



The Denver March Powwow

Denver Public Schools

In partnership with Metropolitan State College of Denver

El Alma de la Raza Project



The Denver March Powwow

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Grades ECE–2

Implementation Time
for Unit of Study: 4 weeks

Denver Public Schools
El Alma de la Raza Curriculum
and Teacher Training Program

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The Denver March Powwow

Unit Concepts

- Powwow
- Literature
- Cultural traditions
- Music
- Ceremonies
- Dance
- Regalia
- Drumming
- Art
- Diversity

Standards Addressed by This Unit

Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

History

Students understand that societies are diverse and have changed over time. (H3)

Introduction

Every March in Denver, American Indians gather to celebrate friendships, food, and family through dancing and attending the Denver March Powwow. People come from all parts of the United States and Canada to participate in this grand event which kicks off what has become known as the “Powwow trail.” The purpose of an intertribal powwow is to celebrate traditions, friendships, and culture through singing, dancing, and socializing. The continuation of traditions and culture are the main emphasis of a powwow.

The circle is an important symbol that guides the overall events of a powwow. In the words of Black Elk:

“The power of the world always works in circles, and everything tries to be round. In the old days when we were a strong and happy people, all our power came to use from the sacred hoop of the nation, and so long as the hoop was unbroken, the people flourished.”

In this tradition, all aspects of a powwow exemplify a circle. The arena is in a circle, the dancers move in a circle, and the drums are in a circle around the arena. In a literal manner, the drum itself is round and is the heartbeat of the powwow.

Most powwows begin with the ceremony of a Grand Entry, during which honor songs are continuously sung. The eagle staff is the first to enter the circle. Following this, the color guard brings in the flags of the state, country, and tribal nations. Behind the color guard, the Tribal Princesses representing their Nation are introduced. Dancers enter by category with all elders leading. The significance of Grand Entry is to introduce all participants to the circle, which includes dancers, singers and the head staff (the persons in charge of the coordinating the dancers and miscellaneous events during the powwow session.) The dancing and singing is only a portion of the significance of the powwow. Arts, crafts, and food are also an important component of celebrating. The arts and crafts highlight the expertise and talent of indigenous people who are continuing traditional forms of art and combining those traditions with contemporary approaches.

Powwows promote a strong sense of community and celebration of American Indian people, which can be shared by everyone involved. One must always keep in mind that powwows are place of respect and honor. It is a time for connecting with family and friends and becoming a part of the circle.

Instructional Materials and Resources

Materials:

Authentic materials—buckskin, satin, beadwork, and velvet
Cardstock pictures of dress/dance
Beads
String
Tea bags
Drum audiotape
Drum worksheet
Map (photocopy for each student)
Fine-tipped pens for drawing

Books:

Powwow by George Anconca
Drumbeatheartbeat: A Celebration of the Powwow by S. Braine
Eagle Drum: On the Powwow Trail with a Young Grass Dancer by R. Crum
Powwow: A Good Day to Dance by J.D. Greene
Powwow: Dancing the Circle by Karen Harvey and Rose McGuire
Celebrating the Powwow by Bobbie Kalman
Shannon: An Ojibway Dancer by S. King
Lakota Hoop Dancer by J. Left Hand Bull and S. Haldance
Red Bird by B. Michell
Regalia: American Indian Dress and Dance by R. Peters
Rainy's Powwow by L.T. Raczek
Powwow Summer: A Family Celebrates the Circle of Life by M.R. Rendon
Powwow Country by C. Roberts
People of The Circle by C. Roberts
Jingle Dancer by C.L. Smith
Powwow: Questions and Answers by United Tribes Technical College

Video:

Denver March Powwow
Black Lodge Singers: Round Dance Tonight!
Northern Cree: Showtime: Round Dance Songs
Northern Cree: Here to Stay
Whitefish Bay Singers: Ndoos Te Mag

Implementation Guidelines

This unit is intended to introduce students to the American Indian powwow significance and events. These lesson plans expose the students to the activities most prominent at the powwows with an emphasis on the Denver March powwow. This unit is intended for ECE through second grade with implementation of five lesson plans over four weeks.

