

The Navajo, the Pueblos and Me

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Abstract

In this unit, entitled “The Navajo, the Pueblo and Me”, students will have the opportunity to explore the history, art and culture of the Native Americans of the Southwest. Working with students that have both physical and cognitive disabilities, curriculum units and lessons must often be modified and adapted to allow for access by the student. These adaptations and modifications are often performed by the regular education or the special education teacher. While teachers try their best to change the unit or individual lessons within the unit without altering its content or its impact for their students, it is a tall order and not always feasible within the constraints of time and money. Special needs students need a unit with lessons designed from the start with them in mind. This is that unit. It will afford them the experience of learning about the history, art and culture of the Navajo and Pueblo communities through exploration and a hands-on approach. More than learning about someone or something, the students will be immersed in the content and grow into a true and natural appreciation of both the people of these communities and their culture, as well as, develop a connection to them as people different from them in some ways, but similar to them in other ways.

The unit begins with an introduction to the Navajo and the Pueblo communities. Following the introduction, it sets off into an investigation of the Navajo and Pueblo people, their history, art and culture. Initial lessons, which look into the history of the Native American people, detail their homes, clothing and food. Lessons after the initial lessons dive deeper into tradition and culture, as well as, art and contain hands-on activities like creating woven pieces and pottery studying the process and style of the Native Americans and creating in the students’ own unique and individual styles influenced by their own families and cultures. The concluding lessons lean into the students’ lives and what makes them who they are and how who they are impacts their expression of themselves, specifically in the area of the fine arts. The lessons are designed with students with both physical and cognitive needs in mind; they offer opportunities to create with their hands and minds by including the use of adapted tools and both auditory and visual input. Wherever possible, opportunities for tactile learning are offered to the students, too. Some of the specific activities that are included in the unit are cooking and eating a food from the Native American culture and preparing a traditional food from their own culture to share with each other. Also, creating a woven textile and a piece of pottery from start to finish with connections to the Native American people and their culture, as well as, the students’ lives and what has meaning to them.

Key Words

Native Americans, Southwest, Navajo, Pueblo, hogan, fry bread, “The Long Walk”, weaving, textiles, pottery, clay, art, tradition and culture

Unit Content

According to an article published in [U.S. News and World Report](#) in 2019, 87% of state history standards do not include Native American peoples, their history or their culture after 1900. Worse than that, 27 of the 50 states in the United States of America do not even mention Native American peoples at all. How is that possible? Why is that acceptable? The Native Americans were the first Americans or the original inhabitants of our country. Their contributions to our land through farming, hunting, storytelling and art not only shaped our history, but also shaped who we are today. Our young people need to learn about these people and their history; they need to understand how our country has impacted Native American communities and their worlds. This subject needs to be taught in 50 out of the 50 states in this country and not simply as an aside, but as a rich and robust curriculum honoring the Native Americans of the past, present and future.

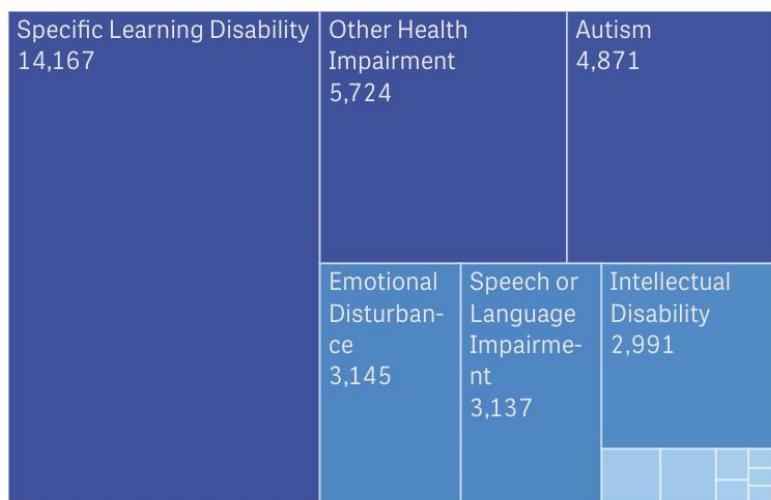
Specific to the state of Pennsylvania and even more to the School District of Philadelphia creating and implementing a curriculum that addresses Native American history and culture is imperative if we hope to reach our goal of equity within our district. On the School District of Philadelphia’s website under the Office of Diversity, Equity and Inclusion, the following statement is posted to highlight their mission regarding equity in education moving forward. “When we say ‘equity’ at the School District of Philadelphia, we mean to: Cultivate prosperity and liberation for students and staff, starting with historically marginalized populations, by removing barriers, increasing access and inclusion, building trusting relationships, and creating a shared culture of social responsibility and organizational accountability.”(<https://www.philasd.org/dei/>) If we are to take this statement to heart, we must teach a curriculum that incorporates fully not only American history and its impacts on our country and society, but also Native American history not to mention African American history, Asian American History and so on. We need to represent these issues more regularly than one month a year, and with academic content presented in a rigorous and reliable way.

