

# Music of the People – Native American Music

**Grade Level:** Third Grade Music

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**Length of Unit:** Six Lessons of 45 minutes each

## I. ABSTRACT

This unit on Native American Music is to be taught in conjunction with the third grade classroom study of Southwestern and Northeastern tribes. It combines the performance skills of singing, playing instruments and dancing with an understanding of the important place music holds in all Native American tribal culture. Each student will learn appropriate vocabulary and performance techniques designed to instill understanding of and respect for the music of Native Americans.

## II. OVERVIEW

### A. Concept Objectives

1. Students will relate music to various historical and cultural traditions.
2. Students will sing and play on instruments a varied repertoire of music, alone and with others.
3. Students will listen to, analyze, evaluate and describe music.

### B. Content from the *Core Knowledge Sequence*

1. In the Southwest-Pueblos (Hopi, Zuni), Dine (Navajo) Apaches, (page 71)
2. Eastern “Woodland” Indians, (page 71)
3. Recognize a steady beat and accents, (page 76)
4. Play a steady beat, (page 76)
5. Move responsively to music, (page 76)
6. Play simple rhythms, (page 76)

### C. Skill Objectives

1. Play a steady beat.
2. Singing or playing music, with appropriate technique, representing musically and culturally diverse literature.
3. Responding to music through movement.
4. Identify the sounds of a variety of instruments, including instruments from various cultures.
5. Identify and describe roles of musicians in various music settings and cultures.
6. Perform independent instrumental parts while other students sing or play contrasting parts.
7. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Burton, Bryan. *Moving Within The Circle*. Danbury, CT: World Music Press. 1993. ISBN 0-937203-43-2 (Book and tape set)
2. Lesson #3 requires teacher to sing unaccompanied Native American melody.

3. Any novel by Tony Hillerman provides a general knowledge of current Southwest Indian culture
- B. For Students
1. Recognize a steady beat and accents; play a steady beat, (page 54)
  2. Move responsively to music, (page 54)
  3. Sing unaccompanied, (page 54)
  4. Classroom introduction to Native Americans. This music unit could stand alone, but it would be more beneficial for the students if taught in conjunction with the classroom study.

#### IV. RESOURCES

- A. For Teachers
1. Anderson, William M. and Moore, Marvelene C., ed. *Making Connections – Multicultural Music and the National Standards*. Reston, VA: Music Educators National Conference, 1998. ISBN 1-56545-106-6.
  2. Burton, Bryan. *Moving Within The Circle*. Danbury, CT: World Music Press. 1993. ISBN 0-937203-43-2 (Book and tape set)
  3. *Into the Circle – An Introduction to Native American Powwows*. Video. Tulsa, OK: Full Circle Communications. 1992.
- B. For Students
1. Braine, Susan. *Drumbeat. Heartbeat: A Celebration of the Powwow*. Minneapolis, MN: Lerner Publications Co. ISBN 0-8225-2656-5 (library binding)
  2. Buckley, Susan. *Appleseeds*. “Powwow”. Peterborough, NH: Cobblestone Publishing Company, October 1998.

#### V. LESSONS

##### Lesson One: Introduction to Native American Music

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will relate music to various historical and cultural traditions.
    - b. Students will sing and play on instruments a varied repertoire of music, alone and with others.
    - c. Students will listen to, analyze, evaluate and describe music.
  2. Lesson Content
    - a. In the Southwest-Pueblos (Hopi, Zuni), Dine (Navajo) Apaches
    - b. Eastern “Woodland” Indians
    - c. Recognize a steady beat and accents
    - d. Play a steady beat
    - e. Move responsively to music
    - f. Play simple rhythms
  3. Skill Objective(s)
    - a. Play a steady beat.
    - b. Singing or playing music, with appropriate technique, representing musically and culturally diverse literature.

- c. Responding to music through movement.
- d. Identify the sounds of a variety of instruments, including instruments from various cultures.
- e. Identify and describe roles of musicians in various music settings and cultures.