Lesson Summary

Lesson 1	Purpose of the Powwow 5 Students are introduced to American Indian culture and specifics of powwows through literature and authentic materials.
Lesson 2	Dress/Regalia 10 Students will learn the dance styles and regalia items for both men and women.
Lesson 3	Drum Groups 15 Students experience the music of drum groups common at powwows and build skills of expanding vocabulary, reading and writing through learning the concepts of slow, medium, and fast.
Lesson 4	Etiquette 19 Students will learn the behavioral expectations through participating and visiting a powwow. Students will learn mapping, concepts of symbols on a map, reading, and writing.
Lesson 5	Fieldtrip/Video 22 Students will increase their vocabulary, reading, writing, and mapping skills through attending a powwow or viewing a powwow video.

Lesson 1: Purpose of the Powwow

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students will use comprehension strategies, such as prior knowledge, previewing, predicting, inferring, comparing and contrasting; rereading and self-monitoring.

Students will use information from their reading to increase vocabulary and language usage.

Students will write and speak for a variety of purposes, such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading.

Students will recognize, express, and define points of view orally and in writing.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

OBJECTIVES

Students will increase vocabulary usage related to American Indian culture.

Students will improve their reading and writing skills through viewing powwow related literature.

Students will increase their knowledge of authentic materials through sensory and visual activities.

SPECIFICS

Powwows are an important cultural event for American Indians. It is an opportunity to reconnect with family and friends, meet new people and dance to celebrate being American Indian. A powwow's main purpose is to celebrate the culture of American Indians, and provide an opportunity to socialize and enjoy.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Large Group (Circle Time)

Small Group

Listening

PRELIMINARY LESSON PREPARATION

It would be helpful for teachers to review the curriculum Powwow: Dancing the Circle to gain background knowledge for teaching this unit. It will also be beneficial to review the Denver March powwow video to add supplemental information in the unit.

PRETEACHING

It will be important to explain to the students that the book being used will be read in sections instead of all in one. The book provides information about the powwow, but is not a story.

ACTIVITIES

Read pages 4 and 12 to the students. In addition, read handout, “The Powwow Circle” on page 9. Document any questions or comments about the information. For the yes/no question, write, “Do you like to dance?” Document the answers on chart paper or butcher paper.

Divide the class into two groups of six or less students.

The first group will participate in a hands-on activity with authentic materials that are commonly used at powwows (see page 8 for materials description). This activity is to allow children to see, hear, touch, and smell a variety of items to build background knowledge of the topic. The materials will include buckskin, satin, velvet, beadwork, and beads.

The second group will be reviewing various powwow picture books to gain background knowledge of the event. This activity allows students to connect pictures with the information and develop their own questions for the future lesson plans. If students have questions, write the questions on a sheet of paper and review them at the end of the day.

VOCABULARY

- First Nations The original inhabitants of North America and their descendents; Blackfoot and Micmac are examples.
- Grand Entry This activity occurs at the very beginning of the powwow. The color guard brings in the flags, followed by the princesses, elders, and dancers.
- Princesses These are young girls who win a pageant to represent her Nation for a year.

RESOURCES/MATERIALS

Celebrating the Powwow by Bobbie Kalman

“The Powwow Circle” from United Tribes Technical College *Powwow: Questions and Answers*

Drumbeat/heartbeat: A Celebration of the Powwow by S. Braine

Powwow Country by C. Roberts

People of the Circle by C. Roberts

Buckskin

Satin

Beadwork

Velvet

ASSESSMENT

Students will label the authentic materials. In small groups the teacher will hold the item up and have students write or say the name of the item and describe its purpose or use.

<u>Rubric Points</u>	<u>Description</u>
4	Excellent
3	Good
2	Fair
1	Poor

Authentic Materials

Item	Purpose	Who Uses Them
Buckskin	Leather is used for regalia or outfits such as traditional dress.	Men and women
Satin	Satin is often used for fancy shawl and traditional regalia.	Women
Beadwork	Beads are used as a traditional form of decoration for many Nations. The style depends on the area and Nation represented.	Men and women
Velvet	Velvet is used for traditional regalia to make the dresses and other items.	Women

The Powwow Circle

The circle is an important symbol to American Indian people.

The dancers are in the center of a circle.

The drums and audience form a circle around them.

And the concessions form yet another circle around the gathering.

