



Thanksgiving

An American Indian Celebration

Denver Public Schools

In partnership with Metropolitan State College of Denver

El Alma de la Raza Project



Thanksgiving

An American Indian Celebration

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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

Loyola A. Martinez, Project Director

Thanksgiving: An American Indian Celebration

Unit Concepts

- Thanksgiving as an American Indian celebration
- Harvest
- Thankfulness

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)

History

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

Introduction

Each November, teachers in all grades focus on Thanksgiving as a historical event that occurred between the pilgrims and the American Indians. Activities focus on dressing up like pilgrims and American Indians, having a feast, and making historical depictions of people. For young children, the concept of history can be difficult to understand and often creates stereotypical, historical concepts of diverse people that exist today. This unit provides an opportunity to teach from a more developmentally appropriate place as well as create opportunities for students to learn about contemporary American Indians in a respectful and authentic manner. These lesson plans have been developed with the intent that teachers will be able to enhance their Thanksgiving units and begin a process of teaching about American Indians from a contemporary perspective that compliments and supplements the historical perspective.

Implementation Guidelines

This unit is intended to introduce Thanksgiving from an American Indian perspective and begin a process of teaching about American Indians in a contemporary manner that compliments and supplements the historical perspective. These lesson plans provide activities and information that expands the Thanksgiving theme in a more authentic fashion. This unit is intended for ECE through second grade, with implementation of five lesson plans over three weeks.

Instructional Materials and Resources

Construction-paper turkey feathers

Chart paper

Scissors

Glue

Art materials

Crayons and markers

Feeling Thankful by Sheila Kelly and Shelley Rotner

Giving Thanks: A Native American Good Morning Message by Chief Jake Swamp

Itse Selu: Cherokee Harvest Festival by Daniel Pennington

Clambake: A Wompanoag Tradition by Russell M. Peters

Giving Thanks: A Native American Good Morning Message (Video) produced by Lancit Media Productions

Lesson Summary

Lesson 1	The First Thanksgiving..... 3 Students will expand their knowledge of Thanksgiving and the concept of thanking others.
Lesson 2	Feeling Thankful..... 10 Students will learn about giving thanks and identify what they are thankful for in their own lives.
Lesson 3	Harvest 7 Students will learn about the importance of the harvest.
Lesson 4	Giving Thanks 15 Students will have the opportunity to experience American Indian literature focusing on the theme of giving thanks.
Lesson 5	End of the Week Celebration 19 Students will combine their learning from the previous lessons and learn about the giveaway as a part of an American Indian celebration.
Unit Assessment 23

LESSON 1: The First Thanksgiving

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

BENCHMARKS

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

Students will write and speak for a variety of purposes.

Students will know how various societies have been affected by contacts and exchanges among diverse peoples.

OBJECTIVES

Students will learn information about the American Indian Nation, the Wompanoag, who participated in the first Thanksgiving with the pilgrims.

Students will learn the basic dress of the Wompanoag Indians.

Students will learn about the food that was eaten at the first Thanksgiving.

Students will retell the Thanksgiving story using story cards.

SPECIFICS

The first Thanksgiving that occurred was in approximately 1620 between the pilgrims and the original inhabitants, the Wompanoag Indians. The Wompanoag group are an Eastern Woodland area group located along the coast of what is now known as Massachusetts and Rhode Island. They are a part of the Algonkian-speaking people who lived in villages with round-roofed houses called wigwams.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Large Group (Circle Time)

Small Group

Center Time

PRELIMINARY LESSON PREPARATION

For the small group activity, small square blank story cards need to be cut. Prepare about six cards for each student. Have a felt board available for the read aloud and chart paper for writing new vocabulary words and questions for the students.

PRETEACHING

Review the vocabulary list with the students before reading the story.

ACTIVITIES

Read aloud “The First Thanksgiving: The Pilgrims and the Wompanoag Indians,” paraphrased by Denise Engstrom (see page 5). With each bolded word, use a corresponding felt piece to show the story as it is read. Students can help place the felt pieces to participate in the story.

Write the question, “What is your favorite food at Thanksgiving?” Have each student provide an answer. Have students help construct a graph showing how many students chose each food item.