Following the statement above, a second and just as significant problem addressed in this classroom curriculum involves another underrepresented group, students with special needs that must be met in order for them to learn. In the School District of Philadelphia, there are currently 198,645 students enrolled in the district’s elementary, middle and high schools. Of those 198,645 students, 17.6% have special needs. This means that roughly 34,000 students do not learn in the “typical” way and require adaptations and/or modifications to both their environment and the curriculum. For more specific

information regarding the different categories of students with IEPs (individualized educational plan) in the School District of Philadelphia refer to the table below.

Primary Reason for IEP

2021-22; includes "Gifted without Disability"



Source: <https://dashboards.philasd.org/extensions/enrollment-public/index.html#/demographics>

This curriculum has been designed for students with special needs first. What does that mean? Instead of taking a curriculum constructed with typical learners in mind and modifying it for use with students with special needs, this curriculum uses strategies and techniques that are tried and proven effective for students with special needs. For example, this curriculum is built on hands-on activities and immersive experiences that allow students with different learning styles to succeed. It incorporates the use of read aloud books in both print and video formats, and picture cues and opportunities for repetition that help students with special needs to acquire and maintain new information and skills over time.

This curriculum is a drop in filling the bucket of exploration and learning about Native American peoples, their cultures and their contributions to the United States of America as it is today. It scratches the surface of the inequality of learning between students with

regular needs and those with special needs. However, it is a beginning for both...and we have to start somewhere, somehow, sometime.

This curriculum looks at two tribes of Native Americans who reside in the southwestern portion of the country, the Navajo and the Pueblo peoples. We will study their geography, history and culture paying particular attention to their art. We will dive deeply into their works of pottery, weaving and jewelry making paying particular attention to the wide variety of techniques used over time and the ties their designs have to them as a peoples and communities. We will do this while working with our hands to create the homes of the Native Americans, baking Fry bread, and ultimately making beautiful works of art in Navajo and Pueblo styles with the respect and reverence the work deserves and at a level accessible to all students.

Included here is a scope and sequence for the curriculum. It illustrates the content, specific lessons, materials, and books used during its implementation by an educator.

Scope and Sequence

Grades 4-6 Physical Support – 2 Weeks

Standards

8.3 United States History

9.2 Historical and Cultural Contexts

Objectives

1. Read a map and identify the locations of various Native American tribes in the United States of America
2. Define (in your own words) vocabulary specific to the Native American peoples
3. Identify the characteristics of the daily life of the Native American peoples of the past and the present
4. Compare and Contrast the Navajo with the Pueblo peoples
5. Describe the process and the product of pottery, textiles, and jewelry specific to Navajo and the Pueblo peoples
6. Engage in the traditions associated with the Navajo and the Pueblo peoples including making pottery, weaving and storytelling

Suggested Texts (Read Aloud):

And It Is Still That Way: Legends Told by Arizona Indian Children by Byrd Baylor

The Legend of the Indian Paintbrush by Tomie DePaola

Coyote and the Sky: How the Sun, Moon and Stars Began by Emmett Shkeme Garcia and Victoria Pringle