The powwow brings the circle of the people closer together.

Closer to their family, friends, and their American Indian culture.

Source: United Tribes Technical College. Powwow: *Questions and Answers*. Bismarck, ND, 1993.

Lesson 2: Dress or Regalia

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students will use information from their reading to increase vocabulary and language usage.

Students will write and speak for a variety of purposes, such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts, and procedures, and persuading.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

OBJECTIVES

Students will increase reading and writing skills through the bead dying activity.

Students will learn new vocabulary skills through labeling five dance (traditional, men's fancy, women/s fancy shawl and men's grass) styles.

SPECIFICS

Regalia are an important component of celebrating at a powwow. Each style has a unique purpose and traditional aspects. The styles differ for men and women both from their own nation as well as the style they choose. Beadwork, buckskin, ribbon, and shawls are all important pieces of what make the regalia so beautiful.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Large Group (Circle Time)

Small Group

PRELIMINARY LESSON PREPARATION

Request the bibliography list from the school library or local library regarding materials/resources about Powwows. Each of the books in the bibliography has pictures of traditional regalia as well as other pictures related to powwows. This will enhance the background knowledge for both teachers and students.

PRETEACHING

It may be helpful to discuss with students the new vocabulary identified in the book. There are many terms that will be new to the students and reviewing, writing and discussing the words will help with the background knowledge. The bead dying activity allows students to experience some items that are typically used for both men's and women's regalia.

Please prepare a container of tea in preparation for the small-group activity.

ACTIVITIES

Read pages 20 to 27 from *Celebrating the Powwow*. Encourage students to ask questions and document them on chart paper. You may need to give examples of questions related to dance and dress. At the end of the day, review the questions and see which ones may have been answered. Write the question, "Which authentic materials or pictures from the book did you like best?" Write the question on chart paper or butcher paper and document each student's answer or have the students write their own answer.

Divide the class into two groups of six students or less.

The first group will learn the various styles of dress and dance and play a memory/matching game. Use the cardstock pictures for the dress unit. Play the game by placing all cards facedown on the table. Have a student turn two cards over at a time. If the cards are a match, they keep the cards. Have the next student take a turn. Present each of the styles of dress and read the statements from the worksheet provided on page 13. When all styles have been reviewed, have the students play a matching/memory game with the cards. This activity will help students remember the style of dress and be able to match the styles worn by different people.

The second group will dye beads using tea. Beads are used in both men and women's regalia. Place all the beads in a container of tea the first day and allow them to sit overnight. At the beginning of the day, ask students to predict what they think will happen using the prediction form on page 14. Have students take out one-third of the beads the first day. Continue the activity for as many days as you would like, or until all the beads have been taken out of the tea.

RESOURCES/MATERIALS

Celebrating the Powwow by Bobbie Kalman

Eagle Drum: On the Powwow Trail with a Young Grass Dancer by R. Crum

Powwow: A Good Day to Dance by J.D. Greene

Shannon: An Ojibway Dancer by S. King

Powwow Country by Chris Roberts

Cardstock pictures of dress/dance

Beads

String

Tea bags

ASSESSMENT

During small-group time, have the students identify as many of the dance styles as they can remember or read.

<u>Rubric Points</u>	<u>Description</u>
4	Student has done excellent remembering the specific information to the style of dance.
3	Student has done good remembering the specific information to the style of dance.
2	Student has done fair remembering the specific information to the style of dance.
1	Student needs to review the styles of dance and the specific information that accompanies each dance.

Dance Style Description

Men's and Women's Traditional: Dancers wear natural outfits, with leather the predominant material, with bead colors and patterns traditionally based. Men wear hawk and eagle feather bustles and bone breast plates. Women wear beaded buckskin dresses.

Student definition: Dancers wear outfits made of buckskin/leather with beads and eagle feathers.

Men's Fancy Dance: Males are divided into categories consisting of Young Boys, Teens, and Senior Men. This dance style is characterized with bright, colorful, flashy outfits decorated with beadwork and brilliant-hued hackle feather bustles. Dancers use intricate, fast and acrobatic motions. Men wear knee bells for keeping time.

Student definition: This dance is for boys and men. The dancers dance fast and wear beadwork and colorful outfits.