Divide students into two groups. If this is not possible, activities could be stretched over two days. Students will make story cards to retell the Thanksgiving story. Each student can make as many story cards as they need. If they need help remembering the sequence, use the felt-board pieces as reminders. For older students, they can write a sentence below their picture to identify the picture. Students can then take turns retelling the story with their story cards.

VOCABULARY

Have a chart available to post new vocabulary.

Wompanoag Indians People who are a part of the Algonkian-speaking Eastern Woodlands located in what is now known as Massachusetts and Rhode Island

Pilgrims People from England who arrived in North America in the inhabited area of the Wompanoags

Wigwams Indian-built, round-roofed houses that were made of poles covered with flat sheets of elm or birch bark

RESOURCES/MATERIALS

“The First Thanksgiving: The Pilgrims and the Wompanoag Indians,” paraphrased by Denise Engstrom

Chart paper

Felt board

Story felt pieces

ASSESSMENT

Document on the assessment form (see page 6) how many story cards each student created.

The First Thanksgiving: The Pilgrims and the Wompanoag Indians

Paraphrased by Denise Engstrom

A long time ago, people (called pilgrims) traveled across the Atlantic Ocean and landed on the shore that was home to the Wompanoag Indians. This large group of Indians was also known as Eastern Woodland, living in villages with round-roofed houses called wigwams. The Wompanoags would fish in the rivers for salmon in the spring and hunt for deer and other animals during the planting season. The men wore breechcloth, or deerskin, looped over a belt in back and in front. The women wore deerskin wrap-around skirts. They also wore deerskin leggings and fur capes made from animal skins such as beaver, deer, otter, and bear. These clothes helped keep them warm in the winter.

The Wompanoags treated each other with respect and welcomed visitors to their home with whatever food they had, even if they did not have much for themselves.

A Wompanoag Indian named “Tisquantum” or “Squanto” and his friend, Samoset, were hunting together when they came across the pilgrims who had come from England. They watched these newcomers and finally decided to approach them. The Wompanoags were kind and generous to the pilgrims. Squanto taught the newcomers how to survive and provided them with deer meat and beaver skins. The pilgrims brought wheat, which could not be grown in the rocky soil. They needed help to learn how to grow new foods and how to survive in the new world. Squanto taught them how to grow corn and other vegetables and how to build an Indian-style house, called a wigwam. He taught them how to cook clams, how to get sap from the maple trees, how to use fish for fertilizer, and many other useful skills.

By the fall, the pilgrims were doing much better with the new skills they had learned from the Wompanoags. The pilgrims decided to have a Thanksgiving feast to celebrate with their Wompanoag friends. Thanksgiving was a common feast for the pilgrims that was celebrated in England long before coming to the new world. The Wompanoags also celebrated Thanksgiving festivals: six in all! Their festivals were the maple dance, planting feast, strawberry festival, green corn festival, harvest festival, and midwinter. The leader of the pilgrims, Captain Miles Standish, invited Squanto and his immediate families to join in the Thanksgiving feast. So many people came that more food needed to be provided. The Wompanoag supplied deer, wild turkeys, fish, beans, squash, corn soup, corn bread, and berries. It was a special celebration of friendship and sharing between two very different groups of friends.

Lesson 2: Feeling Thankful

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

BENCHMARKS

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

Students will write and speak for a variety of purposes.

Students will know how various societies have been affected by contacts and exchanges among diverse peoples.

OBJECTIVES

Students will learn about the concept of Thanksgiving by engaging in three activities which will produce statements of what students are thankful for in their own lives through reading *Feeling Thankful*.

Students will improve fine motor skills by participating in a cutting activity.

Students will practice their handwriting skills through a writing activity.

SPECIFICS

The original Thanksgiving is often misrepresented and an inaccurate account of events. Much before this celebrated event called Thanksgiving, the Indians had held ceremonies of thanks for harvest and other gifts of the Creator for thousands of years before the arrival of Europeans. At the feast, in fact, the Indians brought most of the food, as they had traditionally done in their own giveaway ceremonies.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Large Group (Circle Time)

Small Group

PRELIMINARY LESSON PREPARATION

If deemed appropriate for your class, send a letter home asking parents to send pictures of their family, pets, or special occasions. If pictures from home are not appropriate, catalogs and magazines that have people, food, and toys would also be a good request of parents. These items will be used for creating a mural of "I am thankful for," using pictures either from home or cut out from magazines. Cut out turkey feathers from construction paper to use for large group when the students identify what they are thankful for. Make a copy of the assessment form to document student participation and understanding.