B. *Materials*

- 1. Large drum (bass drum on its side)
- 2. A mallet for each student playing the large drum
- 3. Rattles for each student not playing the large drum
- 4. Hand drum for the teacher
- 5. Student bag containing crayons, pencil and hard surface to write on
- 6. Worksheet packet – Music of “The People” (Appendix B)
- 7. Teacher Edition – Music of “The People” (Appendix C)
- 8. Tape player
- 9. Tape from Burton, Bryan. *Moving Within The Circle*. Danbury, CT: World Music Press. 1993. ISBN 0-937203-43-2 (Book and tape set)
- 10. United States map

C. *Key Vocabulary*

- 1. Circle – the most important Native American image, which is the basis of all beliefs
- 2. First Nations – the original inhabitants of North America and their descendants
- 3. Culture – the customs and beliefs of a group of people
- 4. Vocale – repeated syllables, with no apparent meaning to the casual listener
- 5. Unison – everyone singing the same melody
- 6. Hand drum – a drum that is held by one hand and played with the other
- 7. Water drum – a drum that has water in it
- 8. Rattle – any instrument that makes noise when shaken
- 9. Flute – wind instrument made of wood, only instrument indigenous to North America
- 10. Apache violin – a one-string violin – the only string instrument among the Native Americans

D. *Procedures/Activities*

- 1. The teacher meets the students in the hall, playing a steady beat on a hand drum, which continues until all are in the room. Without speaking, demonstrate this walk – step with the left foot on beat one and drag the right foot (keeping contact with the ground) on beat two. Try this until the students grasp the pattern. Still without speaking, motion the students to follow single file into the room. Sit in a circle on the floor. Stop the drum.
- 2. Ask the students to tap the rhythm on their thighs, as the teacher begins to play a steady beat again. Without speaking, indicate that they are to stop. Play four loud beats on the drum and stop. Repeat this until the students know when to stop.
- 3. Choose a small group of students (8) to play on the large drum.

4. Pass out rattles for the rest of the students.
5. Teacher plays four beats on the hand drum and students join in. At the teacher's discretion, indicate with motions that all are to stop, play four loud beats and stop. Practice again if needed.
6. Rotate students to the large drum, repeating the steady beat exercise until all students have had a chance to play on the drum. Each time, the teacher is reinforcing the method of starting (four beats by the teacher) and the stopping (four loud beats by the teacher).
7. As the students begin to feel comfortable with the process, ask the rattle players to stand. Walk four steps into circle and backward four steps to original place. Repeat as per attention of the students. Teacher should periodically play the stopping pattern (4 loud beats) to keep students thinking.
8. Play from the tape "Pueblo Round Dance." Have students play along with the music. Rattle players walk in and out of the circle.
9. Put away the instruments.
10. Pass out the student bags and the worksheet packet.
11. Teacher reads introduction on the first page. Remind students to put their name on their papers.
12. Refer to the classroom map, highlighting the Woodland Indians in the Northeast (Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy).
13. Still referring to the map, point out the Southwest Indians (Hopi, Zuni, Navajo, Apaches). These two groups are the Indian tribes that are studied in the third grade.
14. Teacher says, "Each of these tribes had its own music, but there are several characteristics that all tribes had in common. These common characteristics are the focus of our study today."
15. See Appendix C for the Teacher's Edition of the worksheet. Teacher can elaborate on each statement. Detailed explanations of the instruments are also on the teacher edition. Students should fill in the blanks on their papers. If there is time, students could color the instrument pictures. Teacher should remind the students that they played two of these instruments at the beginning of the class – large drum and rattles.
16. Return book, pencil and crayons to the bag. Hand in the packet and bag as students leave.

E. *Assessment/Evaluation*

1. Teacher evaluation of completion of four pages of worksheets.
2. Teacher evaluation of steady beat on instruments.
3. Teacher evaluation of dance participation.

**Lesson Two: Celebrating the Powwow**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will relate music to various historical and cultural traditions.

- b. Students will sing and play on instruments a varied repertoire of music, alone and with others.
  - c. Students will listen to, analyze, evaluate and describe music.
  - 2. Lesson Content
    - a. In the Southwest-Pueblos (Hopi, Zuni), Dine (Navajo) Apaches
    - b. Eastern “Woodland” Indians
    - c. Recognize a steady beat, accents
    - d. Play a steady beat
    - e. Move responsively to music
    - f. Play simple rhythms
  - 3. Skill Objective(s)
    - a. Play a steady beat.
    - b. Singing or playing music, with appropriate technique, representing musically and culturally diverse literature.
    - c. Responding to music through movement.
    - d. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
    - e. Identify the sounds of a variety of instruments, including instruments from various cultures.
    - f. Identify and describe roles of musicians in various music settings and cultures.
- B. *Materials*
- 1. Student bag with crayons, pencil and hard surface to write on
  - 2. “Music of the People” packets
  - 3. Video “Into the Circle”
  - 4. TV/VCR
- C. *Key Vocabulary*
- 1. Powwow – a celebration of Native American culture with dancing and drumming
  - 2. Regalia – an outfit for the powwow that includes special emblems and symbols
  - 3. Drum group – a group of men, playing and singing around a large drum
  - 4. Grand Entry – a line of singers and dancers, led by an elder, coming into the dancing area
  - 5. Round dance – a social dance which anyone can dance (even non-Native Americans)
  - 6. Giveaway – a way of honoring someone by giving gifts to others
- D. *Procedures/Activities*
- 1. Pass out the student bags and worksheet packets.
  - 2. Review the worksheets from the previous lesson, emphasizing the locations of the tribes and the kinds of instruments used.
  - 3. Teacher gives brief background on the “powwow”. See Appendix D.
  - 4. Have students turn to “Powwow Sheet”. Fill in the blanks as teacher goes through the order of events at the powwow.
  - 5. Return crayons, pencil and book to student bag.