Men's Grass: An alternative male style with origins in the Plains states. Dancers wear brightly colored yarn fringe on their outfits. They move their hips, arms and shoulders, rocking and shaking their bodies with strenuous movements, and executing intricate footwork.

Student definition: Dancers are boys and men. Their outfits are decorated with bright yarn as fringe.

Women's Fancy Shawl: Women's outfits replace bustles with fancy, embroidered shawls with long fringe to accentuate movement. The women don't wear bells.

Student definition: Girls and women wear shawls around their shoulders and swing and dance in circles.

Women's Jingle: A women's style named after the large tin cone "jingles" sewn in line or chevron patterns on form-fitting, movement-restricting dresses.

Student definition: Girls and women wear dresses decorated with tin cone "jingles."

Regalia: An outfit that includes special emblems and symbols.

Intertribal: Includes all dance styles in an "everyone dance" situation, all ages and genders.

Name _____

Bead-Dyeing Prediction Form

Please circle one answer for each day.

Day One: The beads will ...

get lighter

get darker

stay the same

Day Two: The beads will ...

get lighter

get darker

stay the same

Day Three: The beads will ...

get lighter

get darker

stay the same

Lesson 3: Drum Groups

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students read and recognize literature as a record of human experience. (RW6)

Student will listen to, analyze, evaluate, and describe music. (MU4)

BENCHMARKS

Students will use information from their reading to increase vocabulary and language usage.

Students will write and speak for a variety of purposes, such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

OBJECTIVES

Students will experience the music of the powwow through learning about the drum groups and various music styles.

Students will learn slow, medium and fast tempos.

Students will use their reading and writing skills for the drum activity documentation.

SPECIFICS

This lesson plan is intended to share American Indian drum group music and discuss the role that drum groups have at a powwow. The philosophy behind the styles of northern and southern drumming is the voice variation. The northern drums sing with a higher pitch where as the southern drums sing in a lower pitch. The old stories tell of a coyote and a wolf and how the howls gave native peoples the tone of every song and the description of that song. The howling sounded different for different reasons as some native peoples believe all animals have their own language. The coyote and wolf are said to cry for the seven brothers and one sister whom are in the stars now. The brothers and sister are the big dipper and the northern star and this is the reason they cry toward the sky. The coyote and wolves mournful cries are the songs we sing in honor of every dance.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Large Group (Circle Time)

Small Group

Listening

PRELIMINARY LESSON PREPARATION

For the music activity, it may be helpful to set up your listening center to accommodate the slow, medium and fast during the small group activity. Having the children listen to the drum music in the headphones may be more meaningful and help them concentrate on the music.

PRETEACHING

If students have not discussed the concepts of slow medium and fast, i.e. tempo, it may be helpful to discuss what each means and play a game such as “Simon says” using the words slow, medium and fast as an example. “Simon says jump in place, SLOW. Simon says jump in place, FAST!”

Review the vocabulary words with the students.

ACTIVITIES

Read pages 14 to 17 in *Celebrating the Powwow*. Allow the students to ask any questions they may have about the drums. Write the students’ questions on chart paper for reviewing at the end of the day. If the students need a prompt to help them begin the question session, ask questions like, “Who sits at the various drums? What was your favorite drum? How many drummers are there?”

Write the question, “What was their favorite color used in the American Indian dress?” and “What was their favorite dance style? Develop a class graph showing which color and style the students chose most. Have each student give their response and have the students participate in developing the graph.

Divide the class into two groups. Have each group listen to drum music and identify if the tempo of the song is slow, medium, or fast. Start the activity by playing an example of each. This will be a challenging activity for some children. The correct answer is not the purpose of the activity. Use the drum documentation sheet on page 18 for students to write what speed they thought the music was. They can use S, M, F or an attempt at the word. For students who have difficulty with these letters, use other tools for the students to model.

VOCABULARY

Powwow drum A large drum made from the hide of a deer, elk, or horse.

Host drum: The main drum group chosen by the Nations attending the powwow.

Tempo The pace of the beat of the music

RESOURCES/MATERIALS

Celebrating the Powwow by Bobbie Kalman

Drum audiotape

Drum worksheet

ASSESSMENT

Document the students writing progress, if they followed the entire activity, listened, and documented their responses on the drum documentation worksheet.