PRETEACHING

If students have not had an opportunity to receive or write a thank you note, it may be helpful to explain what a thank you note is, times when they are given, and an example of what one may contain.

ACTIVITIES

Read *Feeling Thankful* to the students. Give students the opportunity to ask questions, make comments, and share their thoughts. Point out the differences of the children in the pictures. It is important to emphasize that we look different, come from different families, but have similar ideas, such as being thankful.

Use a large piece of chart or butcher paper to write the statement, "I am thankful for..." and have each student respond. Students will often repeat what the child before said. This is a good opportunity to ask additional questions to help each student think of different ideas. (For example, if children are repeating the answer before, prompt them with a question such as, "what do you like about your family, friends, house, pets, etc.) When each student gives their answer, write their sentence on a turkey feather. When all the children have finished, the turkey feathers could be used as a bulletin board turkey or for their own turkey.

Divide the class into two groups. The first group will make a collage of people or items they are thankful for. They can use magazine pictures, draw their own, or bring pictures from home. This activity is an opportunity to allow children to choose their own pictures and practice their fine motor skills of cutting and gluing. Please do not cut out the pictures for the students. The extra time it takes for children to do the activity themselves is beneficial.

The second group will write thank you notes to people in their life who they want to thank. They can draw pictures or decorate their thank you card. If possible, mail the thank you cards as a great surprise for parents! Have students decorate their cards while waiting for help with writing their words for their letter.

RESOURCES/MATERIALS

Feeling Thankful by Sheila Kelly and Shelley Rotner

Construction-paper turkey feathers

Chart paper

Scissors

Glue

Art materials

Crayons and markers

ASSESSMENT

Document students' level of participation and understanding of the "thank you" concept using the assessment form on page 9.

Lesson 3: Harvest

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

BENCHMARKS

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

Students will write and speak for a variety of purposes.

Students will know how various societies have been affected by contacts and exchanges among diverse peoples.

OBJECTIVES

Students will learn about the concept of thankfulness and the foods that are traditional at Thanksgiving.

Students will label various fruits and vegetables.

Students will learn graphing by making a friendship graph.

Students will work on their fine motor skills by participating in a cutting activity.

SPECIFICS

The harvest is a time when people celebrate the availability of food that has been grown. At different times of the year, American Indians celebrate the harvest as a time of appreciation for having enough food for everyone to live and share with others.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Large Group (Circle Time)

Small Group

Center Time

PRELIMINARY LESSON PREPARATION

Write the question, "What is your favorite fruit?" on chart paper or the chalkboard. Document each student's answer on the chart paper or follow your class routine for this activity.

PRETEACHING

If students are not familiar with types of vegetables and fruit, it might be helpful to have a tasting opportunity with berries or have real pictures of fruit and vegetables. Some students may not have had experience with a variety of fruits and vegetables.

ACTIVITIES

Read *Giving Thanks: A Native American Good Morning Message*. Point out the page that talks about the fruit and berries. Ask the students to identify the food on the page. “What fruit is this?” “Is this a vegetable or a fruit?” Paraphrase the sentences if students begin to lose interest. Have students review the vocabulary words afterwards to become familiar with the content. (This is a higher-level book with new vocabulary introduced.)

Write the question, “What is your favorite vegetable?” or use a yes/no question such as “I like to eat berries.” If they repeat the child ahead, ask questions or prompt the students to think of other ideas. For older students, use a bar graph to identify how many students like certain foods.

Divide the class into two groups. The first group will draw or cut out vegetable shapes for their cornucopia or table. If children are having difficulty knowing what the vegetables look like, use the pretend food out on the table or have pictures available for them to copy. Please do not use ditto sheets with already drawn vegetables or fruit. Have each student sort their cut-out fruit and vegetables using the chart on page 13. The students can color and decorate their table or cornucopia. Use construction paper cut into shapes such as triangles, squares, circles, and rectangles of various colors. Document the student’s progress on the assessment form on page 14.

