

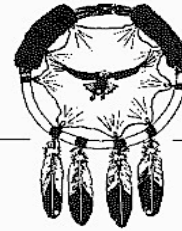


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## *Indian Education Program*

St. Andrew's Building • 1028 Van Slyke Avenue • Saint Paul, MN 55103-1095

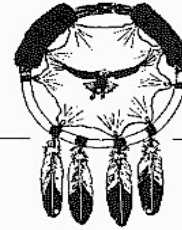
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- Language:** Dakota, other Native-American languages  
**Level:** Elementary, Grade K – 2, year-end assessment **ACTFL Level:** Novice-Mid  
**Theme:** Celebrations: Powwows  
**Important Question:** Why are Powwows important?  
**Authors:** Tom Draskovic, American Indian Magnet School, St. Paul Public Schools, Joe Bendickson, University of Minnesota  
**Topics:** Introductions, basic biographical information, feelings, numbers, colors, age, dance, celebrations, food  
**Length of this unit:** Approximately 3 to 4 weeks  
**Enduring Understanding:** Community celebrations are important to all communities

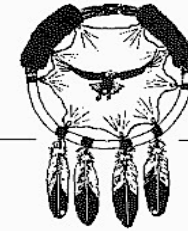
This IPA unit is developed for the end of the first year K-2 beginning Dakota/Lakota class in the American-Indian Magnet School in St. Paul. The district offers full time Dakota instruction every other day, 50 min. classes in six-week rotations, offered 3 times a year. Students come to the Dakota class every six weeks with six weeks in between totaling 3 six-week sequences per year. Students have family connections to the language but the class also attracts students who are interested in the language but have no family ties. While most students want to learn Dakota, some have heard Lakota at home and are learning it in the class. Students are novice-low to mid according to ACTFL proficiency guidelines and can understand short, learned utterances and some sentence length utterances in familiar contexts, particularly where context strongly supports understanding and speech is clearly audible. They can comprehend words and phrases from simple questions or statements but may require repetition, rephrasing, and/or a slower rate of speech for comprehension. They can ask and answer simple questions and follow simple directions. They can also express feelings and emotions using memorized words and phrases and provide memorized information to describe a familiar object. Furthermore, novice learners can understand and interpret some written (when they attain literacy) and mostly spoken language on the topics they have learned and are familiar with. (ACTFL Guidelines)

The unit is compatible with the St. Paul Public School benchmarks for world languages at level one.



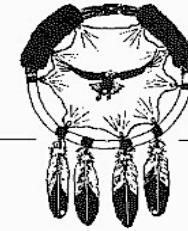
OBJECTIVES

1. Students will understand simple basic descriptions of objects and activities used for a powwow in Dakota. (Standard 1.2)
2. Students will use simple, learned expressions to:
  - Identify/simply describe clothing, instruments, food and occasions related to powwows. (Standard 1.1, 1.3)
  - give and get biographical information, and express likes, dislikes and feelings in simple memorized language. (Standard 1.1)
3. Students will gain an understanding, at a developmentally appropriate level, of the significance the practices and products used in powwows held within the Dakota/Lakota community. (Standard 2.2)
  - Students will demonstrate understanding of the roles and objects used by various people in a powwow. (Standard 2.2)
4. Students will gain an understanding of Dakota and Lakota values of patience and persistence. (Standard 2.2, (Standard 3.1)
5. Students will compare similarities and differences in celebrations between Dakota culture and American culture. (Standard 2.2, Standard 3.1)



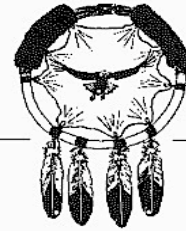
**Summary/Overview of Assessment Tasks**

| <b>Communication</b>  | <b>Interpretive task</b>   | <b>Presentational task</b>   | <b>Interpersonal task</b>  |
|---|--|--|--|
| <p><b>Performance Assessment</b><br/>(Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)</p> | <p>Students listen to a simple story about a powwow read by the teacher. Or they can listen to a recording about a powwow. On a sheet, students either circle a picture of what they hear or they can arrange what they hear in order of occurrence or number pictures or words as they hear in the story.</p> | <p>In pairs, students will draw a picture of a scene relevant to a powwow and label parts in the scene. Students can also make a poster inviting people to attend. Pairs of students will present their drawings to the class and use Dakota to tell about the role that the labeled people or items have in a powwow.</p> | <p>Students will have a short simple conversation with a partner about pictures they chose from a pile. The students exchange greetings, ask each other about the pictures and then say thank you and an appropriate good-bye.</p> |
| <p><b>What are the <u>Cultural Aspects</u>?</b></p>   | <p>Students will understand differences in the sound of words in the language from those of English. Students will understand the significance of what happens at powwows.</p>   |  |  |
| <p><b>What are the <u>Connections to other subjects</u>?</b></p>  | <p>Music, history, dance, musical instruments, traditions: social studies<br/>Art</p>  |  |  |
| <p><b>What are the <u>language and Cultural Comparisons</u></b></p>   | <p>Students compare sounds of words and the number of words used to say something. Students compare the gestures that may accompany words and how people celebrate.</p>  |  |  |
| <p><b>What are the <u>connections to Communities in and outside of the classroom</u>?</b></p>   | <p>Students use the language in the classroom to give and get information about items used and about people who dance at powwows. Students use the language outside the classroom by sharing their portrait and introducing themselves at home.</p>  |  |  |