<u>Rubric Points</u>	<u>Description</u>
3	Completely
2	Partially
1	Not at all

Name _____

Drum Documentation Activity

S (SLOW) Slow

M (MEDIUM) Medium

F (FAST) Fast

Song #1 _____

Song #2 _____

Song #3 _____

Song #4 _____

Song #5 _____

Lesson 4: Etiquette

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places and environments. (G1)

BENCHMARKS

Students will use information from their reading to increase vocabulary and language usage.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students will know how to use maps and other geographic tools to acquire, process and report information from a spatial perspective.

Students will know how to analyze the dynamic spatial organization of people places and environments.

OBJECTIVES

Students will learn basic mapping concepts.

Students will learn required behavioral expectations at a powwow.

Students will use reading and writing skills.

SPECIFICS

Behavior at any public event is always important. However, even more at a Powwow. Out of respect for the dancers, drummers and other participants in the sacred circle it is important that all visitors, including students, treat the event with all the respect it is entitled to.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Large Group (Circle Time)

Small Group

Listening

Mapping

Following directions

PRELIMINARY LESSON PREPARATION

The teacher will introduce/review the concept of mapping to students, if this has not been introduced yet. It may be helpful to bring other types of maps for students to see how they are used. For this activity, have the students develop a map of their classroom or playground. Talk with the students about what is in the room, where it is located and how they could show the item on a piece of paper. Use chart paper with the large group for demonstration or have the students develop their own classroom map as a small group activity. Be sure to explain the concept of symbols and how a picture of a table represents the table sitting in the room. This helps to build meaning into the map representation. Be sure to make enough copies of the coliseum map for every child to have one.

PRETEACHING

Discuss other events, such as soccer games, football games, basketball games, and hockey games. For each of these events, where are the players? They are in the middle of the arena. The same is true for a powwow. The dancers are in the middle of the arena. Ask the question, “Are people allowed to go out with the players in the middle of the game?” No. This is also true for powwows. The announcer will let people know when everyone is invited to join in dancing. This activity is called an “Intertribal.” This is the only time when others are allowed on the dance floor.

ACTIVITIES

Read the etiquette handout (see page 21) with students. Talk about the different expectations and why each is important. Ask if any of the students have anything else that would be appropriate behavior at the Powwow. Have the students identify what they remember from the etiquette reading. Write their words on the chart paper to post in the classroom.

Have each student develop a map of the coliseum. This is a challenging activity if students have not looked at or used a map before. Each student will draw their own picture to represent various areas at the powwow. Use the master copy of the map and go through each area being addressed: dance arena, spectators/visitors, vendors/crafts, food, and dance entrance. Use an example of pictures if the students need help. This is an opportunity for students to connect a fieldtrip activity to a classroom activity.

RESOURCES/MATERIALS

“Powwow Etiquette,” paraphrased by Denise Engstrom
Map—enough copies for students; master copy for the teacher
Fine-tipped pens for drawing

ASSESSMENT

Evaluate the map for completion.

<u>Rubric Points</u>	<u>Description</u>
4	The student map contains four symbols, which represent locations at the coliseum
3	The student map is missing one of the four required locations.
2	The student map is missing two of the four required locations.
1	The student map is missing all of the required elements, the student needs to redo the assignment.

Powwow Etiquette

There is an appropriate and respectful way to act at a powwow:

- When walking into the powwow, be aware of the dancers who are walking around. Do not touch the dancer's outfit or pick up feathers that may have dropped on the ground.
- Do not walk through the dance arena when people are dancing.
- Watch the dancers from outside the sacred dance circle. Visitors should not enter the circle unless they are invited by the announcer to take part in the intertribal dances.
- When finding a place to sit, remember that many people mark their sitting places with blankets or personal items. Choose seating that has not already been marked.
- Listen carefully to the announcers so that you know what is happening. Announcers will ask people to stand and remain quiet during the Grand Entry, and not take pictures during certain times of the powwow.
- Respect the dance circle and Mother Earth by picking up all litter.
- Take home lots of good feelings and respect for the American Indian way of life and traditions.

Lesson 5: Visiting the Denver March Powwow

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students will use information from their reading to increase vocabulary and language usage.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

OBJECTIVES

Students will identify five key components of a powwow.

