“Wow! It's a Powwow!”

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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.
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.
Purpose: The purpose of the lesson is to introduce the students to using picture symbols in writing a story.

Objective: The students will be able to create their own “skin story” using a picture dictionary.

Materials: a copy of the picture dictionary, large brown paper grocery bags (½ of bag for each child), brown and black tempera paint, felt pens, newsprint paper (for preplanning), pencils, newspaper

Anticipatory Set: Ask the children how they think that Native Americans of long ago wrote stories. Explain that they had no written alphabet like we have today.

Contents/Concepts: Discuss how the class might write a story using only pictures. Display the picture dictionary or give each student a copy.

Next, have each student preplan what they will draw on newsprint.

Independent Practice: To make the “skin” give each student a square cut from a paper bag. First, crumple the bag. Next, fold the paper in half and tear or cut it into an animal skin shape. Unfold the paper and place it on newspaper. Mix a small amount of the black paint with a little brown paint and use it to paint the “skin.” Then have the students write a story on the “skin” with felt pens. They should use only symbols to write their story. The pictures should be written in a circular shape around the “skin.”

Closure: The students may share their skin stories with their class or another class.
Language Arts / Music Lesson Plan: "A Hunting We Will Go"

Purpose: The purpose of this lesson is for the students to identify rhyming words.

Objective: The students will be able to complete a verse of "A Hunting We Will Go" by using rhyming words.

Materials: a copy of the song "A Hunting We Will Go", paper and pencils

Anticipatory Set: Sing "A Hunting We Will Go"

Content/Concepts: Have the students brainstorm rhyming words with animal names. Work together as a class to write a verse for the song to share at the Powwow.

Closure: The students will share their verse at the Powwow.

Sample verses of "A-hunting We Will Go":

(Sung to the tune of "The Farmer in the Dell")

A-hunting we will go.  A-hunting we will go.
A-hunting we will go.

We'll catch a fox and put him in a box.
We'll catch a snake to cook or bake.

A-hunting we will go.  A-hunting we will go.
A-hunting we will go.

A-hunting we will go.
We'll catch a hare and eat it with a pear.

A-hunting we will go.
A-hunting we will go.

A-hunting we will go.
A-hunting we will go.

A-hunting we will go.
A-hunting We Will Go

A-hunting we will go.
A-hunting we will go.
We’ll catch a _______________________

A-hunting we will go.
Math / Science Lesson Plan: Dehydrating Food

**Purpose:** The purpose of this lesson is for the students to estimate, weigh, and compare fruit before and after dehydrating.

**Objective:** The students will be able to estimate, weigh, and compare the fruit.

**Materials:** fruit (apples sliced thin, bananas sliced thin, grapes), dehydrator, scales, paper, and pencils

**Anticipatory Set:** Show the students some dried fruit. Ask them what happened to it and why.

**Contents/Concepts:** Discuss how Native Americans might have stored fruit. Lead the discussion to spoilage problems and how they could solve it. Cut up bananas and already cored apples with plastic knives. Place on dehydrator tray in a single layer with grapes. Estimate the weight of the fruit tray, then weigh it. Record results for comparisons to be made later. Make estimations of weight for the dehydrated fruit. Dehydrate fruit for 2 to 3 days. Weigh dehydrated fruit. Compare before and after weights.

**Cooperative Practice:** The students will work together to make a chart of before and after weights, and illustrate before and after fruits.

**Closure:** The students will share their dehydrated fruit at the Powwow.
Math Lesson Plan: Totem Poles

Purpose: The purpose of this lesson is that the students will work in small groups to construct a totem pole and measure the totem pole.

Objective: The students will be able to work cooperatively in groups to make a totem pole decorated with paint or markers and to measure the height and width of the totem pole with standard or non-standard methods.

Materials: cardboard boxes in various sizes (small to large), bulletin board paper in a variety of colors, tape, paint or markers, pictures of totem poles

Anticipatory Set: Show the class pictures of totem poles from books or other sources. The children should orally describe the totem pole.

Contents/Concepts: Discuss as a class or in small groups what the “tribe” would like their totem pole to look like. Record some ideas on a chart or web.