Native Peoples of the Southwest by Amy Hayes

Pueblo by Katie Lajiness

Jingle Dancer by Cynthia L. Smith

Native American Art: From Totems to Textiles by Joan Stoltzman

Navajo by Sarah Tieck

Beauty Beside Me: Stories of My Grandmother's Skirts by Seraphine Yazzi

When Clay Sings by Byrd Baylor

Week 1

Topic(s):

- Geography
- Homes (Hogan, Pueblo and Kiva)
- Food (Fry Bread)
- Traditions (Storytelling)

Week 2

Topic(s):

- History (“Long Walk”, 1863-1868; Pueblo Revolt of 1680)
- Clothing – Weaving
- Pottery
- Jewelry

Using this Scope and Sequence, an educator will be able to provide students with significant background regarding the history and the cultures of the Native American

peoples, specifically the Navajo and the Pueblo, and create works of art including a piece of pottery, a woven basket, and a piece of jewelry in the style of the people.

Beginning with geography, the educator will focus on the southwestern portion of the United States where more than 20% of Native Americans live today, specifically in Arizona and New Mexico. The Navajo tribe of the Native American people live in three of the “four corners” states including Arizona, New Mexico and Utah while the Pueblo peoples live primarily in two of those four states, Arizona and New Mexico. The “four corners” which is where the four states of Arizona, New Mexico, Utah and Colorado intersect will be explained and it will become a vocabulary word in the unit.

Commented [FWL1]: FYI there is a group in Texas so that is why I made this change. no worries.

Following the section of the unit that is focused on the locations of the Navajo and the Pueblo peoples, the focus will shift to the housing of each tribe. Today many Navajos live in homes like yours and mine, Navajos historically lived in houses called hogans. Hogans are the traditional housing of the Navajo; they are round and dome-shaped with a hole in the roof to allow the smoke from a fire to escape. A traditional hogan is made of wood, tree bark and mud; the door is often covered with a blanket. This door always faces East toward the sun and blessings associated with the start of each new day.

The hogan is quite different from the style of house built and lived in by Pueblo peoples. The name Pueblo in Spanish means ‘town.’ Pueblos are multi-story buildings that can hold hundreds of people. They were constructed using stone, adobe and mud. Ladders were used to gain access to and from the homes. The ladders were also a defense feature raised and lowered them at night and as needed during threatening times. Pueblos were often built around a large, open area or plaza, and circular, underground rooms known as kivas. The kiva is used by the Pueblo people for spiritual rites and ceremonies or political meetings.

Food is another aspect of a people’s culture that is worth studying not only because it is historical and passed down from generation to generation, but also because it reflects the traditions and the beliefs of specific groups. Special foods are often shared outside of the communities it belongs to and thus has the power to connect people and societies on a large scale. There are many foods associated with Native Americans including: pumpkins, wild rice, sweet potatoes and what has come to be known as the “three sisters.” The “three sisters” are corn, beans and squash; they were the main crops of the Indigenous peoples of North America and still widely used in Native American cooking today.

Another iconic Native American food is fry bread. Fry bread can be described simply as fried dough. It is a funnel cake without the powdered sugar to everyone else, but to Native peoples, particularly Navajos, fry bread is also a symbol of survival. Fry bread sprung from one of the most difficult and deadly times in the history of the Navajo tribe. It originated about 160 years ago at Bosque Redondo, the reservation where the Navajo

were forced to go by the United States government. It was here at Bosque Redondo where the land was unsuitable for growing crops that the Navajo used their provisions of white flour, processed sugar and lard to create fry bread. It was what they lived on while they were imprisoned on the reservation.

Today, fry bread is a staple in the diet of many Native Americans especially the Navajo. It is a symbol of their struggle and an artifact of their history. Plus, it tastes very good. Fry bread is eaten plain or as the ends of a sandwich. It can be dipped in honey or sugar or, in the most popular way, as the base of a “Navajo Taco”. People of all races, creeds and cultures who have the opportunity to try fry bread are connected in a small way to the rich history and culture of Native Americans.

