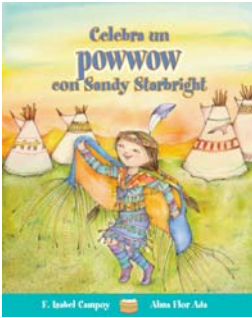


## CELEBRA UN POWWOW LESSON PLAN FOR GRADES 3-6



Book/Text Set:

*Celebra un powwow con Sandy Starbright /  
¿Qué es un 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

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

### Vocabulary

F: banda / mocasines / broche / pañuelo / abanico / anuncia (anunciar) / cascabeles  
cuentas / bordó (bordar) / tradicional \*

NF: indígenas americanos / nacimiento / orgullosos / centro de convenciones  
participar / naturaleza / trajes / flecos / respetan (respetar) / observan (observar)  
fieles / guía (guiar)

\* The word *tradicional* is not in the book; is added to the vocabulary list because it is important to the story and will be used in discussion and questions.

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

## Reading and Activities

### DAY 1

#### Explore the Topic: Powwow / Trajes tradicionales

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 “En un 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.

Introduce the term “traje tradicional” into the conversation. Have students give examples of times they have wear special clothing to an important event. After several students have responded, tell them 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. Explain that special clothing and gifts worn to a powwow are very important to Native Americans, and may take years to complete their regalia, or very special outfits. Emphasize that these outfits are not “disfraces” but very especial clothing regarded as sacred and very valuable by Native Americans.

#### Vocabulary Introduction

On the top of a piece of chart paper, write the words “powwow” and “indígena americano” and then write the vocabulary words for the fiction section in a column. Then add the word “tradicional.” 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 “cuentas” refers to beads, rather than accounts or to count.

#### Fiction Read-Aloud & Discussion

In this session you will read aloud only the fiction story, *Celebra un powwow con Sandy Starbright*. Before reading the story, show students the cover and have volunteers read the title aloud and describe the setting and Sandy’s “traje tradicional.” As you read, have students periodically make predictions about characters and events.

When the story is finished, have students respond to the reading. Then ask the following questions, using the pictures in the book for reference:

|                  |  |
|------------------|--|
| <b>Beginning</b> | <ol style="list-style-type: none"><li>1. ¿Quién cumple años?</li><li>2. ¿Qué regalos recibe Sandy?</li><li>3. ¿Quién tenía los mocasines de Sandy? ¿Por qué?</li></ol> |
|------------------|--|

|                     |  |
|---------------------|--|
| <b>Intermediate</b> | <ol style="list-style-type: none"> <li>1. ¿Adónde va la familia de Sandy? ¿Qué van a celebrar?</li> <li>2. Describe el traje de Sandy.</li> <li>3. ¿Qué pasó con los mocasines de Sandy?</li> </ol>  |
| <b>Advanced</b>     | <ol style="list-style-type: none"> <li>1. ¿Por qué le regalan a Sandy todos esos adornos?</li> <li>2. ¿De dónde saca Sandy las cosas para su traje tradicional?</li> <li>3. Explica por qué el papá de Sandy tenía los mocasines.</li> </ol> |

Revisit the “En un 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 *Celebra un powwow con 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 “En un powwow” chart. Open the book to pages 16–17 and have a volunteer student read the section title.

Read the story, *¿Qué es un 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:

|                  |   |
|------------------|---|
| <b>Beginning</b> | <ol style="list-style-type: none"> <li>1. ¿Qué se hace en un powwow?</li> <li>2. ¿Qué se ponen los indígenas americanos cuando van a un powwow?</li> <li>3. Nombra los animales o cosas de animales que ves en los trajes.</li> </ol> |
|------------------|---|

|                     |  |
|---------------------|--|
| <b>Intermediate</b> | <ol style="list-style-type: none"> <li>1. ¿Qué cosas podrías ver en un powwow?</li> <li>2. Para los indígenas son muy importantes los trajes tradicionales que llevan a los powwows. Nombra algunas de las cosas que forman esos trajes.</li> <li>3. ¿Por qué son importantes los animales para los indígenas americanos?</li> </ol> |
| <b>Advanced</b>     | <ol style="list-style-type: none"> <li>1. Si fueras a un powwow, ¿qué crees que podrías ver y escuchar?</li> <li>2. Describe un traje tradicional indígena.</li> <li>3. Explica cómo y qué aprenden los indígenas americanos de los animales.</li> </ol>   |

Review the “En un powwow” chart. Check for accuracy and add new information.

## DAY 3

### Vocabulary Review

Distribute the [En un 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 “En un 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.geocities.com/Athens/Atrium/9449/s8fgon.htm> Another resource to use for information is at <http://usinfo.state.gov/xarchives/display.html?p=washfile-spanish&y=2007&m=April&x=20070424100645bretnuh0.8941156> .

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 “a favor” and “en contra” and put this question at the top:

**¿Debe estar el águila en la lista de especies en peligro de extinción?**

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>.

Learn about Native Americans and powwows, including different types of dances at: <http://www.usatourist.com/espanol/inside/indians2.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**

Research indigenous cultures of the Americas, their history, traditions, contributions, and current status. A good source to start is an article at <http://es.wikipedia.org/wiki/Amerindio>. This page provides links to further study various Indigenous peoples from different countries.

### **Technology**

Read more about Native Americans at:

<http://www.usatourist.com/espanol/inside/indians.html>

Travel online to the Navajo land:

<http://www.usatourist.com/espanol/adventure/navajo.html>

Learn about the National Museum of the American Indian at:

[http://www.nmai.si.edu/subpage.cfm?subpage=collaboration&second=community\\_processionSP](http://www.nmai.si.edu/subpage.cfm?subpage=collaboration&second=community_processionSP)

Learn about the Iroquois Confederacy, which influenced the creation of American government, at:

[http://es.wikipedia.org/wiki/Confederaci%C3%B3n\\_Iroquesa](http://es.wikipedia.org/wiki/Confederaci%C3%B3n_Iroquesa)

Listen to some Native Americans stories at:

[http://www.nmai.si.edu/livingvoices/html/sp\\_perfiles.html](http://www.nmai.si.edu/livingvoices/html/sp_perfiles.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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