Independent Practice: Divide into small groups with each group having a box wrapped in bulletin board paper. The students will take turns decorating their box using paint or markers. Allow the boxes to dry overnight. The class can estimate how tall and wide they think the totem pole will be when it is assembled. “Build” the totem pole by placing one box on top of the other. Start with the largest and end with the smallest on the very top. Children can work in small groups or as a class to measure the totem pole using string, cubes, paper clips, and a ruler or yardstick.

Closure: Compare the estimation to the actual measurement. Who came the closest? Explain that the totem pole will be used again at the upcoming powwow.
Science Lesson Plan: Simple Machines

Purpose: The purpose of this science lesson is for the students to identify some of the simple machines used by Native Americans.

Objective: The students will be able to identify simple machines in pictures and illustrate one simple machine. They will also tell how it is used.

Materials: pictures of simple machines (axes, travois, bow and arrow, etc.), paper, and crayons

Anticipatory Set: Discuss simple machines that the students may have seen used around their home. Ask how they are used and why.

Contents/Concepts: Display pictures of Native Americans using simple machines from books or magazines. Discuss how they are similar and different to those used today. Also discuss how simple machines made work easier and faster. Explain that the travois was created by the Native Americans of the Plains. They used it to help them carry things as they traveled from place to place. The travois was pulled usually pulled by a dog or a horse.

Independent Practice: The students illustrate one simple machine used by the Native Americans and tell how it is useful.

Closure: The students share their illustrations.
Music Lesson Plan: Making Instruments

Purpose: The purpose of this lesson is for the students to gain an understanding of simple instruments and rhythm.

Objective: The students will be able to create an instrument and keep rhythm.

Materials: cylinder shaped containers or toilet paper rolls, glue, markers or crayons, scissors, rice, tape or CD of Native American music, and ½ of a sheet of construction paper

Anticipatory Set: Play a Native American song. Discuss what feelings or thoughts they had as they listened to the music.

Contents/Concepts: Talk about what instruments they heard in the song. Discuss rhythm and practice keeping the steady beat while clapping to music.

Independent Practice: The students create an instrument using cylinder shaped containers or toilet paper rolls. They could make a "shaker" by covering the ends of the toilet paper roll with thick paper. Cover one end first and put a small amount of rice inside. Then cover the other end. Next, decorate a half a sheet of construction paper with Native American designs and symbols. The students wrap the paper around the roll and glue it down. They can also make drums using cylinder shaped containers or cans and decorate them.

Closure: The instruments will be used to keep rhythm with the song.
Math Lesson Plan: Patterns for Headbands

Purpose: The purpose of this lesson is for the students to identify and continue patterns.

Objective: The students will be able to create and continue a pattern to make a headband.

Materials: 2" or 3" wide by 24" long pieces of tagboard, crayons or markers, construction paper

Anticipatory Set: Show the students examples of patterns. Have the students explain what the pattern is.

Contents/Concepts: Have the students discuss:
How colors (or shapes) form a pattern? How would they continue the pattern? What comes next in the pattern? Then have students work in pairs. One student forms a pattern with pattern blocks and asks his or her partner to duplicate it. Then the students describe their pattern orally.

Then the second student forms a new pattern for the other student to duplicate. Again, the pair can describe the pattern orally.

Independent Practice: The students create a headband with markers or crayons using a repeating pattern. They trace construction paper feathers to add to their headbands.

Closure: The students will wear their headbands to the Powwow.
Feather pattern for headbands.
Language Arts Lesson Plan:

Retelling a Native American Legend

**Purpose:** The purpose of this lesson is for the students to retell a Native American legend.

**Objective:** The students will be able to retell the legend using words and pictures.

**Materials:** paper, crayons, pencils, and a copy of *The Legend of the Indian Paintbrush* by Tomie dePaola

**Anticipatory Set:** Display the cover of the book and discuss what the students think the book might be about. Make some predictions about the story.

**Contents/Concepts:** First, read the book *The Legend of the Indian Paintbrush*. For each page ask a comprehension question and have the students describe what they see in the pictures. Next, discuss how we are all different and that we each have a special gift or talent like Little Gopher did in the book. Last, tell the students that Indian Paintbrush blooms in Wyoming, Texas, and the high plains. There are many stories about the origin of the Indian Paintbrush. Ask the students how they think that the Indian Paintbrush plant began to grow.