The second group will make a friendship graph. The teacher will ask the students, “How do we know when we are friends?” Responses will be statements like, “We share, have fun together, take turns, are nice to each other,” etc. Write students responses in columns on chart paper. Give each student a piece of paper that is a vegetable or fruit and have them put their name on it (help them write their name if they need it). Each student will then tape their vegetable or fruit in the column where they see themselves as a friend or the quality that they feel is important. Choose three of the ideas and place them on the graph.

*If this concept is too difficult for your group, modify the activity to writing the ideas of each child on a large piece of paper and letting the children decorate their friendship ideas as a group collage.

EXTENSIONS

Water/sand table: Put sand in the water table along with the plastic vegetable so the students can “plant their own.”

VOCABULARY

Post vocabulary words on a large sheet of butcher paper. Add any words students would like defined.

- Honor To be special
- Mother Earth A name given to the world that gives us all we need to live
- Force A power
- Herbs Plants found in nature
- Grandfather Thunder Beings... A special name for thunder
- Elder Brother Sun A special name for the sun
- Grandmother Moon A special name for the moon
- Spirit Protectors People or animals who have been and are important to us
- Harmony A balance; getting along with others
- Great Spirit Someone who watches over everyone

RESOURCES/MATERIALS

Giving Thanks: A Native American Good Morning Message by Chief Jake Swamp

Colored construction paper

Chart paper or butcher paper

Scissors

Markers

Crayons

Plastic fruits and vegetables (or pictures of fruits and vegetables)

ASSESSMENT

Using the teacher assessment form on page 14, assess the student's ability to correctly sort the fruits and vegetables.

Name _____

Fruit and Vegetable Worksheet

FRUIT	VEGETABLE

Lesson 4: Giving Thanks

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

BENCHMARKS

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

Students will write and speak for a variety of purposes.

Students will know how various societies have been affected by contacts and exchanges among diverse peoples.

OBJECTIVES

Students will increase their vocabulary by learning 10 new words.

Students will increase their memory skills of story recall through a drawing and writing activity.

SPECIFICS

This lesson plan is intended to share American Indian literature that explains concepts of giving thanks to all living things in our world. It is important for teachers to understand that the Iroquois or Six Nations specifically use this story. These six nations (Seneca, Cayuga, Onondaga, Oneida, Mohawk, and Tuscarora) are in the northeast part of the United States and Canada. Using a map to show students where these people are from may be helpful in explaining that there are many different groups of American Indians. The students will learn about the language, concepts, and diversity that exist among American Indians.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Large Group (Circle Time)

Small Group

Center Time

PRELIMINARY LESSON PREPARATION

Contact the library to request books from the recommended literature list to have available in the literacy center. Teachers should read *Giving Thanks: A Native American Good Morning Message*, and familiarize themselves with the vocabulary definitions in Teacher Resource #1. Write the question, "What do I know about Thanksgiving?" on a piece of chart paper. Teachers could also use a yes/no question such as, "I like eating turkey." Assemble the materials for one baggie book for each student before the activity.

PRETEACHING

It may be effective to let the students know this is a longer book with more words. Give the students an opportunity to identify how they will pay attention and listen to the story (hands in my lap, cross my legs, turn my listening ears on, wait my turn to talk, etc.).

ACTIVITIES

Read *Giving Thanks*. Encourage students to ask questions and identify the new vocabulary words being used. Paraphrase the words if students begin to get restless or have difficulty paying attention.

Use chart paper and write the question, "What do I know about Thanksgiving?" Use a picture to represent the statements if children need a visual reminder. This could also be an opportunity to use a bar graph for the students' responses. Explain to students: "This week we are focusing on how we celebrate Thanksgiving and to share with each other what we are thankful for. We also want to learn how people express their thanks and learn more about American Indians today." Document the student's responses on the assessment form provided on page 18.

This is an opportunity for children to share their thoughts in a group. No answer given is wrong. If students begin repeating each other, ask additional questions or prompt them with suggestions. (For example, if all the students begin saying, "I like eating turkey," ask a question, such as, "Where do you eat with your family? Who do celebrate with?" etc.)

Divide the class into two groups. Each student will make a baggie book of what they are thankful for.

