

“Wow! It’s a Powwow!”

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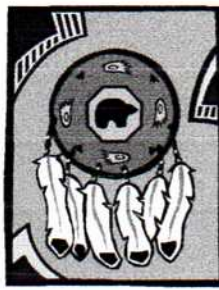
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For information concerning the Teacher to Teacher Connection, please contact Susan Copeland at the Polk Education Foundation at 863-534-0434, or at scopeland@pcsb.k12.fl.us. To apply for a grant to curtail the cost of implementing this program, please complete the Adapter Application found in the Idea Catalog of Excellence which was sent to your school.



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Program Objectives and Skills

The purpose of our program is to teach about Native American life in the early days of our country by incorporating many different skills and styles of learning. This unit includes lessons in the areas of mathematics, language arts, and social studies, science, art, and music. Listening, speaking, visual, and hands-on activities are included in the unit to enhance learning for all students. All children, regardless of their backgrounds or abilities, will experience success in some or many of the activities in the unit. The unit is also easy to use and adapt and could be implemented at any grade level. It can be taught in one or two weeks. The duration of the unit can be easily changed to fit an individual teacher's needs and schedule.

We believe that our unit contains significant value to the students. It is important for children to learn about other cultures and the history of the United States of America. Native Americans are an integral part of our country's history. The students become motivated and interested in learning about Native American tribes from different parts of the country. The children also enjoy presenting their tribal history to other classes. They do not only learn about their tribe, but the other tribes as well through the presentations.

Math

We teach math with the use of patterns, estimating, and measuring. The Students learn to make and continue a pattern. We explore the patterns used by Native Americans in their clothing and art work. The students also learn about estimation and weight when working with dehydrated foods. The topic of measurement is also covered in the unit. The students measure the totem pole they create.

Language Arts



Language arts are an integral part of the unit. Students will work together as a class to write a verse for a song. Rhyming words are emphasized in the song. The class also works collaboratively to retell a Native American legend.

Picture symbols are explored in the Native American unit. The students are shown several examples of symbols found in Native American artwork and artifacts. The picture symbols are used to write a "skin story".

Social Studies

The students will be exposed to the wonderful culture of Native Americans through the unit. Each class chooses a different Native American tribe to explore and learn about. The class will study the history and customs of their particular tribe.

Science

Science skills in the unit focus on the ways that Native Americans influenced the growth of crops. Students will learn about simple machines and how Native Americans used them. The dehydration of food will also be discussed and experimented with.



Art and Music

Art is an integral part of the Native American culture. The concept of symmetry can be identified on totem poles, drawing, and clothing. Students will learn the difference between petroglyphs and pictographs.

Music is essential at the powwow. The students learn to keep rhythm by clapping or using student made instruments. They also contribute a verse to the song "A -hunting We Will Go."



The Powwow

At the end of the unit a Native American Powwow is held. The students dress up in the vests and headbands, which they have created. All of the tribes gather together in a classroom or outside area. They share with each other what they have learned about their tribe. The powwow is a great culmination activity.

Social Studies / Language Arts Lesson Plan:

Native American Homes

Purpose: The purpose of this social studies lesson is to introduce the various styles of Native American homes to the students.

Objective: The students will be able to create a replica of their tribe's home and to write in their journal about the home.

Materials: pictures of Native American houses, supplies for the style of home that the tribe lived in, journals or paper

Anticipatory Set: Ask the children what type of houses they think the Native Americans lived in. Explain that not all Native Americans lived in tepees. Each tribe had their own unique style of home.

Contents/Concepts: Display pictures of Native American houses, such as, a chickee (Seminole), tepee (Plains), hogan (Navajo), long house (Iroquois), plank house (Northwest), brush lodge (Apache), and pueblos (Hopi). Discuss how the tribe's location influenced the type of house they built. Locate the tribe on the map. What building materials were available to them? What about the climate? Did the tribe travel a lot and need a house they could move with them?

Independent Practice: The students work in groups or individually to construct a replica of their tribe's home. The house will be used at the powwow to teach the other classes about their tribe's home.

Closure: Display the replicas and talk about how they were built. Then the students journal to the prompt, "How would you like to live in a house like the one you made?"



Social Studies Lesson Plan: Creating a Tribal History

Purpose: The purpose of this lesson is for the students to explore and record their tribe's history and background.

Objective: The students will be able to draw and write a brief tribal history.

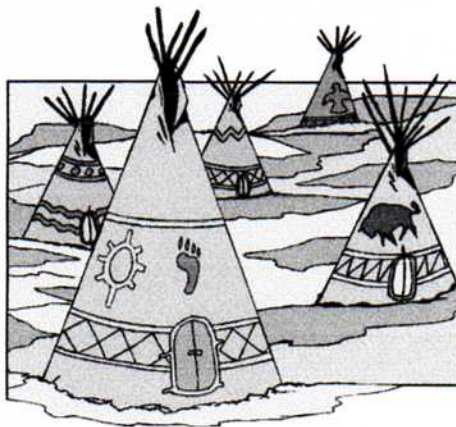
Materials: tag board, crayons or markers, pencils, pictures of the tribe's homes and clothing, map of the United States

Anticipatory Set: Show the students the pictures of the tribe's type of home and clothing styles. Ask them to describe the homes and clothing.

Contents/Concepts: First, discuss where the tribe lived and locate it on a map. Next, list the kinds of food the tribe ate. Compare and contrast how these foods are the same or different from what the students eat today. Then, name the ways the tribe traveled. Ask the students why the tribe used this means of transportation. Relate how the location of the tribe influenced their choice of food, clothing, transportation and housing.

Independent Practice: The students will create a poster depicting their tribal history. The poster will include the name of the tribe, location, food sources, means of transportation, clothing styles, and the type of home the tribe lived in.

Closure: The students share their posters. A few of the posters will be shared at the powwow with the other classes.



Language Arts / Art Lesson Plan:

Picture Symbols, Petroglyphs, and Pictographs

Purpose: The purpose of this lesson is to identify pictures as language and use picture symbols to make a make-believe history for their tepees or vests.

Objective: The students will be able to create a brief make-believe family history to illustrate on their tepees or vests.

Materials: paper bags, paper, crayons, markers, scissors, and stapler

Anticipatory Set: Ask how Native Americans might have recorded or written down their family history? Show the students pictures of petroglyphs, pictographs, and / or picture symbols.

Content/Concepts: Discuss ways Native Americans recorded family history with petroglyphs or pictographs. Discuss how family history is recorded on a tepee.

The top of the tepee represents the sky, the bottom represents the ground, and the middle is their family history.

Independent Practice: The students will draw a family history on their tepee and use symbols to decorate their vest.

Closure: They will wear their vests to the Powwow.