**Cooperative Practice:** The students will work together to write and illustrate a retelling.

**Closure:** The class reads and discusses the story they wrote.
Art Lesson: Designing Petroglyphs

Purpose: The purpose of this lesson is for students to create a petroglyph.

Objective: The students will be able to cooperatively create a petroglyph.

Materials: butcher paper, wide brown crayons, watercolor paint (earth tones), brushes, black or brown tempera paint, twigs or wooden drawing tools to paint with

Anticipatory Set: Show the students pictures of petroglyphs.

Contents/Concepts: Discuss that throughout time man has recorded important events in art. Early Native Americans drew or etched their drawings on the walls of caves. Petroglyphs have survived for generations. Animals and the hunt were often the theme of these cave murals. Drawing an animal’s image was a way to possess its spirit and ensure a successful hunt. Some examples are bison, deer, other large mammals, the hunt, and village life. The artist often signed his work with a handprint.

Cooperative Practice: Practice drawing some petroglyphs. Prepare the mural by cutting the butcher paper into manageable sizes. Tape paper to school’s outside wall. Have students use the sides of fat, brown crayons to create a rough textured effect on the paper. Once the paper surface is well rubbed by the side of the crayon, remove the mural paper and return to classroom. Have students select what they are going to create. Practice with the twigs (drawing tools) using tempera paint. When students feel confident, have them paint their petroglyphs on the mural. Let dry. Use watercolors to paint lightly on their petroglyph. Stress that Native Americans only had use of colors or dyes that they could make from nature (earth tones): brown, yellow, red, orange, tan.

Closure: Display murals at Powwow.
Directions for “The Big Fish” Story

As you tell the story, draw each part on a chalkboard or chart.

The Big Fish

It was a bright, spring morning...two young Native American braves sat beside a lake.

"Let's go fishing!" they said. So they climbed into their canoe that looked like this...

They paddled and paddled in their little canoe. They sailed east and they sailed west. They sailed north and they sailed south. But... they didn't see one single fish! Quite suddenly they heard a big SPLASH. An enormous fish popped its head out of the water like this...

The fish had gobbled up the bait and the young brave had put on his fishing line. He started swimming away very fast. The big fish was so strong that he dragged the braves and the canoe all around the lake. It was an exciting but frightening ride....

They even went down a waterfall just like this....

Finally the fish began to tire. It swam slower and slower and slower. (Draw the line back from the “waterfall” slower as you tell this part.) He swam very close to the canoe. Oh my, but he was a big fish!
Directions for “Making Rain”

1. Students sit in a circle. Everyone must be still and quiet.

2. The leader begins by rubbing his/her thumb and two fingers back and forth to make the mist. As the leader waves the mist over the students, they join in making the mist and continue making the mist until the leader comes to them again.

3. The leader then changes his motion to rubbing his/her palms back and forth to pass the drizzle. The leader walks around the circle to have the students change from the mist to the drizzle.

4. The process continues with making rain by patting thighs lightly, then patting thighs faster for the downpour. For the downpour, the other teachers spray the students with water from squirt bottles while trying not to let the students see it coming. One teacher flashes the lights on and off like a thunderstorm.

5. To end the storm, the process is reversed until the leader is making the mist alone.
1. As each tribe (class) comes to the Powwow, they raise their totem pole in the area where they will sit.

2. One teacher serves as the leader and welcomes everyone to the Powwow.

3. Each class shares what they have learned about their tribe and the things they have made.

4. The leader then leads "A-hunting We Will Go" as each class shares their verse.

5. One teacher tells the story the "The Big Fish".

6. Making "Rain" ends the Powwow. (The dehydrated food, nuts, and popcorn can be served during the Powwow or at the end to take to their own room to enjoy.)
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</table>

**Teacher's Name:** Bobbie Spadlin and Carol Valentine

**School:** Frostproof Elementary School

**Budget Amount:** $199.59

**Shipping and Handling:** $20.00

**Subtotal:** $191.49

**Cost:** $191.49

**Tax:** $2.49

**Total:** $193.98