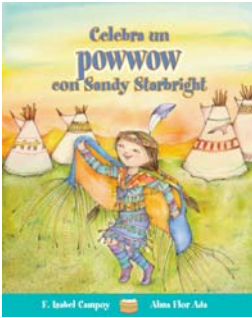


CELEBRA UN POWWOW LESSON PLAN FOR GRADES K-2



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 or butcher paper and markers
- construction paper
- prepared book pages
- 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

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

Vocabulary

F: banda / mocasines / cinturón / broche / pañuelo / abanico / anuncia (anunciar)
cascabeles/ cuentas / brillan (brillar) / bordó (bordar)

NF: indígenas americanos / cosecha / orgullosos / praderas / participar / alegre
naturaleza / reciben (recibir) / trajes / flecos / plumas / formas
respetan (respetar) / amigables

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

Reading and Activities

DAY 1

Explore the Topic: Powwow / Indígenas americanos

Before starting the lesson, prepare a sheet of butcher or chart paper by cutting it into a circle or by penciling in a curve at the top and bottom to create the illusion of a circle, an important shape in Native American culture. Following the top curve, write “¿Qué es un powwow?” and following the bottom curve, write “¿Qué se hace en un powwow?”

Generate a discussion about special celebrations. Ask students to name some reasons or events that people celebrate. After a short discussion, show students some pictures of Native Americans at a powwow from the non-fiction section of the book or from the internet, introduce the word “powwow,” and have students observe and describe what they see in the photographs.

Post the powwow circle chart and ask students the two questions. Write their responses inside the circle as questions: “¿Es un/una _____?” or “¿Se _____?” etc. When finished, tell students they’ll be answering these questions later.

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 “indígena americano” and then write the vocabulary words for the fiction section in a column. Read the words with the students one at a time, asking if anyone knows any of the meanings. As students respond, add to their responses as appropriate to give a clear definition for each word. If possible, glue small photographs of each item of clothing next to the corresponding word. Note that in this context, the word “banda” refers to a headband, not to a music band, and “cuentas” refers to beads not to a form of the verb “contar.”

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 read the title aloud. Have students describe the setting and Sandy’s clothing, and tell what they think the story will be about. Explain that Sandy is a Native American (“una indígena Americana”) and this image shows her wearing traditional regalia (“un traje tradicional”). As you read, have students predict what will happen next before turning each page.

Have students review the story line, then ask the following questions, using the pictures for reference:

Beginning	<ol style="list-style-type: none"> 1. ¿Quién cumple años? 2. Nombra dos cosas que se puso Sandy para el powwow. 3. ¿Quién tenía los mocasines de Sandy?
Intermediate	<ol style="list-style-type: none"> 1. ¿Por qué éste es un día especial para Sandy? 2. ¿Qué se pone Sandy para el powwow? 3. ¿Qué problema tenía Sandy con sus mocasines?
Advanced	<ol style="list-style-type: none"> 1. ¿Adónde van Sandy y su familia? ¿Qué van a celebrar? 2. Habla sobre el vestido y los adornos que se puso Sandy. 3. Describe los mocasines de Sandy. ¿Quién los bordó?

Revisit the powwow circle chart. Read each question aloud and have students answer “Sí.” or “No.” according to what they learned from the story. Write “Sí” next to any of the statements which are true of a powwow.

DAY 2

Vocabulary Activity

Review the vocabulary word list by having students read the words with you. Have them define the words and use them in sentences that tell about the story. Add the vocabulary words for the non-fiction section to the list. Read the words aloud one at a time, have students repeat them, and give them a chance to tell what they know about any of the meanings before defining them and using them in sentences. 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 tell you about Sandy’s regalia (“traje tradicional”). Then tell them that you are going to read a story that tells about what happens at a powwow.

Non-Fiction Read-Aloud & Discussion

Before reading, review the “¿Qué se hace en un powwow?” portion of the powwow circle chart. Open the book to pages 16–17 and have students read the section title with you.

Read the story, *¿Qué es un powwow?* As you read, stop to define and discuss any words the children may not know. Also, stop as appropriate to point out the traditional components of the powwow: dances, drums, songs, and symbols, including animals. Provide ample time to examine the photographs and discuss the rich details of the images.