Storytelling, or oral traditions, wrap up the first week of the unit. It is a very important part of many cultures including the Native Americans. Stories are told in order to pass on historical accounts of significant events in the lives of a people. This is different than a written language. Story telling also teaches the younger members of a group morals or lessons. The Navajo people are particularly fond of storytelling; they use it to explain many aspects of their life including their origin or creation story.

One version of the creation story is titled “Four Worlds: The Dine Story of Creation” and it was retold by Michael Caduto. In this version of the creation of the Navajo people, life begins in the “First World” and through a series of events insects, plants, clouds, mountains, rivers, springs, trees, birds and human beings are made and brought by a tall, growing reed to the “Third World” where they are content until someone, Coyote, does something wrong. Coyote steals a water baby from the god of the water and the “Third World” floods; before everything is destroyed, Begochiddy (a god) who has been in charge of making things and assisting the people in each of the worlds again saves everything and everyone by bringing them into the “Fourth World” where they still live today. It is through this story and many others that the beliefs and ultimately the way of life of the Navajo is explained among themselves and to outsiders.

Teaching Strategies

“Tell me and I forget, teach me and I may remember, involve me and I learn.” Spoken by Benjamin Franklin sums up in just a few words the basis of this unit. It is not simply a collection of lessons about Native peoples of the Southwest or even about their art or culture. This unit, “The Navajo, the Pueblo and Me” is an immersive experience; it is a set of opportunities for students to create and connect to another people. It is a chance for them to truly see and understand the lives of others through their art and their culture and the impact it has on life and that life has on it in turn.

Since this unit was created for students with special needs as the target audience, scaffolding of instruction and differentiation are key strategies necessary for a

successful delivery. Scaffolding is quite simply the building up of a student or students from a lower level to a higher one following a course of the most support from the teacher or a staff member to the least support or no support at all. The strategy of scaffolding is embedded within this unit and within the individual lessons through the use of a prompt hierarchy. For example, the most support that could be provided to a student is physical support or hand over hand. Allowances are made for this level of support during both the weaving and the pottery lessons. Moving down from there within those same lessons, modeling is used in combination with visual supports and picture cues until finally the student (who is able) can work independently or without support.

Tied very closely to this idea of scaffolding and used thoughtfully throughout this entire unit is the process of differentiation of instruction. Do only students with special needs benefit from differentiated instruction? Definitely not. All students learn in their own way; some students are auditory learners, while other students are visual learners. Some need to touch and to feel things, while still others need to move about the classroom during a lesson. Students with special needs are all individuals, too. Each one may need something slightly different than his or her peers. “Success for the student with learning disabilities requires a focus on individual achievement, individual progress, and individual learning.” (Learning Disabilities Association of America, LDA)

Differentiation can address any of four specific areas. Those four areas include: content, process, product and environment. Content, which is somewhat self-explanatory, refers to the material that is being taught to the students. There are many ways in which content and, in fact, process, product and environment can be differentiated, but for this unit and the lessons within it content has been altered in two significant ways. First, many of the books and texts used throughout the unit are available online. This format allows students a new entry point into the content; for a student that cannot read well or struggles to get meaning from words without pictures, this approach can be a game changer. Second, the use of anchor charts and other visual supports, like picture cues makes connections between information and ideas that the student might not be able to make without them.

Process and Product are also considered in this unit. In regard to process, the activities are scaffolded (as noted earlier) and many involve a hands-on, multi-sensory approach. In the lesson that uses a Venn Diagram, the model is three-dimensional and created using wiki sticks to allow for new visual and tactile stimuli to a normally flat, paper and pencil task. Product is also addressed through the use of a choice of assessment, as well as rubrics to score students on performance-based measures. In the lessons on weaving and pottery, students have the opportunity to choose whether to explain their pieces orally or in written form, and are scored using a teacher-made rubric that takes more than just the “correctness” of the product into account.