6. Set up and show as much of the video “Into the Circle” as you can. I suggest skipping the history section and beginning with the “Grand Entry”. The entire video is 58 minutes in length.
- E. *Assessment/Evaluation*
1. Completion of Powwow worksheet

**Lesson Three: Social Dance Song**

- A. Daily Objectives
1. Concept Objective(s)
    - a. Students will relate music to various historical and cultural traditions.
    - b. Students will sing and play on instruments a varied repertoire of music, alone and with others.
    - c. Students will listen to, analyze, evaluate and describe music.
  2. Lesson Content
    - a. In the Southwest-Pueblos (Hopi, Zuni), Dine (Navajo) Apaches
    - b. Eastern “Woodland” Indians
    - c. Recognize a steady beat and accents
    - d. Play a steady beat
    - e. Move responsively to music
    - f. Play simple rhythms
    - g. Sing unaccompanied and in unison
  3. Skill Objective(s)
    - a. Play a steady beat.
    - b. Singing or playing music, with appropriate technique, representing musically and culturally diverse literature.
    - c. Perform independent instrumental parts while other students sing or play contrasting parts.
    - d. Identify and describe roles of musicians in various music settings and cultures.
    - e. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- B. *Materials*
1. Anderson, William M. and Moore, Marvelene C., ed. *Making Connections – Multicultural Music and the National Standards*. Reston, VA: Music Educators National Conference, 1998. ISBN 1-56545-106-6
  2. Large drum and beaters
  3. Rattles
- C. *Key Vocabulary*
1. Round dance – a dance in which all can dance
  2. Circle – key Native American image
  3. Vocale – repeated syllables, with no apparent meaning to the casual listener
  4. Lead singer – sets the tempo and pitch by singing the first phrase of the song

- D. *Procedures/Activities*
1. Have students enter the room and sit in a circle.
  2. Review the significance of “circle” in Native American culture. Note that the students are sitting in a circle.
  3. Introduce “Social Dance Song.” This is a traditional Northeastern Intertribal song. Teach the song, with teacher singing it phrase by phrase (2 measure phrase). If you have the book, “Making Connections” you have permission to copy the music. (If you do not have the book, choose another authentic song to teach the students. Many of the “Indian” songs in older music series are not authentic songs. The newer series tend to have actual Native American music.) Teacher note: The melody of this song starts high and drops as the song progresses. This is common in Native American melodies. The rhythm and vocables are repeated throughout the song.
  4. Review the concept of “vocables.” Ask the students what vocables are used in this song. (He ya he he ya he yo)
  5. Teacher accompanies the song with a hand drum and invites students to play the rhythm on their thighs.
  6. Teacher discusses the concept of “lead singer” – a singer who sings the first phrase alone, setting the tempo and pitch. The other singers join in for the remainder of the song.
  7. As the students become familiar with the song, choose different students to be the “lead singer” and other students to play the hand drum.
  8. Choose a small group of students to play the “drum group” and a small group to play rattles, while most of the students sing.
  9. Perform a round dance with teacher choice of the following patterns: All these involves one foot “dragging.”
    - a. Side-stepping movement in a clockwise direction with hands joined (Left – together, etc.)
    - b. Forward clock-wise movement (stepping to the beat)
    - c. Grapevine step (crossing foot in front and behind)
    - d. Follow-the-leader
  10. Save several minutes at the end of class to review the following vocabulary:
    - a. Circle
    - b. Lead singer
    - c. Vocables
- E. *Assessment/Evaluation*
1. Teacher assessment of student’s ability to sing a “Social Dance Song.” May record this on evaluation form.