**STEP 2: Assessment Tasks: what will each task assess, does it mirror the instructional objective for the unit?**

| Interpretive task (reading and listening)   | What will students need to know to complete the task?  |
|---|--|
| <p>Students listen to a simple story in Dakota about a powwow read by the teacher. (The story can be teacher created, if there are no stories or recordings available, but should not be one the students have heard before.)</p> <p>On a sheet, students either circle what they hear or they number what they hear in the story.</p> <p>Where in the unit does this fit best?</p> <p>This assessment task fits best towards the middle of the second six week session, after students have learned how to tell each other the names of various powwow roles and things that happen during powwows.</p> <p>Students can practice in circles using the materials provided by the teacher. They have also learned greetings and leave takings and thank you. Students can learn vocabulary and expressions via TPRS and can draw a picture of themselves to use in practicing introductions to each other.</p> | <p><b>Functions</b><br/>e.g., asking questions, what is this, who is this, describing words – this is, it is,</p> <p><b>Structures</b> (teachers need to add the Dakota words needed)<br/>I like, I don't like<br/>Adjectives, adverbs: colors, sad, happy, fine</p> <p><b>Vocabulary</b> – Lakota words for:<br/>Colors, size, family names- mother father, my name is, see the above as at this level most discourse takes place at the word or phrase level.</p> <p><b>Materials for preparation of task:</b><br/>Pictures: of powwows, dancers, stories, resources from powwows, drums<br/>Short stories of boys and girls at powwows<br/>Recording of songs</p> |



### Rating Criteria for Interpretive Task

**TASK: Students listen to a story about a powwow and indicate their understanding of the story**

**How will this be rated?** Because these are very beginning elementary students, the rating needs to accommodate their emerging literacy skills. Students can be asked to indicate understanding by drawing a circle or numbering to show the sequence.

**Students should be able to understand the short story and show understanding using a worksheet with four or five pictures. They can be asked to either:**

- Circle all the things they heard in the story
- Number the pictures as they hear them occur in the story (if some K- students don't write numbers yet, they can make a corresponding number of using guided lines they complete to make a number under each picture.
- Circle the correct picture of what students hear in pairs of pictures similar to a true/false question

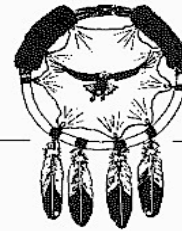
Alternatively, older students (middle and high school) could read two simple, short stories written in simple language and identify information common to both and unique to each using a teacher provided Venn diagram.

(<http://www.carla.umn.edu/cobalrt/modules/strategies/gorganizers/EDITABLE.HTML>)

Another option would be for the teacher to project pictures from a computer using a data projector to provide color pictures for students without making color copies. The pictures have numbers and the students can then write/copy the numbers of the picture(s) that are the correct answer. For example: There are color pictures of different dancers on the projected computer image wearing different colors in their costumes and dancing or doing some action students have learned. Students could write/copy the number of the dancer talked about in the story. Example question: Which dancer has red, white or brown, and is dancing? etc.

The sheets will provide information to the teacher on whether students need more practice with some expressions such as color names, or names of people or things.





**RUBRIC or Criteria for Presentational Task**

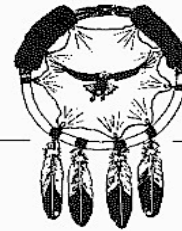
**TASK:** Students take a tour of the “art” gallery

**Needed:** A drawing or picture. Directions will need to be explained to students in the lower elementary grades.

|   |  |
|---|--|
| <p>Teacher Roles</p> <ul style="list-style-type: none"> <li>• Greet the person</li> <li>• Tell your name</li> <li>• Describe your project</li> <li>• Thank the “visitor”</li> </ul> | <p>Visitor Roles</p> <ul style="list-style-type: none"> <li>• Greet the person</li> <li>• Listen</li> <li>• Thank the “teacher” and say goodbye</li> </ul> |
|---|--|

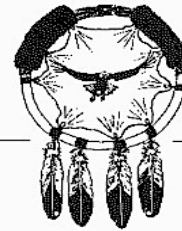
**Checklist: Presentational – Speaking, novice**

| Student Name | Language Use<br>Does the student use the appropriate words to describe the project? | Comprehensibility<br>Is the language comprehensible? | Awareness of Audience<br>Does the student speak with culturally appropriate gestures? |
|--------------|---|--|---|
|              |   |  |   |
|              |   |  |   |
|              |   |  |   |
|              |   |  |   |