Baggie Books

1. Use three sandwich bags.
2. Staple the closed ends together.
3. Cover the end with tape so the staples are not showing.
4. Have each student decorate six small squares of construction paper with markers, crayons, or other art materials.
5. Place two of the decorated squares (back-to-back) in each baggie through the open end.

Encourage students to remember concepts from *Giving Thanks*. Help each student write a sentence of what they are thankful for. If the students need suggestions, they can use the book for ideas.

In the second group, give each student either a black or blue piece of paper. Have the students do a recreation of either a day or night scene from the book. Ask each student if they would like to make a night scene or a day scene. When they are finished, help each student write a sentence about their picture.

As the students are drawing, ask them if they remember things they saw in the book. They can draw people, plants, animals, etc. The students can use white crayons, cotton balls, gems, or other art materials for their picture.

Additional ideas for ECE/kindergarten teachers:

Center Time: For each center, the following suggestions can supplement the concepts being shared with the students.

- Literacy Center: Place books about American Indians in the literacy center for students to access. They do not have to be specifically about Thanksgiving. There are a variety of books available about fall themes and harvest.
- Music Center: If teachers have this center available, play American Indian music.
- Block Center: This center could have family dolls to play with along with the typical blocks that are set out.
- Housekeeping: If you have pretend food available, be sure to take out any types of food that are associated with other themes. Having the vegetables, breads, and natural foods out will help with the harvest lesson plan.

RESOURCES/MATERIALS

Giving Thanks: A Native American Good Morning Message by Chief Jake Swamp

American Indian Nations map

Baggie books

Colored construction paper

Chart paper

Play food appropriate for the season

Scissors

Glue

Art materials

Crayons and markers

EXTENSIONS

These books can be provided as additional resources for your literacy center. They are a great idea to have available to your students.

Baby Rattlesnake by Te Ata

Many Nations by Joseph Bruchac

Feeling Thankful by Sheila Kelly and Shelley Rotner

Did You Hear Wind Sing Your Name? by Sandra De Coteau Orié

Navajo ABC: A Dine Alphabet Book by Eleanor Schick and Luci Tapahonso

1st/2nd Grade:

Itse Selu: Cherokee Harvest Festival by Daniel Pennington

Giving Thanks: A Native American Good Morning Message (video) produced by Lancit Media Productions

ASSESSMENT

Use the assessment form provided on page 18.

Lesson 5: End of the Week Celebration

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

BENCHMARKS

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

Students will write and speak for a variety of purposes.

Students will know how various societies have been affected by contacts and exchanges among diverse peoples.

OBJECTIVES

Students will be learning about the concept of an American Indian giveaway.

Students will celebrate the week by having a feast together.

Students will read and write through sharing their art project with a friend.

SPECIFICS

Celebrations are to observe a day or event with ceremonies of respect, festivity, or rejoicing.

One of these celebrations by American Indians is called a giveaway. A giveaway is to honor people who have supported you or been an important influence in your life. People give blankets, start quilts, food, handmade items, or other traditional gifts. The giveaways are often done at powwows or family events such as weddings or reunions. Following a giveaway, it is often traditional to have a feed, or feast, to express thanks and share food with friends, family, and loved ones.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Large Group (Circle Time)

Small Group

Center Time

PRELIMINARY LESSON PREPARATION

Send a note home to parents asking them to send a can of fruit for kabobs or fresh fruit. If teachers plan to use the concept of a giveaway, it will need to be planned with the other grades, or with the principal if the whole school will be involved. It is important to remember the gifts are not the emphasis—it is the concept of thanking others for their support and guidance.

PRETEACHING

Students may not be used to giving their artwork to their friends. Emphasize how special each art picture is and how sharing feels good.

ACTIVITIES

Read *Giving Thanks: A Native American Good Morning Message* or *Being Thankful*. Paraphrase the concepts if the students begin to get restless or have difficulty understanding the words. Discuss the content such as, “What things were shared that people were thankful for?” “Were there pictures that you enjoyed?” Ask the question, “What did you learn?” Have the students identify as many statements as they can about what they learned. For older students, have them write out their own statements. Otherwise, use chart paper to document the students’ responses. Document the information on the assessment sheet on page 22. (This is the final unit assessment.)

Divide the class into two groups. The first group will make “friendship fruit” (fruit kabobs) for a snack. This is a great time to talk about which friends brought what fruit, who likes what kind, what colors there are, etc.