#### **Lesson Four: Three Native American Dances**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will relate music to various historical and cultural traditions.

- b. Students will sing and play on instruments a varied repertoire of music, alone and with others.
    - c. Students will listen to, analyze, evaluate and describe music.
  - 2. Lesson Content
    - a. In the Southwest-Pueblos (Hopi, Zuni), Dine (Navajo) Apaches
    - b. Eastern “Woodland” Indians
    - c. Move responsively to music
  - 3. Skill Objective(s)
    - a. Responding to music through movement.
    - b. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- B. *Materials*
  - 1. Burton, Bryan. *Moving Within The Circle*. Danbury, CT: World Music Press. 1993. ISBN 0-937203-43-2 (Book and tape set)
  - 2. Tape player
  - 3. United States map
  - 4. Hand drum
- C. *Key Vocabulary*
  - 1. Beauty – in the Navajo culture, this refers not to physical attractiveness, but an inner balance and peace in one’s life
  - 2. Friendship Dance – a social dance
- D. *Procedures/Activities*
  - 1. Students enter and sit in a circle.
  - 2. Teacher tells students that during this lesson, we will learn three dances. The first is a musical offering that dedicates the dancing area, honoring the four directions. The second is an Apache/Navajo dance. The third is from the Haliwa-Saponi tribe, a tribe from the mid-Atlantic region, which eventually became a part of the Iroquois Confederation.
  - 3. Play “Song to the Four Directions” from the companion tape. Indicate the four octave skips at the end of this short song. (It is very obvious to the students.) The first one is EAST, second is SOUTH, third is WEST, and fourth is NORTH. Ask students which direction is EAST, SOUTH, WEST, NORTH in the classroom. Play the song again, have all students turn to face the correct direction, with the right hand lifted, palm upwards, as if in supplication. No talking during this song! After the students sit down, ask students if they can name a “vocal” they heard in this song.
  - 4. Listen to “I Walk in Beauty” from companion tape. Remind students that this song is from the Southwestern tribal traditions. Refer to the US map.
  - 5. Teacher should ask:
    - a. Did you hear vocables in this song? (Yes)
    - b. Were there any other words? What language? (Yes, English)
    - c. Did you hear any instruments? (Drum)
  - 6. Teacher should explain briefly about the Navajo concept of beauty – not outward attractiveness, but all of life in harmony and peace
  - 7. Teach the following dance:

- a. Line up students in two groups, facing each other on opposite sides of the room.
  - b. Each dancer stands facing forward with knees slightly bent, back erect, and head held high.
  - c. Move four steps forward and the same number back. The dancer must move with the beat of the music. There is much room for individual expression.
  - d. Near the end, all dancers join hands, move to center of circle, raising arms. Move back, gradually lowering arms. The dance ends with a rush to the middle, with “whooping” and “merriment.”
8. Perform the dance with the tape.
  9. Play the Haliwa-Saponi Canoe Dance. This dance is from the Eastern Woodland tradition. Refer to map of US.
  10. Ask the students the following questions:
    - a. Did you hear “vocables” in this song? (Yes)
    - b. Did you hear any English words? (No)
    - c. Did you hear instruments? What? (Yes, drums)
  11. Teach the following dance:
    - a. Three dancers form a single-file line behind a lead dancer. The back three dancers place their hands on the upper arms of the preceding dancer.
    - b. Groups move first to the left in a side-step motion l r l r l r l r  

$$1 + 2 + 3 + 4 +$$

Then to the right: r l r l r l r l  

$$1 + 2 + 3 + 4 +$$
    - c. There is a forward motion led by the first dancer moving generally clockwise circle.
    - d. The elbows and arms move in a “paddling” motion.
    - e. Collisions might happen, but encourage leaders to navigate the canoe carefully.
  12. Practice the motion with a hand drum (teacher) and several “canoes” at a time.
  13. When you have helped each “canoe”, have the students perform the dance with the tape.
  14. Save a few minutes at the end of class to review the following concepts:
    - a. Beauty
    - b. Circle
    - c. Round dance
    - d. Vocale

E. *Assessment/Evaluation*

1. Teacher evaluation of student participation in the three dances. (May record on evaluation form.)

## **Lesson Five: Making a Native American Rattle**

### **A. *Daily Objectives***

1. Concept Objective(s)
  - a. Students will relate music to various historical and cultural traditions.
  - b. Students will sing and play on instruments a varied repertoire of music, alone and with others.
2. Lesson Content
  - a. In the Southwest-Pueblos (Hopi, Zuni), Dine (Navajo) Apaches
  - b. Eastern "Woodland" Indians
  - c. Recognize a steady beat and accents
  - d. Play a steady beat
  - e. Play simple rhythms
  - f. Sing unaccompanied and in unison
3. Skill Objective(s)
  - a. Identify the sounds of a variety of instruments, including instruments from various cultures.
  - b. Play a steady beat.
  - c. Singing or playing music, with appropriate technique, representing musically and culturally diverse literature.