SDI – Specially Designed Instruction

Lesson 1: Native Americans of the Southwest

- Anchor Charts/Vocabulary Charts with Picture Cues
- Online Books/Texts (Epic Books)
- Videos (YouTube)
- Graphic Organizers

Lesson 2: The Navajo: Storytelling and Oral Tradition

- Hands-On Activities (retelling rope/ribbon)
- Graphic organizers
- “Exit Ticket”

Lesson 3: Navajo and Pueblo Art – Weaving

- Modeling
- Performance-based Tasks

Lesson 4: Navajo and Pueblo Pottery

- Modeling
- Performance-based Tasks

Classroom Activities

Lesson 1: Native Americans of the Southwest

Unit Title: “The Navajo, the Pueblo and Me”

Grade Level: Physical Support (3-6)

Objectives:

(Write 2-5 objectives stating expected learner outcomes)

SWBAT identify the characteristics of daily life like the housing, clothing and food of the

SWBAT read a map of the United States IOT locate the four states in the Southwest where the Native American tribes, specifically the Navajo and the Pueblo lived both in the past and the present.

SWBAT define new and unfamiliar vocabulary encountered in text IOT use it when sharing in either spoken or written word information about the Native Americans of the southwest.

Native Americans IOT compare and contrast their cultures to each other (Navajo and Pueblo), as well as, to their own culture.

Materials/Resources Needed:

- Video: “Native Peoples of the Southwest – Exploring Our Past on the Learning Videos Channel (YouTube)
- Video: “Native American History for Kids/An Insightful Look into the History of the Native Americans (YouTube)
- Native Peoples of the Southwest by Amy Hayes (Epic Books)
- Map of the United States
- Google Slide (Vocabulary Review)
- Crayons or Markers
- Chart Paper
- Post-it Notes

Vocabulary:

- tribe
- hogan
- pueblo
- arid
- maize
- nomadic
- kiva
- reservation

Anticipatory Set:

(List specific statements or activities you will use to focus students on the lesson for the day)

Display (around the classroom) many books about Native American peoples and pictures depicting the people and their houses, clothing, food and art. Encourage students to explore the books and the pictures before the lesson begins.

Read a story from And It Is Still That Way by Byrd Baylor. Use this story to “hook” the students; introduce the students to Native American people through an important part of their culture or storytelling.

Objective/Purpose:

(For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.)

By the end of this lesson, you will be able to identify the area of the United States where the Navajo and the Pueblo people live both in the past and present day.

You will be able to describe the culture of the Native American people including their food, clothing and art using new vocabulary related to the Navajo people, the Pueblo people or both.

It is important for you to be able to do both of these things so that you can acquire an understanding and an appreciation for people of other cultures and recognize the similarities and differences between your culture and the culture of others.

Input:

(What information is essential for the student to know before beginning and how will this skill be communicated to students?)

Students need to know that there are people in this world that are both the same and different from them. They need to learn that the food that they eat or the clothes that they wear might be very different from other people or similar to them; they also need to know that it is the food, the clothing and the art of people that create their culture. Students have their own culture which has been influenced by their friends, their family and the area where they live or where they came from and it is that culture that helps to mold them into the person they are now.

Also, students will need to know that the Navajo and the Pueblo peoples are Native Americans and that they reside now in the southwestern portion of the United States.

(Prior knowledge will be gathered from the students using a KWL chart at the onset of the lesson. It will be revisited throughout the unit to add to it.)

Model:

(If you will be demonstrating the skill or competence, how will this be done?)

The map activity will be projected onto the Smart Board and I will complete it along with the students; I will identify the area(s) on the map where the Navajo and the Pueblo people reside now. I will also color code the map (with the colors that they will need to use for the activity) and ring the “four corners”, so that they can see where to mark them on their map.

Check for Understanding:

(Identify strategies to be used to determine if students have learned the objectives.)

Together, with the students, we will revisit the KWL chart that we created at the outset of this lesson and we will add things that we have learned about the Native Americans to it.

Guided Practice:

(List activities which will be used to guide student practice and provide a time frame for completing this practice.)

Together as a class, we will complete the following activities:

Watch the video “Native Peoples of the Southwest – Exploring Our Past on the Learning Videos Channel (YouTube)

Create an anchor chart (T Chart) listing any and all characteristics of either the Navajo or Pueblo that the students took from the video.