Students will use their map to navigate at the powwow.

Students will learn the friendship dance.

SPECIFICS

The powwow is one of the most significant events in American Indian culture. The events and activities are inclusive of many nations and provides the opportunity to share stories, reflect on experiences, trade/purchase crafts, eat native food and engage in the dancing and drumming activities.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Fieldtrip

Video Review

Map Usage

PRELIMINARY LESSON PREPARATION

The Denver March Powwow school entrance fee must be arranged before attending the powwow. Information can be obtained from the Internet, March Powwow committee or from the Project for Indian Education in Denver Public Schools.

PRETEACHING

Be sure to talk with students about the expectations of fieldtrips and review the etiquette for attending the powwow. It is very important that students do not touch any of the dancers regalia or pick up feathers that have dropped and make sure that you are always close to your teacher and respectful of the people and activities throughout the powwow.

ACTIVITIES—EXCURSION

After exiting the bus upon your arrival, meet in a group to plan your movements throughout the coliseum. Also, designate one area to meet at, at a certain time in case a student becomes detached from the group. Review where the first aid station is and remind student to contact an adult for help if they get lost.

For students who are not attending the powwow:

This group will be learning the round dance or the friendship dance. Use one of the round dance CDs for this activity. Have the students stand in a circle with a leader starting with their left foot and leg, moving to the beat of the drum using a sidestep motion. The students can hold hands if they like, however it is not required.

RESOURCES/MATERIALS

Permission slip

Student map

Powwow video

VCR

Unit Assessment

For the unit assessment, use the rubric below. Document the rubric score on the powwow unit assessment sheet.

<u>Rubric Points</u>	<u>Description</u>
5	Student can identify five key components of a powwow.
4	Students can identify four key components of a powwow.
3	Students can identify three key components of a powwow.
2	Students can identify two key components of a powwow.
1	Student needs to review the components of a powwow.

Components of a Powwow

- A powwow is a colorful event that involves dancing and drumming.
- The circle is an important symbol to American Indian people.
- Regalia are an important aspect of celebrating at a powwow.
- Drumming is an important part of the powwow experience.
- People come to the powwows to meet friends, family, and dance.
- Grand Entry usually occurs at the beginning of the powwow.
- Princesses are among the first people to enter the powwow arena.

Fieldtrip Permission Slip

_____ has my permission to attend the Denver

March Powwow on _____.

Signed: _____ Date: _____

Yes No

A sack lunch is needed.

I would like to volunteer for the fieldtrip.

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BOOKS

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VIDEO

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MUSIC

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About the Author and Contributors

Denise Engstrom was born in Niagara Falls, New York, in 1966 on the Tuscarora Reservation. She was adopted at the age of three and moved to Denver, Colorado, where she was raised. Denise had the opportunity to seek out her family on the Tuscarora Reservation in 1991. She is a member of the Beaver Clan and is an enrolled member of the Tuscarora Nation.

Denise received her Bachelor's degree in Human Rehabilitative Services from the University of Northern Colorado. She then completed her Master's degree in Early Childhood Education from The University of Colorado at Denver in 1992. Denise has been working with preschool classrooms and children for eight years.

Denise enjoys celebrating her cultural background through Fancy Shawl dancing, traditional beadwork, and continued involvement with the Denver Indian Community.

Contributors

Lance All Runner (Cheyenne)—Lance provided support to develop an authentic drumming tape useful for the drum lesson plan in this unit.

Jonathan Jacobs (Osage)—Jonathan works for the Project for Indian Education in Denver Public Schools and provided expertise in the areas of regalia, drumming, etiquette, and purpose of the powwow. His knowledge and research expertise guided much of the development of this unit.

Rose McGuire (Sisseton Wahpeton Dakota)—Rose is the Director of the Project for Indian Education in Denver Public Schools. She provided advice and support in resource development, community contacts and overall authenticity of the unit. Her valuable input has been instrumental in the development of the unit.

Christopher Yelloweagle (Cheyenne-Arapahoe)—Christopher works as a paraprofessional at East High School in the Denver Public Schools and was instrumental in writing the section description of the northern and southern drum lesson plan, round dance description and additional background information.