



Grade Level: 1  
Subject: ELA

# Celebrations

## ESSENTIAL UNDERSTANDINGS

- Lifeways
- History
- Identity

## LEARNING OUTCOMES

- Students will be able to define the term “celebrations”.
- Students will be able to describe the celebrations of The Confederated Tribes of Grand Ronde.
- Students will be able to compare and contrast the celebrations of The Confederated Tribes of Grand Ronde to the celebrations of their own family & culture.

## CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Higher level thinking: creating
- Connecting to students’ personal families and family members
- Preserving and honoring cultural history
- Student talk, working together and individually

## ASSESSMENT

Students will be assessed on their participation in group discussions and activities. Students will also be assessed on their proficient completion of their

## Overview

The term “celebration” can have many different meanings. In Native American cultures, celebrations may not look the same as they do for others. Native Americans celebrate their history, their earth, and each others. In this lesson, students will learn about celebrations of The Confederated Tribes of Grand Ronde and how they are similar/different than their own celebrations.

## MATERIALS

- [Celebrations Mind Map Template](#)
- [Celebrations Worksheet](#)

## LOGISTICS

- Where does this activity take place?  
**Classroom**
- How are the students organized?

**Whole Class**      Teams: 3-5

Pairs                      **Individually**

## TIME REQUIRED

**50-60 minutes**

**\*Can be divided into multiple days**

## STANDARDS

### Oregon Common Core Standards: ELA-LITERACY

**K.SL.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**K.SL.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**K.SL.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

### Oregon Social Science Academic Standards

**Historical Knowledge 1.11** Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, and celebrations of my community and the diverse social and ethnic groups in Oregon and the United States of America.

## Background for Teachers

**celebrate** [cel-e-brate] v. **1:** to perform (a sacrament or solemn ceremony) publicly and with appropriate rites **2:** to honor (an occasion, such as a holiday) especially by solemn ceremonies or by refraining from ordinary business **3:** to mark (something, such as an anniversary) by festivities or other deviation from routine

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All cultures have some form of celebration or celebratory events. People often celebrate the things which they consider to be important. When people of a culture celebrate together, they are able to share their joys and sorrows surrounding their ideals, beliefs, experiences, and history. Many celebrations turn into traditions over time. Teaching students about the celebrations of other cultures can foster respect and open-mindedness about other cultures. Teaching about celebrations can also help students create connections between their culture and others.

## VOCABULARY

- **celebration** - A festival featuring arts and events specific to a particular culture
- **regalia** - the traditional and often sacred clothing, accessories and artifacts worn or carried during various ceremonies

## Opening

- Create a mind map in front of the class. (See lesson sample)
- In the middle, write the word “CELEBRATIONS”
- Allow students to brainstorm to fill the map. Write down ideas, phrases, and activities as the students offer suggestions. Create connections between ideas/suggestions if applicable.

Explain to students that they will be learning about celebrations of The Confederated Tribes of Grand Ronde.

## Activity

1. Show students the video 2022 Marcellus Norwest Memorial Veterans Powwow (<https://youtu.be/sF9Q1jSd2w8>)
  - a. A powwow is a cultural event that features group singing and dancing by men, women and children. They are a time of celebration where cultural traditions are passed down from generation to generation.
  - b. At this powwow, veterans are also being celebrated and honored. (Explain the term “veterans” if needed and why we would celebrate/honor them)
  - c. Optional: The Confederated Tribes of Grand Ronde also celebrates veterans on Memorial Day. See video Annual Memorial Day ceremony returns ([https://youtu.be/efHq\\_Yitdy4](https://youtu.be/efHq_Yitdy4))
2. Along with veterans, The Confederated Tribes of Grand Ronde also celebrates plants, animals, and the land.
  - a. Ask students: Why would it be important that people celebrates these things?
  - b. Show students:
    - i. Agency Creek First Fish Celebration (<https://youtu.be/8YqwfqAKhoE>)
    - ii. First Foods Celebration: (<https://youtu.be/Xb6Ojs1zhA8>)
3. The people of The Confederated Tribes of Grand Ronde also celebrate people and places with special cultural purposes.
  - a. Grand Ronde celebrates achaf-hammi's 10th birthday -- Smoke Signals (<https://youtu.be/qsB2GOWZpKM>)
4. Explain to students that the celebrations they just viewed are extremely special to The Confederated Tribes of Grand Ronde and are unique to their Tribal people. But the tribal members of The Confederated Tribes of Grand Ronde also celebrate other holidays as well - such as Christmas, Halloween, and Easter.
  - a. OPTIONAL:
    - i. Tribal Housing Easter Egg Hunt: <https://youtu.be/klqwG0BMvow>
    - ii. Grand Ronde's Halloween Spooktacular Drive-Thru Parade (<https://youtu.be/c0BPQKd9oKU>)
    - iii. Tribal Council Christmas Party 2019 (<https://youtu.be/3KFFs2ez7ol>)

## Closure

After students have learned about the celebrations of The Confederated Tribes of Grand Ronde, hand out the “Celebrations” worksheet for students to complete. This can be done individually, in pairs, or as a whole group.

## Differentiation

- If needed, teachers can divide this lesson into two days.
  - *Day One*: Teach students about the concept of “cultural celebrations” and preview celebrations of The Confederated Tribes of Grand Ronde.
  - *Day Two*: Review celebrations of The Confederated Tribes of Grand Ronde and complete the Celebrations worksheet.

## Extension

- Explore the celebrations of other cultures. Compare and contrast the celebrations and reflect on how they are similar/different than the cultures of the students in your classroom.
- Participate and/or contribute to a cultural celebration. Talk to students in your classroom, their families, and the community members and identify an upcoming celebration. Make plans to attend a celebration or find ways to celebrate within your school/classroom.

## Notes/Other

Jan Michael Looking Wolf’s or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)  
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

## Appendix

- Celebrations Mind Map Template:  
<https://drive.google.com/file/d/1-ptjKVrS0biOdLcVPECxUq15eF6-5RP1/view?usp=sharing>
- Celebrations Worksheet:  
<https://drive.google.com/file/d/1A1-E9IxCSttLsmuxQpt3IlyGq6VObCz5/view?usp=sharing>