| Interpersonal   | What will students need to know to complete the task?  |
|---|--|
| <p>Students ask and answer simple questions about objects or people shown in pictures they pull randomly from a stack.</p> <p>Where in the unit does this fit best?</p> <p>This assessment comes at the end of the unit after the presentational and interpretive tasks. Students will have practiced similar tasks using charades, or responded to TPRS questions the teacher asks to provide practice.</p> <p>Students work in pairs assigned by the teacher, or students could draw names of a partner. Students each choose a picture from a stack of pictures of scenes related to families and powwows. Students introduce themselves and take turns asking about the pictures. They thank each other at the end of the exchange.</p> <p>The sequence continues till all students have had a turn.</p> <p><u>Interpersonal</u> - spontaneous – unrehearsed speaking is the most difficult at the beginning level and the other two tasks provide opportunities to use and understand the language in preparation for the interpersonal task.</p> <p>N.B. Interpersonal is a lot like the presentational task at this level since students use memorized language for their conversations and their speech is mostly reactive.</p> | <p><b>Functions</b> e.g., asking questions, describing<br/>           De táku he? What is this? De _____ héca. This is<br/>           _____ emakiyapi ye/do. I am De/He tuwe he? Who is this/that?<br/>           Nituwe he? Who are you? Toked eniciyapi he? What do they call you?<br/>           _____ emakiyapi ye/do. They call me _____</p> <p><b>Structures</b> e.g., verbs, question words<br/>           De _____ ee. This is....<br/>           Waniyetu ___#_____. I am _ years old<br/>           *I feel... waste (good) waste sni (not good) matanyan (I'm well) matanyan sni (I'm not well)<br/>           wamayazanke (I'm sick) cantemawaste (I'm happy) cantemasice (I'm sad)<br/>           _____ waun ye/do. I feel<br/>           Adjectives, adverbs<br/>           Sad, happy, fine, color names Taku, tókiya, tohan. What, where? When?</p> <p><b>Vocabulary</b><br/>           Colors, me, happy, sad, thank you, who, what, my name is, names of people and roles who participate in pow wows, dancers, grassland, sun, wind.<br/>           Sa (red) Zi (yellow) sazi (orange) sapa (black) ska (white) to (blue) tozi (green) stan (purple)<br/>           gi (brown) hota (grey) gitka or saska (pink)<br/>           Miye (me) I'm happy?-cantemawaste, I'm sad?-cantemasice, pidamaya ye/do (thank you to one person), tuwe (who), táku (what), _____ emakiyapi (they call me); caze mitawa kin _____ (my name is), eyapaha (emcee), oka (drummers), wacis'a (dancers), tinta (prairie); pezi grass, obdaye (flat land, area), anpetu wi (sun), han wi (moon), tate (wind)</p> <p><b>Materials for preparation for task</b><br/>           Art works, Pictures of powwow dancers, drummers, announcer, stories, online resources, children's books with pictures of powwows, video of dancing, etc.</p> |





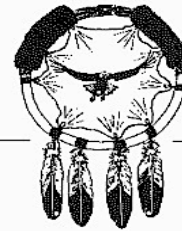
**TASK:** Students will ask and answer questions about pictures of various powwow activities. They can use finger puppets or stick puppets or be themselves.

**Needed:** Your finger puppet/sock puppet. Directions will need to be explained to students in the lower elementary grades.

|   |  |
|---|--|
| <p>Directions to students:</p> <p>1. Take any picture from the pile. Look at the picture and think what you want to say. Introduce yourself to your partner and ask her/him about the picture. Answer the question s/he asks about your picture. Say thank you to each other when you are done.</p> | <p>2. Be sure to listen to your partner and also ask a question about the picture.</p> |
|---|--|

**Checklist: Interpersonal – Speaking, novice  
(you may have your own checklist)**

| Student Name | Language Use<br>Does the student use the appropriate words? | Language pronunciation<br>Is the language comprehensible | Questions<br>Does the student ask questions |
|--------------|---|--|---|
|              |   |  |   |
|              |   |  |   |
|              |   |  |   |



**STEP 3**

**Lesson Plan Framework**

**Preparing for (Interpretive, Presentational, Interpersonal) Assessment** (Beginning–middle–end of unit) How do I introduce topic, build a middle, wrap up the unit? What lessons will be needed for students to perform the unit?

|                  | <b>Learning Activities: Some examples</b>  |
|------------------|--|
| <b>Beginning</b> | <p>Using a creative way to introduce a topic helps grab the students' attention and focus on the topic. Show a picture of a 4<sup>th</sup> of July parade or a video clip of the Fireworks in Washington D.C. on July 4<sup>th</sup> and brainstorm with students about celebrations. Note their comments in a Venn diagram. Then show a picture of a powwow and add the comments in the Venn diagram as appropriate.</p> <p>Teaching vocabulary examples :</p> <ul style="list-style-type: none"> <li>• TPRS- using visuals for the questioning sequence</li> <li>• Students can color a picture of drums using color words and asking for the color marker. E.g., I like brown, may I have brown,</li> </ul> |
| <b>Middle</b>    | <p>Students might learn a song or make drum sticks in preparation for the presentational task</p>  |
| <b>End</b>       | <p>An appropriate song or story.<br/>Ending with a dance or an online visit to a museum or pictures of dancers.<br/>Mini powwow in the classroom or one for the entire school.</p>   |