Read the story My Life as a Native American by Ann Matzke (Epic Books)

Allow students to draw/write one fact on a post-it note about either the Navajo or Pueblo people gained from the story read to them.

Closure:

(What method of review and evaluation will be used to complete the lesson?)

“Exit Ticket” – Each student will be responsible for creating a mini presentation of at

least five things that he/she learned about Native Americans. These five things can include: new vocabulary words, locations from the map of the United States, and facts about their specific housing, clothing and food.

Students will have the option of how to create this presentation. They can choose a Google slide, a 9x12 poster using photos or illustrations drawn by hand, or an oral speech. Each “exit ticket” will be scored according to a teacher-made rubric. Offering multiple choices for how to show what you know allows students to select an area of strength; it creates different opportunities for different learners.

*For those students that cannot access Google Classroom and/or have difficulty manipulating the computer cursor with a mouse/keyboard, the pdf version of the slide will be printed and the vocabulary words will be cut out and pasted onto the pictures.

Independent Practice:

(List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance.)

Students will complete (independently) a vocabulary review of five of the eight new words from this lesson on Google slides. To do this, they will need to click and drag the vocabulary word from the middle of the slide and drop it onto its picture representation. The slide will be shared with the students using Google Classroom.

Lesson 2: The Navajo: Storytelling and Oral Tradition

Unit Title: “The Navajo, the Pueblo and Me”

Grade Level: Physical Support (3-6)

Objectives:

(Write 2-5 objectives stating expected learner outcomes)

SWBAT describe the unique culture of the Navajo including their homes, clothing, food and art IOT compare and contrast them with other Native American tribes of the Southwest, specifically the Pueblo people.

SWBAT retell a traditional Navajo story IOT make a connection to the Navajo art of storytelling and its significance to the culture of the Native American people.

SWBAT follow a recipe with both written and picture directions IOT make fry bread, a traditional Navajo food.

Materials/Resources Needed:

- Navajo by Sarah Tieck (Epic Books)
- How the Stars Fell into the Sky by Jerrie Oughton
- Chart paper
- Markers
- Post-it Notes
- Rope or ribbon
- Cut-outs to represent the characters in the story and the setting of the story, How the Stars Fell into the Sky
- Buttons (red, yellow and green)
- Hot glue gun with glue sticks or tacky glue
- Venn Diagram (graphic organizer) – to compare and contrast aspects of traditions and culture including food, art, and/or stories between two groups of people
- Wiki sticks
- Foam board
- Recipe for Fry Bread (Google Slides)
- Whole wheat flour
- Baking Powder
- Kosher Salt
- Water
- Mixing bowl
- Plastic Wrap
- Spoons
- Cookie sheets
- Parchment paper

Vocabulary:

- hogan
- oral tradition
- fry bread

Anticipatory Set:

(List specific statements or activities you will use to focus students on the lesson for the day.)

To begin the lesson, share the book entitled Navajo by Sarah Tieck. Create with the students an anchor chart that identifies aspects of Navajo culture discussed in the book. For example, write about the hogan and draw a picture of it. Display throughout the classroom, pictures of Navajo homes, clothing, food and pair them with the students' completed drawings. Also, add pictures and drawings of homes, clothing and food from other cultures, including the ones that are important to the students in the classroom.

Objective/Purpose:

(For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.)

By the end of the lesson, the students will be able to identify key components of the culture of the Navajo people. Specifically, they will be able to recognize the importance of storytelling or oral tradition to the Navajo, as well as to other people and compare one of the Navajo's creation stories with one from their own culture; they will be able to identify both the similarities and the differences. Also, in addition to a creation story, the students will follow a recipe (with picture cues) and make/bake fry bread. The students will experience first-hand the significance of food to a culture and how the beginning of a tradition, even a recipe, can be passed down from person to person throughout time. One particular thing to note to the students is the origin of fry bread and its ties to "The Long Walk."

Input:

(What information is essential for the student to know before beginning and how will this skill be communicated to students?)