The second group will draw a picture to give to another student in the class. Make sure every child is receiving a picture. Preselecting the student pairs ahead of time would be helpful. Encourage students to use any art materials they would like. This is also a time when students can be sharing materials and talking about what they enjoy about their friends.

For the final activity, host a giveaway, using the description provided on page 21. The students could choose to giveaway an art project, food, or a small gift. They could thank their parents, another classroom, or other personnel in the school. Complete the assessment form on page 22.

RESOURCES/MATERIALS

Chart paper

Scissors

Glue

Art materials

Crayons and markers

Construction paper

Kabob sticks

ASSESSMENT

Complete the assessment form on page 22 for the student’s ability to identify statements about the specifics of a giveaway.

The Giveaway (Teacher Description)

The giveaway is a prominent virtue among almost all Native Nations in the Western Hemisphere. For some tribes, powwow committees, and individuals there is not a more highly esteemed event than sponsoring a giveaway.

While some giveaways accompany private family ceremonies, a number of events at a powwow provide an opportunity for an individual, powwow committee, or family to sponsor a giveaway.

Memorial: Memorial giveaways held at powwows are given to honor a singer, dancer, family member, or perhaps a veteran who has passed away, sometimes after the first or fourth year. The giveaway is accompanied by a speech from a local elder who knows the native language, to help to person being memorialized gain strength and adjustment in the next world.

Naming: While naming ceremonies among some tribes are a private family event, occasionally someone is named during a powwow and out of happiness and appreciation sponsors a giveaway.

Royalty/Head Dancers: Many royalty and other people asked to be in positions of representation often decide to return that honor by having a giveaway of appreciation.

First Dance/Special: Usually upon asking a drum for a special song, a birthday, first time dancer, or other special event, the person requesting has a giveaway. The giveaway can be large or as small as giving a small cash donation and tobacco to the drum rendering the song.

Whistle Man/Veterans: When starting up or prolonging a song, or when asked to pick up an eagle feather, often the individual will giveaway for this honor, as well as the party who dropped a feather.

Source: Oshscabewis. (1995, Mid-July). "The Giveaway." *The Indian Country Powwow Directory*. IX (13), p. 8.

The Giveaway (Student Description)

By Denise Engstrom

The giveaway is an event to honor, celebrate or show appreciation for individuals who are considered to be special and supportive. The giveaway can include blankets, star quilts, food, or other special handmade items. The event allows people to show others how much appreciation they have for the people being honored. The giveaway usually includes a speech by an elder or other person who can express the appreciation for the people being honored. The giveaway is a special event that everyone can celebrate to honor others on a special day.

Bibliography

These books are appropriate stories, pictures, and concepts of American Indians. Request these books from the school library or from the local library and place in the literacy center.

It is strongly encouraged that these books be requested during other times of the year besides Thanksgiving to expose students to American Indians year-round.

T. J. Brassler, "Early Indian-European Contacts," in *Handbook of North American Indians*, Volume 15, Northeast. Bruce G. Trigger, ed. (Washington, D.C.: Smithsonian Institution): 82, 83, 89, 95.
Oshscabewis. "The Giveaway." *The Indian Country Powwow Directory*. IX (13), July 1995.

ECE/kindergarten:

Ata, Te. *Baby Rattlesnake*. San Francisco, CA, Children's Book Press, 1989.

Bruchac, Joseph. *Many Nations*. Bridgewater Books, 1997.

Orie, Sandra De Coteau. *Did You Hear Wind Sing Your Name?* New York, Mondo Publishing, 1995.

Schick, Eleanor and Tapahonso, Luci. *Navajo ABC: A Dime Alphabet Book*. New York, Aladdin Paperbacks, 1995.

1st/2nd grade:

Pennington, Daniel. *Itse Selu: Cherokee Harvest Festival*. Watertown, MA, Charlesbridge, 1994.

Video:

Giving Thanks: A Native American Good Morning Message. Produced by Lancit Media Productions. Reading Rainbow.

About the Author

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 a 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. She has published other Alma units including *Exploring Northeast Native Americans: The Iroquois, The Denver March Powwow*, and *Storytelling: An American Indian Tradition*.

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