

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ON**

**FOUR SEASONS ANISHINAABE ART JOURNEY CERTIFICATE PROGRAM**

**COURSE OUTLINE**

**COURSE TITLE:** ARTS AND CULTURE - BIBOON (WINTER)

**COURSE CODE:** FSA-111

**PROGRAM:** FOUR SEASONS ANISHINAABE ART JOURNEY

**SEMESTER:** THREE

**DATE:** JANUARY 1997

**AUTHOR:** NATIVE EDUCATION DEPARTMENT

**APPROVED:** *M. J. Donnell*  
Dean, School of Native Education,  
Creative Arts and Criminal Justice  
Programs

**DATE:** *Dec 96*

Resources:

Storytelling/oral history:

1. If possible, organize as early as possible in January a "Gathering of Legends" - Invite local elders to participate - invitations should be hand delivered and accompanied by tobacco. Include opening and closing ceremonies, and provide meals and gifts for the elders.

2. Wisconsin Chippewa Myths and Tales and Their Relation to Chippewa Life

Clothed-In Fur and Other Tales

Several Books by Basil Johnston

The Mishomis Book

Stories from *Journal of American Folklore*

Orders of the Dreamed

Oral History K11AC ORA

Audio Cassette

Ojibway and Cree Resource Centre

43 Balsom Street South

Timmins, ON

P4N 2C7

Mary Lou Fox, director of the Ojibway Cultural Foundation, discusses the lack of written documented history of the Indian people. Anishinaabeg history is an oral history: the living people are the textbooks.

Poetry F11 AC POE

Audio Cassette

Ojibway and Cree Resource Centre

The audio cassette contains the poetry of E. Paulene Johnston, Duke Redbird, and other Indian poets. The poems convey the legend, history, and heritage, the complete Indian experience.

Dance

Video: Maggie White, Anishinaabe jingle dress dancer, interview by Indian Joe, summer 1991, Whitefish Bay, Canada

See attached

**I. Philosophy/Goals**

The student will develop an understanding of Anishinaabeg oral culture as well as the traditions surrounding Anishinaabe dance. The Ojibwe language will be used when possible. The focus is on the enhancement of oral communication.

**II. Student Outcomes**

Upon completion of this course, students will be able to:

Recognize the significance of the Anishinaabe language to an oral culture

Articulate Anishinaabe oral history

Recognize the traditional role of story-telling in Anishinaabe culture

Recognize some of the common characters and motifs in Anishinaabe stories

Articulate the origins of the various pow-wow dances practised today

Recognize the variety of pow-wow dances and their regalias.

**III. Topics To Be Covered**

The art of storytelling

Anishinaabe oral history

History of Anishinaabe dance

Men's and Women's pow-wow regalia and dance

**IV. Learning Activities and Assignments**

The Art of Storytelling

Storytelling is an art used by the Anishinaabe to instruct and to document history. Storytelling takes many forms such as legends, personal narratives, prose, poetry, and jokes. This art has a key role in the transmission of culture.

Oral narratives provide us with identity, clan, and origins. While some stories are recognized as fictional and intended for entertainment or instruction, others provide a living history and preserve our heritage.

Storytelling is an art that can be learned. Participation in this course provides you with the basics to develop and enhance the communication skills important to the art of storytelling. The communication skills developed and/or enhanced will be a significant contribution to the retention of the Anishinaabe people's oral history.

Part 1: Listen to storytellers/oral historians

- various guest speakers
- Lac Courte Oreilles Stories programs 1-3. (Video tape)

Part 2: Learning the art of storytelling

- Similarities and differences between oral history and storytelling
- When and where storytelling takes place
- Communication skills: pitch, speed, inflection, volume, quality, enunciation, facial expressions, body language, and movement
- Story composition: topic, introduction, message, use of descriptions, characters

Assignment 1

Now that you have heard stories performed, and learned the skills that go into them, it is time for you to tell a story to the class. You may choose to do **ONE** of the following:

1. Choose a traditional story you have heard told. Research various versions of the story and choose one to perform. Include in your presentation an explanation of why you have chosen this version of the story to be told, and the setting within which this story would usually be related. Then using the communication skills taught in class, tell the story to the class.
2. Research an event of local history from a positive Anishinaabe perspective (ex: the story of Chief Shingwauk). Include in your presentation an explanation of why you feel this event is significant to preserve within our oral culture. Then using the communication skills taught in class, tell the story to the class.
3. Create a story of your own from your own experience or make up a story using more traditional characters and situations. Include in your presentation an explanation of the role you have designed this story to play: Is it teaching a lesson, or is it purely for entertainment? Then using the communication skills taught in class, tell the story to the class.

Anishinaabe Dance

Part 1: History of Anishinaabe dance

Part 2: History of Pow-wow dance

Part 3: Pow-wow dance types

Part 4: Pow-wow regalia

Assignment 2:

Attend a powwow and write a four page paper describing the experience. Include a brief section on the history of the pow-wow based on research. At the pow-wow, interview at least two dancers of different styles (e.g. one women's traditional dancer, and one men's fancy dancer) about their dance category and about their views on the pow-wow as a whole. Please provide references at the end of your paper for the interviews and other sources consulted for your paper.

**V. Grades**

Attendance and participation:	40%
Journal	10%
Assignment 1	20%
Assignment 2	10%
Final Exam (dance)	<u>20%</u>
	100%

**Attendance and Participation:**

Attendance and participation is vital for this course. Storytelling is a participatory activity either as a storyteller, or as a listener. There will be many class activities that can not be made up if missed.

**Journal:**

The journal is a place to write down your reactions to class speakers and assignments, ask questions not covered in class, or even jot down story ideas.

**COLLEGE EVALUATION SYSTEM:**

Letter grades, for transcript purposes, will be calculated as follows:

90% - 100% = A+

80% - 89% = A

70% - 79% = B

69% - 69% = C

Below 60% = R (Repeat of the course)

**SPECIAL NOTES:**

Students with special needs (e.g. physical limitations, visual impairment, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the rights to modify the course as he/she deems necessary to meet the needs of students.

Significant learning takes place in the classroom through an interactive learning approach, therefore, ALL students must attend 60% of the classes to obtain a passing grade.

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per each day late.