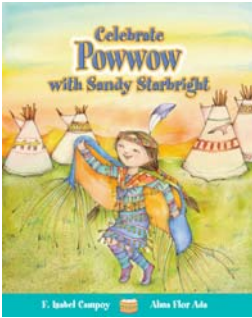


CELEBRATE A POWWOW LESSON PLAN FOR GRADES 3-6



Book/Text Set:

*Celebrate a Powwow with Sandy Starbright /
What is a Powwow?*

by F. Isabel Campoy and Alma Flor Ada

Content Overview: In the fiction story, Sandy and her family are preparing to travel to a powwow on Sandy's birthday. Sandy receives many birthday presents, which make up her outfit for the traditional dance she will perform at the powwow. Sandy can't find her moccasins, but her dad has a surprise in store for her. The non-fiction section introduces a powwow as a Native American celebration for many types of events. It explains the importance of dance, songs, drums, decorations, and animal symbols.

Materials and Preparation

- chart paper and markers
- assorted books and information on eagles
- writing paper
- assorted books on Native Americans and powwows

Standards Covered

NCSS Social Studies Strands

- I. Culture: a, c, d, e
- II. Time, Continuity, and Change: c, e
- III. People, Places, and Environments: a, b, c, e, g, h
- IV. Individual Development and Identity: h
- V. Individuals, Groups, and Institutions: b, f, g
- IX. Global Connections: a, b, d, e, f
- X. Civic Ideals and Practices: a

National TESOL Standards

- Goal 1: To use English to communicate in social settings. Standards 1, 2, 3
- Goal 2: To use English to achieve academically in all content areas. Standards 1, 2, 3
- Goal 3: To use English in socially and culturally appropriate ways. Standards 1, 2, 3

NCTE/IRA English Language Arts Standards: 1, 3, 4, 5, 6, 7, 10, 11, 12

Vocabulary

F: headband / moccasins / scarf / announce / bells / ring / glisten
designed / decorated

NF: Native Americans / harvest / proud / participate / nature / receive
outfits / regalia / fringes / features / convention center / honor
faithful / represents / respect

Pacing Guide 3 days; 45-60 minute sessions, plus optional extensions

Reading and Activities

DAY 1

Explore the Topic: Powwow / Traditional Regalia

Generate a discussion about celebrations by asking students to name some reasons or events that people celebrate. Then show pictures of Native Americans at a powwow from the book or the internet and have students observe and describe what they see in the photographs.

In the center of a piece of chart paper, write “At a powwow” and draw a circle around it. Ask students what they can tell you about a powwow after looking at the pictures. Write their responses in short phrases, radiating out from the circle so that the responses will maintain the shape of a circle, an important shape in Native American culture.

Tell students that you’re going to be reading them a story about a Native American family that attends a special celebration called a powwow, and a little girl who wears some very special clothing to the event.

Vocabulary Introduction

On the top of a piece of chart paper, write the words “powwow” and “Native American” and then write the vocabulary words for the fiction section in a column. Read the words and then have student volunteers reread and define them or use them in sentences if they can. Add to their responses as appropriate to give a clear definition for each word. Note that in this context, the word “bells” refers to the noisemakers themselves, rather than a ringing sound.

Fiction Read-Aloud & Discussion

In this session you will read aloud only the fiction story, *Celebrate a Powwow with Sandy Starbright*. Before reading the story, show students the cover and have volunteers read the title aloud and describe the setting and Sandy’s clothing. As you read, have students periodically make predictions about characters and events.

When the story is finished, have students respond to the reading. Tell them that special clothing worn to a powwow is called “regalia,” that often parts of the regalia are gifts, and that some Native Americans may take years to complete their regalia, or might keep adding to it. Then ask the following questions, using the pictures in the book for reference:

Beginning	<ol style="list-style-type: none">1. Whose birthday is it?2. What new clothes does Sandy get?3. Who took Sandy’s moccasins? Why?
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Intermediate	<ol style="list-style-type: none"> 1. Where is Sandy’s family going, and why? 2. Tell about Sandy’s regalia. 3. Tell what happened to Sandy’s moccasins.
Advanced	<ol style="list-style-type: none"> 1. Why are Sandy’s relatives giving her new clothes? 2. Describe Sandy’s regalia. 3. Explain why Sandy’s moccasins were missing.

Revisit the “At a powwow” chart. Check previous responses for accuracy and add new information volunteered by students.

DAY 2

Vocabulary Activity

Review the vocabulary word list by having students read, define, and use the words in sentences that tell about the story. Add the vocabulary words for the non-fiction section to the list. Read the words aloud with students and give them a chance to tell what they know about any of the meanings. Clarify and add to definitions as needed. Tell students they will hear the vocabulary words in the next story.

Show students the cover and title page of *Celebrate a Powwow with Sandy Starbright* and ask them to describe Sandy’s regalia. Then tell them that you’re going to read a story that gives information about powwows.

Non-Fiction Read-Aloud & Discussion

Before reading, review the “At a powwow” chart. Open the book to pages 16–17 and have a volunteer student read the section title.