### **B. *Materials***

1. Plastic drink container with plastic snap-on lid for each student
2. Stick or dowel rod, approximately 10"-12" long for each student
3. Nail (broad, flat head) for each student
4. Brown paper grocery sacks
5. Pebbles, beans, unpopped popcorn, rice, etc.
6. Super-glue
7. White glue
8. Optional: one wooden craft bead for each student, one dyed feather for each student
9. Several small hammers
10. Several mat knife
11. Several sets of scissors
12. Labels for each student's rattle
13. Adult volunteers would be helpful for this project
14. Tape player
15. Tape from Burton, Bryan. *Moving Within The Circle*. Danbury, CT: World Music Press. 1993. ISBN 0-937203-43-2 (Book and tape set)
16. Large drum and beaters
17. Selected children's books on Native American music, optional (see Bibliography for titles)

### **C. *Key Vocabulary***

No new vocabulary

### **D. *Procedures/Activities***

1. Remove plastic lid, mark size of stick in center, cut out opening for stick with mat knife (this is an adult task.)

2. Place stick into container and nail to the center of the bottom of the container. May attach feather and/or bead to nail before nailing it on.
  3. Place pebbles, etc. into the container.
  4. Push container lid down stick handle almost to the container. Place drops of super glue at several points on lid rim. Snap lid onto container and hold for 45 seconds to set.
  5. Cut strips of grocery bag to size of container and paste around container. Decorate with Native American motifs.
  6. Label each child's instrument with a small sticker.
  7. If some students finish early, have them look through Native American books that you may have in the classroom. See bibliography for titles.
  8. Clean up all supplies.
  9. Students sit in a circle with their rattle.
  10. Play "I Walk In Beauty" and have students keep a steady beat with their rattles. Consider having a drum group play also.
  11. Collect the rattles for use in Lesson Six.
- E. *Assessment/Evaluation*
1. Teacher evaluation of completed rattle. (May record on evaluation form).

### **Lesson Six: Celebration of Native American Music**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will relate music to various historical and cultural traditions.
    - b. Students will sing and play on instruments a varied repertoire of music, alone and with others.
    - c. Students will listen to, analyze, evaluate and describe music.
  2. Lesson Content
    - a. In the Southwest-Pueblos (Hopi, Zuni), Dine (Navajo) Apaches
    - b. Eastern "Woodland" Indians
    - c. Recognize a steady beat and accents
    - d. Play a steady beat
    - e. Move responsively to music
    - f. Play simple rhythms
    - g. Sing unaccompanied and in unison
  3. Skill Objective(s)
    - a. Play a steady beat.
    - b. Singing or playing music, with appropriate technique, representing musically and culturally diverse literature.
    - c. Responding to music through movement.
    - d. Perform independent instrumental parts while other students sing or play contrasting parts.
    - e. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

- f. Identify and describe roles of musicians in various music settings and cultures.

B. *Materials*

1. Student bag (crayons, pencil, hard surface to write on)
2. “Music of The People” packet
3. Tape from Burton, Bryan. *Moving Within The Circle*. Danbury, CT: World Music Press. 1993. ISBN 0-937203-43-2 (Book and tape set)
4. Tape player
5. Large drum and mallets
6. Student rattles made in Lesson Five

