

Using complete sentences, answer the questions below to share your cultural heritage. (LAFS.3.W.1.3)

Family Name (last name) What country is it from? Any changes in spelling?	<hr/> <hr/> <hr/> <hr/>
Family Members?	<hr/> <hr/> <hr/> <hr/>
Special Days your family celebrates?	<hr/> <hr/> <hr/> <hr/>
Special Foods you eat?	<hr/> <hr/> <hr/> <hr/>
Is there a special story that has been passed down?	<hr/> <hr/> <hr/> <hr/>

Arts Integration

Creation (DA.3.S.1.1) (DA.3.S.1.4)

Encourage students to think about their cultural heritage. Have them create a short movement phrase that expresses something from their background. Then ask them to pair with another person and teach their movement phrase to their partner. Put the two movement phrases together and create a title for their piece that reflects the combined backgrounds.

Reflection (TH.3.C.1.2) (TH.3.S.1.3) (DA.3.H.3.2)

Have a class discussion about the performance. How does it differ from other theatre, music, or dance performances? Remind students that a touring company travels around the country performing in different locations – sometimes a new place every day. Ask what challenges this might present for the performers and what skills performers have that can translate into other work environments (e.g. courage, flexibility, collaboration, communication, creativity). Encourage students to address specific elements that worked well and those that could use improvement including characterization, choreography, and production elements.

Academic Vocabulary

- **Culture** – the customs, arts, social institutions, and achievements of a particular nation, people, or other social group
- **Cultural Heritage** – passed down from generation to generation, including customs, objects, artistic expressions and values
- **Profile** – brief description of a person
- **Regalia** - official and traditional special clothes and decorations, especially those worn or carried in formal ceremonies

Arts Vocabulary

- **Characterization** – use body, voice, and movement to create a representation of a person or animal
- **Production Elements** – costumes, lighting, props, scenery, and sound that contribute to a production

Standards Alignment: The activities in this study guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternative means for students to demonstrate what they know.

Language Arts Florida Standards	
Grade 3	
Speaking and Listening	
LAFS.3.SL.1.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Writing	
LAFS.3.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Florida Social Studies Standards	
Grade 3	
Geography	
SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.

Florida Theater Standards	
Grade 3	
Critical Thinking and Reflection	
TH.3.C.1.2	Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
Skills, Techniques, and Processes	
TH.3.S.1.3	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.

Florida Dance Standards	
Grade 3	
Historical and Global Connections	
DA.3.H.3.2	Identify connections between the skills required to learn dance and the skills needed in other learning environments.
Skills, Techniques, and Processes	
DA.3.S.1.1	Create movement to express feelings, images, and stories.
DA.3.S.1.4	Create dance sequences, based on expanded, everyday gestures and/or movements.

Cover Sheet

Please collect student work samples and attach it to this cover sheet. Pony all work samples to:

KCW – 3rd floor.

Attention: Lauri Foster

School Name: _____

SEAS Show: Sewam Dance

Grade: _____