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

Beginning	<ol style="list-style-type: none"> 1. ¿Qué es un powwow? 2. ¿Qué se hace en un powwow? 3. Señala un traje que tenga un dibujo o la forma de un animal.
Intermediate	<ol style="list-style-type: none"> 1. ¿Para qué hacen los indígenas los powwows? 2. ¿Qué actividades se realizan en un powwow? 3. ¿Qué animales ves en los trajes (págs. 28-29)?
Advanced	<ol style="list-style-type: none"> 1. Explica qué es un powwow, y por qué se realizan. 2. Describe varias cosas que se pueden hacer en un powwow. 3. ¿Por qué muchos trajes de los indígenas americanos tienen dibujos o formas de animales?

Review the powwow circle chart by reading each question again and adding “Sí” next to those that are true.

In the center of another piece of chart paper, write “En un powwow...” inside a circle and ask students what they’ve learned about powwows. Write student responses in short phrases around the circle, in various colors of markers. Leave both charts on display.

DAY 3

Vocabulary Review

Distribute the [El traje de Sandy worksheet](#). Help students with the reading as needed. Make sure they understand the directions.

As students finish, give them time to browse and read additional picture books about powwows and Native Americans. After this independent book time, revisit the question chart to answer any questions that might be still unanswered, and the “En un powwow...” chart to add any new information.

Writing Activity

Before starting this activity, collect a variety of photographs of wild animals that will be familiar to the children and which they can use to glue onto the covers of the books they will make. Students can help find pictures in magazines.

Also before starting the activity, copy the following prompts onto half sheets of white paper and make copies for all the students:

_____ vive _____ .
 Creo que _____ come _____ .
 Yo sé que _____ puede _____ .
 Me gusta _____ porque _____ .

Explain to students that they will write about an animal, telling where it lives, what they think it eats, how it moves, and what they like about it.

Model the process for students before they write on their own using a picture of a common animal, such as a frog. Write the prompts on a piece of chart paper. Tell students everyone is going to write a quick story together first, and then they will each write their own. Hold up the picture and read the first prompt. Elicit information from students by using the picture for clues and fill in all the blanks with their responses.

Have students choose an animal picture and then hand out the prompt sheets. As students work on their writing, make sure they are using their photographs to help them get information. Instruct them to include the appropriate article before the name of the animal (“el” or “la”). Tell students that as they write, if there are words they need to know how to spell, you can put them on the board for them. For some students, it may be helpful to give them just one page at a time.

As students finish their writing, staple the pages into a construction paper cover and have them glue their animal picture on the front. When finished, have students read their books to themselves and each other, and invite volunteers to read their books aloud to the class.

Extensions

Writing

Write what you would do if you went to a powwow. Use the sentence starter, “Si algún día voy a un powwow...” and either repeat it to make a patterned story, or write a few sentences and illustrate. Use the vocabulary charts to help with spelling and ideas.

Art

Draw an outline of an animal shape on graph paper. Color the squares in a pattern. Cut out the animal shape when finished, mount it on brown construction paper, and display in the classroom.

Music

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

Listen to a variety of recordings of Native American powwow drums at http://www.gatheringofnations.com/native_american_music/hand_drum_blues.htm. Listen to the different rhythms and use a variety of rhythm instruments or clapping to copy the rhythmic patterns.

Mathematics

Use beads or colored macaroni to create patterned bracelets or necklaces. Explore other patterns as well, including drum and other rhythm patterns. Translate drum patterns to visual patterns with colors and shapes.

Science

Use the last question in the book as a jumping-off point for animal research. Write a class book about favorite animals with a picture and one fact for each animal on each page.

Social Studies

As a whole class, read and discuss Indigenous myths in different countries of Latin America at <http://www.oas.org/children/mitos/mitos2.html>

Technology

Plan an online memory game with Native American symbols:
http://www.mce.k12tn.net/indians/games/native_american_games.htm

Weave a virtual belt online with three colors of beads to make a pattern:
<http://www.nativetech.org/beadwork/wampumgraph/index.html>

Be creative with a virtual coloring book
<http://www.nativetech.org/games/coloring/index.html>

Have fun dressing yourself in gold:
http://www.banrep.gov.co/museo/esp/n_vistete.htm

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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Developed by Renee Goularte

Renee Goularte started teaching in the late 1980s. She has taught students in all elementary grades, and has worked specifically with English language learners, at-risk students, and GATE students. Renee holds a Master's Degree in Elementary Education from San José State University. In addition to teaching, she also writes and presents workshops for teachers. Renee lives in Northern California.