C. *Key Vocabulary*

No new vocabulary

D. *Procedures/Activities*

1. Hand out bags and packets to the students.
2. Review pages one – four. Students should have these blanks filled in, but for the students who have missed class, this is a time to fill in the blanks.
3. Complete the vocabulary sheet as a group, by asking for student input and filling in the blanks.
4. Put away supplies.
5. Have students sit in circle.
6. Play “Song to the Four Directions,” choose one student to face the directions.
7. Prepare for “I Walk In Beauty.” Choose a small group for the drum group. Choose a small group of students to play rattles (they should play their own rattle that they made in the last class.) Line up the remaining students to perform the dance. Remind students that this music comes from the Navajo tribal culture. For detailed instructions see Lesson Four. Play the tape and perform the dance.
8. Prepare for the Haliwa-Saponi Canoe Dance. Choose the drum group. Choose a small group to play rattles. Divide the remaining students into groups of four. Review the motions of the dance from Lesson Four. Play the tape and perform the dance.
9. Have each student get up his/her rattle and sit in circle with rattle in front of him/her.
10. Teacher starts to sing “Social Dance Song.” Review phrase by phrase. This is the song from Lesson Three and it may take several times through for the students to remember the tune and vocables. Sing it through once again with student-made rattles. Place rattles on floor.
11. Teacher asks students to verbalize something they have learned about Native American music. If students do not readily respond, teacher could use these questions as a start:
  - a. What are the important instruments that are used in Native American music? (Drums, flute, Apache violin, rattles)
  - b. What is the significance of the circle in Native American culture? (The central image in all Native American culture)

- c. What is a “vocale”? (Syllable used in Native American music, with no apparent meaning to casual listener)
  - d. Tell me something about a powwow. (Gathering of Native American tribes, in the summer to sing, dance, have fun)
12. Students take packet home at the end of class.
- E. *Assessment/Evaluation*
- 1. Teacher evaluation of student understanding of the vocabulary and culture of Native American music from oral discussion.
  - 2. Completion of packet (May be recorded on evaluation form).
  - 3. Teacher evaluation of student participation in the dances (May be recorded on evaluation form).
  - 4. A final optional test is included in Appendix D.

## VI. CULMINATING ACTIVITY

Display the completed rattles in conjunction with the classroom study of Native Americans.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A – Evaluation Form
- B. Appendix B – Music of “The People”
- C. Appendix C – Teacher Edition of Music of “The People”
- D. Appendix D – Optional Final Test

## VIII. BIBLIOGRAPHY

- A. Anderson, William M. and Moore, Marvelene C., ed.. *Making Connections – Multicultural Music and the National Standards*. Reston, VA: Music Educators National Conference, 1998. ISBN 1-56545-106-6.
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- N. Spotted Eagle, Douglas. *Voices of Native America*. Liberty, UT: Eagle's View Publishing. 1997. ISBN 0-943604-56-7

**Appendix A-Music of the People**

***Evaluation Form  
Native American Music***

Student Name	Worksheet Packet	Sing song	Dance Partic.	Rattles	Total
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					

**\* Excellent  
3 points**

**+ Average  
2 points**

**- Below Average  
1 point**

Appendix B, page 1-Music of the People  
**MUSIC OF “THE PEOPLE”**  
**Native American Music**

Name \_\_\_\_\_

When Europeans first landed in the Americas, there were many people already living on the land. More than 300 languages were spoken here before 1492. Each of these tribes had their own customs and traditions. Music had a central place in the life of each of these tribes.

*“When we sing, we are not playing, we are praying for life.”*  
*Lance Henson, Tsistsistas*

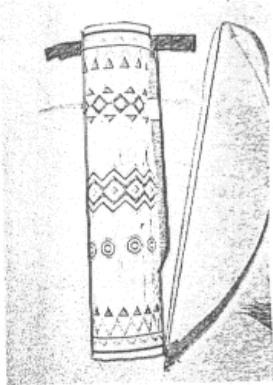
1. Music is a \_\_\_\_\_ from the Creator.
2. Music is used in \_\_\_\_\_ events of life.
3. \_\_\_\_\_ is the most important form of music.
4. Most Native American music is sung in \_\_\_\_\_.
5. Short syllables, called \_\_\_\_\_, are used in the music of Native American tribes.
6. \_\_\_\_\_ accompany the singing.
7. Tribes in North America use four types of instruments.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_

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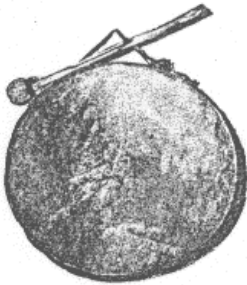
NATIVE AMERICAN INSTRUMENTS

