

# Native Report Season 16 Episode 1

## Art Heals: The Jingle Dress Project

### Watch the Video:

Facebook: <https://www.facebook.com/watch/?v=320451445881781>

YouTube: [Art Heals: The Jingle Dress Project](#)

Grade level: 10-12

Time needed: 20-30 minutes of one class period (more for inclusion of enrichment activities)

### Materials Needed:

WDSE's Native Report video

Student copy of the viewing guide

Access to Tapahe Photography's website: <https://tapahe.com/index.html#section5>

Access to St. Paul Park's website: <https://www.stpaul.gov/facilities/indian-mounds-regional-park>

### Minnesota ELA Standards:

**10.2.1.2** Write with command of grammar and mechanics to influence voice and style.

**10.3.1.1** Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) Expressing one's own ideas, stories, and experiences.

**10.3.3.1** Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline

**9.9.1.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively.

### Minnesota Art Standards:

**5.7.4.8.1** Analyze ways cultures influence representation of ideas, emotions, and actions.

**5.9.4.8.1** Evaluate the impact of an artwork to influence ideas, feelings, and behaviors of specific audiences.

**9.1.1.5.1** Analyze how the elements of visual art including color, line, shape, value, form, texture and space; and principles such as repetition, pattern, emphasis, contrast and balance are combined to communicate meaning in the creation of, presentation of, or response to visual artworks.

**9.1.3.1.1** Analyze how a work in dance influences or is influenced by the personal, social, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.

**9.1.3.2.1** Analyze how a work in media arts influences and is influenced by the personal, social, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.

### Minnesota Social Standards:

**14.6.1** Describe how one's sense of place is developed, including wisdom from Dakota and Anishinaabe voices.

### Objectives:

- Analyze the importance of healing in relation to body, mind, spirit, and place
- Interpret photographs
- Connect the pandemic of 1918-19 to the current COVID pandemic
- Understand the role of tradition to well-being

### Essential Question:

How can jingle dress dancing help heal?

### Activities:

Watch the video.

Complete the guide.

Share and discuss responses with the class.

**Distance learners** can access an edpuzzle of this episode. Log-in/create account at [edpuzzle.com](https://edpuzzle.com). Search for “Art Heals: The Jingle Dress Project”

**Enrichment Activities:**

- Research more of the history of the jingle dress. Address such questions as: Why the cones? Can they be made from any material? What is the significance of the sound? How many should be on a dress? Who can do the jingle dress dance? Is the footwork symbolic? Include any other information you find important. Present your findings to the class.
- Do you, or someone you know, participate in an activity you find healing? For example: walks/hikes, fishing, yoga, playing a musical instrument, drawing, dancing. What is it about the activity that heals you? How do you feel afterwards? Write a brief explanatory essay sharing your activity.
- Where else do you think the healing dance of the jingle dress should be done? Write a proposal to Eugene Tapahe telling him where else the project should visit and why.
- Use digital platforms such as Flipgrid, YouTube, Loom, Storyboardthat, Pear Deck, Google Slides.

Name: \_\_\_\_\_  
\_\_\_\_\_ / 32 points

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Click the link to access the episode on WDSE's Native Report Facebook page:

<https://www.facebook.com/watch/?v=320451445881781>

Click the link to access the episode on WDSE's Youtube channel:

[Art Heals: The Jingle Dress Project](#)

*Directions:* Watch the video and respond to the following questions in complete sentences.

Art Heals: The Jingle Dress Project clip begins at :45.

1. Erin Tapahe and her father Eugene Tapahe have come to the Indian Mounds Regional Park in St. Paul to do what?
  
- 2.- 3. Retell Brenda Child's summary of the jingle dress story.
  
4. How did Eugene Tapahe's idea for the project originate?
  
5. Why is going to lands where their ancestors have walked before important?
  
6. In which regions did the jingle dress originate?
  
7. Explain how the jingle dress dance ties the pandemic of 1918-19 to the current COVID pandemic?
  
8. Brenda Child points out that when at a pow-wow and one sees the jingle dress dances, one is really seeing what?
  
9. Eugene Tapahe says that he sometimes cries over the photographs. What about them would evoke such a strong response?
  
10. Erin Tapahe is quite pleased because her father's project has given them \_\_\_\_\_ that will have a \_\_\_\_\_ on the public.
  
- 11-12. Reflect on what you just watched. Tell about the kinds of healing that can be done by this project.

### Culture Connection

*Respond to the following in one to three solid paragraphs **each** (5-8 sentences, topic, support, transition/concluding). Points will be awarded for thoughtfulness, depth, effort, and grammar. 21 points total.*

10. The “Art Heals: Jingle Dress Project” photographed at the Indian Mounds Regional Park in St. Paul, Minnesota. Why would they choose to do a photo shoot there? What is the historical significance? What about that place connects these people to their history and healing?

Visit this website to begin to formulate your responses: <https://www.stpaul.gov/facilities/indian-mounds-regional-park>

11. Go to Eugene Tapahe’s website: <https://tapahe.com/>. Read more about the jingle project. Where else have they photographed? What is the connection to those places? How does it compare to Indian Mounds Regional Park?

12. View other images that Eugene Tapahe has posted. Which one grabs your attention? Tell the title of the photo. What is it about the photograph that made you have a reaction? Look closely at the photograph. Analyze the effects of color, grayscale, values, lines, textures, composition, expressions, motions. What time of year is it? Who/what is in the photo? What type of clothing is being worn? Any accessories? What’s going on in the background? What’s the feeling that the photo evokes in you?