Read the story, *What is a Powwow?* As you read, stop to define and discuss any words the students may not know. Have students identify the traditional components of the powwow: dances, drums, songs, and symbols, including animals. Note the eagle headdress pictured on page 29 and inform students that Native Americans have special permission from the United States government to use eagle feathers and other animal parts in their regalia. Let students know that they will be learning more about eagles later.

When the read-aloud is finished, have students answer the following questions. Use the photographs in the book during the questioning to help students with their answers:

Beginning	<ol style="list-style-type: none"> 1. What do people do at a powwow? 2. What do Native Americans wear at a powwow? 3. Name the animals on the regalia.
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Intermediate	<ol style="list-style-type: none"> 1. What might you see at a powwow? 2. What do Native Americans call the special clothing worn at powwows? Name some of the items that make up that special clothing. 3. Why are animals important to Native Americans?
Advanced	<ol style="list-style-type: none"> 1. If you went to a powwow, what would you see and hear? 2. Tell what makes up regalia and describe how it is decorated. 3. Explain how and what Native Americans learn from animals.

Review the “At a powwow” chart. Check for accuracy and add new information.

DAY 3

Vocabulary Review

Distribute the [At a Powwow worksheet](#). Have volunteers present and describe their drawings to the class.

Allow time to browse and read additional picture books about powwows and Native Americans and to add more information to the “At a powwow” chart. Also have available assorted books and other information about eagles.

Writing Activity

Students will write a persuasive argument stating why they think eagles should or should not be on the Endangered Species list. Students will use photographs and information about eagles, including the information about the importance of eagles to Native American culture found at http://www.eagles.org/native_american.htm. Another resource to use for information is Symbols of U.S. Government: The Bald Eagle at <http://bensguide.gpo.gov/3-5/symbols/eagle.html>, where there are links to even more information, including some on the Endangered Species Act.

Distribute information about eagles that students can skim for a short period of time. They may work in small groups, with each group getting different documents to save time. After some browsing time, generate a discussion about the Bald Eagle as our national bird. Ask students what they know about eagles and chart their responses on a piece of chart paper. On another piece of chart paper create two columns labeled “pro” and “con” and put this question at the top:

Should eagles be on the Endangered Species list?

Have students give reasons for and against the inclusion of eagles on the Endangered Species list, and write their responses on the chart. Review the vocabulary list to see if any of the words can be used in their writing, then tell students that as they write, you can put any additional words they need on the board.

Explain to students that they will need to choose whether they are going to write an argument for or against inclusion on the Endangered Species list. Encourage them to make some prewriting notes or an outline on scratch paper before writing their essay.

As students finish writing, direct them to proofread their writing for clarity and accuracy of capitalization, punctuation, and sentence structure.

Extensions

Writing

Pretend you are a newspaper reporter assigned to do a story about a powwow. Write an article describing activities, regalia, and the setting.

Art

Draw an outline of an animal shape on graph paper with 1 cm squares or smaller. Color the animal shape with an intricate, detailed design that includes patterns and emulates beadwork. When finished, cut out the animal shape and mount it on brown construction paper.

Music

Watch some online videos of different types of powwow dances at <http://www.drakevisual.com/powwow.html>.

Make a comparison chart showing the similarities and differences of the different types of dances performed at a powwow. A short description and photograph of the regalia for several types of dances can be found at <http://www.tpt.org/powwow/dances.html>.

Mathematics

Research historical and current statistics on Native American population. Record the changes in population on a graph. If you find periodic statistics, use a line graph to show the changes.

Science

Do an in-depth whole-class research project on eagles, or an in-depth individual research report on any wild animal. Include a description of its features, habitat, and survival needs.

Social Studies

Discuss the respect for animals shown by Native Americans and the use of eagle feathers in Native American regalia, which is endorsed by the federal government. Read about eagle feather laws at http://en.wikipedia.org/wiki/Eagle_feather_law.

Technology

Read more about powwows, the dances, and proper powwow etiquette: <http://www.snowowl.com/pwwhatis.html>

Independently or in small groups, use an interactive online map to read about Native American life in different regions of the United States: <http://www.ahsd25.k12.il.us/Curriculum%20Info/NativeAmericans/index.html>

Visit this website created by 5th and 6th grade students to learn about famous Native Americans, regional differences, activities and games, and Native American crafts:

<http://www.mce.k12tn.net/indians>

Navigate through a web chart made by 5th and 6th grade students to learn about the culture of many Native American groups and some of the famous members of those groups:

http://www.mce.k12tn.net/indians/navigation/native_american_chart.htm

Learn more about powwows and take a quiz to show how much you know:

<http://www.cradleboard.org/curriculum/powwow/supplements/powwow/index.html>

Print out, read, and discuss the Four Great Ideas of the Iroquois Confederacy, which influenced the creation of American government:

http://www.cradleboard.org/curriculum/powwow/lessons/elemsocial/el_four.html

Creative Reading

Share this book with your students using Alma Flor Ada's Creative Reading methodology based on the principles of Transformative Education. [Suggested questions](#) to initiate the dialogue are provided for Beginning, Intermediate, and Advanced levels as well as self-assessment tools for [teachers](#) and students—in [English](#) and [Spanish](#).

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