1. Apache violin

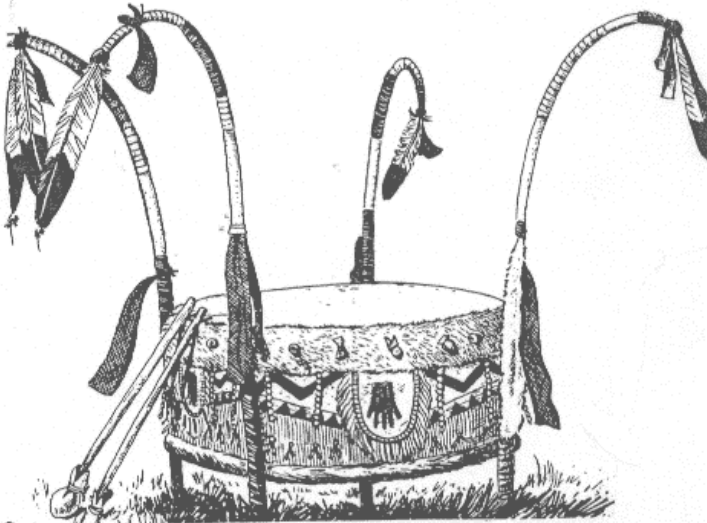


2. Drums

Hand drum



Large drum

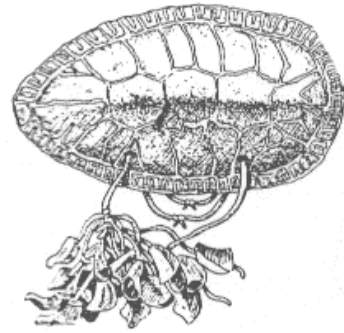
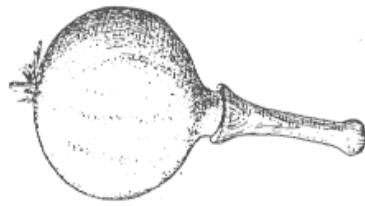


Water drum



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3. Rattle



4. Flute



## CELEBRATE THE POW-WOW

Today the word *powwow* is mostly used to mean a celebration of Native American culture with dancing and drumming. Originally *pau-wau* meant *medicine man* and *pau-wauing* meant to perform a religious ceremony. In the 1800s, non-Indians used the term for any gathering of Indians. Now there are hundreds of powwows held in the summer all around the United States and Canada.

Here are some things you would see if you went to a powwow:

1. Grand Entry – All participants enter the dance arena in full \_\_\_\_\_. The veterans with the flag enter first, followed by elders carrying the eagle staff. The tiny tots enter last. The entire audience stands and the host drum plays the flag song.
2. Opening prayer by an elder.
3. Inter-tribal dances for \_\_\_\_\_.
4. \_\_\_\_\_ contest dances
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
5. \_\_\_\_\_ contest dances
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
6. Giveaway
7. Round dances for \_\_\_\_\_.
8. Honor song and prayer

Typically, a powwow lasts for a full weekend. Most include arts and crafts displays and food booths. It could also include a parade and rodeo, princess contests, fund-raising, exhibition dancing and special feasts.

VOCABULARY LIST

1. **Circle** - the basis of \_\_\_\_\_ Native American beliefs.
2. **Vocable** – these are \_\_\_\_\_ with no apparent meaning to the listener, which are sung throughout all or part of a song.
3. **First Nation** – a name for a \_\_\_\_\_.
4. Draw a small picture of the following instruments:
  - a. **Apache violin**
  - b. **Drum**
  - c. **Rattle**
  - d. **Flute**
5. A \_\_\_\_\_ is a celebration of Native Americans culture.
6. The outfit that is worn for dancing is called \_\_\_\_\_.
7. The group of players that play the large drum is called a \_\_\_\_\_.
8. A dance that all may dance, Indians and non-Indians, is the \_\_\_\_\_.
9. \_\_\_\_\_ refers to the customs and beliefs of a group of people.

## MUSIC OF “THE PEOPLE” Native American Music

Name \_\_\_\_\_

When Europeans first landed in the Americas, there were many people already living on the land. More than 300 languages were spoken here before 1492. Each of these tribes had their own customs and traditions. Music had a central place in the life of each of these tribes.

*“When we sing, we are not playing, we are praying for life.”  
Lance Henson, Tsistsistas*

1. Music is a \_\_\_\_\_ **GIFT** \_\_\_\_\_ from the Creator.
8. Music is used in \_\_\_\_\_ **ALL** \_\_\_\_\_ events of life.
9. \_\_\_\_\_ **SINGING** \_\_\_\_\_ is the most important form of music.
10. Most Native American music is sung in \_\_\_\_\_ **UNISON** \_\_\_\_\_.
11. Short syllables, called \_\_\_\_\_ **VOCABLES** \_\_\_\_\_, are used in the music of Native American tribes.
12. \_\_\_\_\_ **INSTRUMENTS** \_\_\_\_\_ accompany the singing.
13. Tribes in North America use four types of instruments.
  - a. \_\_\_\_\_ **APACHE VIOLIN** \_\_\_\_\_
  - b. \_\_\_\_\_ **DRUMS** \_\_\_\_\_
  - c. \_\_\_\_\_ **RATTLES** \_\_\_\_\_
  - d. \_\_\_\_\_ **FLUTES** \_\_\_\_\_

## CELEBRATE THE POW-WOW

Today the word *powwow* is mostly used to mean a celebration of Native American culture with dancing and drumming. Originally *pau-wau* meant *medicine man* and *pau-wauing* meant to perform a religious ceremony. In the 1800s, non-Indians used the term for any gathering of Indians. Now there are hundreds of powwows held in the summer all around the United States and Canada.

Here are some things you would see if you went to a powwow:

1. Grand Entry – All participants enter the dance arena in full \_\_\_\_\_REGALIA\_\_\_\_\_. The veterans with the flag enter first, followed by elders carrying the eagle staff. The tiny tots enter last. The entire audience stands and the host drum plays the flag song.
2. Opening prayer by an elder.
3. Inter-tribal dances for \_\_\_\_\_ALL\_\_\_\_\_.
4. \_\_\_\_\_WOMEN’S\_\_\_\_\_ contest dances
  - a. \_\_\_\_\_JINGLE\_\_\_\_\_
  - b. \_\_\_\_\_SHAWL\_\_\_\_\_
  - c. \_\_\_\_\_TRADITIONAL\_\_\_\_\_
5. \_\_\_\_\_MEN’S\_\_\_\_\_ contest dances
  - a. \_\_\_\_\_FANCY\_\_\_\_\_
  - b. \_\_\_\_\_TRADITIONAL\_\_\_\_\_
6. Giveaway
7. Round dances for \_\_\_\_\_ANYONE\_\_\_\_\_.
8. Honor song and prayer

Typically, a powwow lasts for a full weekend. Most include arts and crafts displays and food booths. It could also include a parade and rodeo, princess contests, fund-raising, exhibition dancing and special feasts.

VOCABULARY LIST

1. **Circle** - the basis of \_\_\_\_\_ALL\_\_\_\_\_ Native American beliefs.
2. **Vocable** – these are \_\_\_\_\_SYLLABLES\_\_\_\_\_ with no apparent meaning to the listener, which are sung throughout all or part of a song.
3. **First Nation** – a name for a \_\_\_\_\_TRIBE\_\_\_\_\_.
4. Draw a small picture of the following instruments:
  - a. **Apache violin**
  - b. **Drum**
  - c. **Rattle**
  - d. **Flute**
5. A \_\_\_\_\_POWWOW\_\_\_\_\_ is a celebration of Native Americans culture.
6. The outfit that is worn for dancing is called \_\_\_\_\_REGALIA\_\_\_\_\_.
7. The group of players that play the large drum is called a \_\_\_\_\_DRUM GROUP\_\_\_\_\_.
8. A dance that all may dance, Indians and non-Indians, is the \_\_\_\_\_ROUND DANCE\_\_\_\_\_.
9. \_\_\_\_\_CULTURE\_\_\_\_\_ refers to the customs and beliefs of a group of people.

## NATIVE AMERICAN MUSIC TEST

Name \_\_\_\_\_

1. Music is a \_\_\_\_\_ from the Creator.
2. Music is in \_\_\_\_\_ events of life.
3. \_\_\_\_\_ is the most important form of music for Native Americans.
4. Short syllables, called \_\_\_\_\_ . Are used in most Native American music.
5. Tribes in North America use four types of instruments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**gift, all, unison, singing, vocables, drum, rattles, flute, oboe, clarinet, violin, instruments, dance**

**CONNECT THE CORRECT DEFINITIONS**

- |                         |  |
|-------------------------|--|
| <b>1. Circle</b>        | <b>A. Outfit worn by a dancer</b>                  |
| <b>2. Vocable</b>       | <b>B. A celebration of Native American Culture</b> |
| <b>3. Culture</b>       | <b>C. Important symbol of Native Amer Culture</b>  |
| <b>4. First Nations</b> | <b>D. Syllables used in a song</b>                 |
| <b>5. Powwow</b>        | <b>E. Beliefs and traditions</b>                   |
| <b>6. Drum group</b>    | <b>F. Men in a circle playing a drum</b>           |
| <b>7. Regalia</b>       | <b>G. Name for Native Americans</b>                |