Before beginning the lesson, the students will know about the geographic locations of the Native Americans, specifically some of the tribes of the Southwest. The students will know that both the Navajo and Pueblo peoples live today in the Southwest region, specifically the "four corners" area of Arizona, Colorado, New Mexico and Utah. They will begin to understand some of the key components of Navajo and Pueblo culture including their homes, food and clothing; they will also know that art plays a vital role in the history and the culture of any people including the Navajo and Pueblo peoples.

Students will review the anchor charts, as well as, the maps created in Lesson #1. Also, they will ask and answer questions about the stories read and videos watched in Lesson #1 that were used to create the anchor chart(s) mentioned above.

*Extension: If time permits (and the teacher feels that it would benefit the students), a

K-W-L graphic organizer/chart can be created and added to at the end of each lesson throughout the unit.

Model:

(If you will be demonstrating the skill or competence, how will this be done?)

To model for the students, the teacher will build a retelling rope with the students. (Please see the resource section below for a picture of a retelling rope.) He/She will attach a symbol for character, one for setting, and three for the plot (beginning, middle and end). He/She will also share out about his/her own traditions and culture. He/She will model for them how to draw similarities and differences between two groups of people. When making the fry bread, the teacher will utilize the picture cues in conjunction with modeling to assist them in following the recipe.

Commented [FWL2]: This sounds really interesting!

Check for Understanding:

(Identify strategies to be used to determine if students have learned the objectives.)

Students will complete a Venn diagram to show the similarities and differences between two groups of people specific to their traditions and culture.

*Note: The diagram will be completed using both words and pictures, as well as, a sensory-based (tactile) representation of the circles used in the diagram.

Guided Practice:

(List activities which will be used to guide student practice and provide a time frame for completing this practice)

Read Navajo by Sarah Tieck (10-15 minutes)

Anchor Chart – Using both words and pictures, complete an anchor chart centered on the Navajo people's traditions and cultures (15-20 minutes)

Read How the Stars Fell Into the Sky by Jerrie Oughton (10-15 minutes)

Create a retelling rope to highlight character, setting, and plot (20 minutes)

Share an oral tradition or story from my own culture; ask students to share a story from their culture with the class. Draw similarities/differences between the stories (10 minutes)

Complete a Venn diagram

Make/Bake fry bread

Closure:

(What method of review and evaluation will be used to complete the lesson?):

Using a 3D Venn Diagram (made from wiki sticks and foam board), students will compare and contrast the homes, food and clothing from their own cultures with that of the Navajo culture. (Pictures of the words along with the words will be available to the students who need visual cues to support their reading and writing.)

Independent Practice:

(List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance.):

3D Venn Diagram (see above)

Lesson 3: Navajo and Pueblo Art: Weaving

Unit Title: “The Navajo, the Pueblo and Me”

Grade Level: Physical Support (3-6)

Objectives:

(Write 2-5 objectives stating expected learner outcomes.)

SWBAT identify new and unfamiliar words in text IOT define them in their own words.

SWBAT create a woven textile (or a basket) IOT make connections between text and themselves and the world.

SWBAT ask and answer questions about a text (fiction or non-fiction) IOT identify the main idea and key details of a text.

Materials/Resources Needed:

- The Goat in the Rug by Charles L. Blood and Martin Link

- Beauty Beside Me: Stories of My Grandmother's Skirts by Seraphine G. Yazzie
- Piece By Piece By Stephanie Shaw
- Native American Art by Joan Stoltman (Epic Books)
- Cardboard (or plastic) loom
- Paper plates (for basket weaving) – one per student
- Yarn (in a variety of colors and weights)
- Scissors
- Paper
- Pencils
- Crayons
- Markers

Vocabulary:

- weaving
- loom
- weft
- warp
- fabric (chiffon, crepe, denim, linen, satin, silk, etc....)
- pattern
- symbol

Anticipatory Set:

(List specific statements or activities you will use to focus students on the lesson for the day.)

Prior to this lesson, pictures of a variety of Navajo and Pueblo textiles and samples of yarn and modern woven fabrics will be set around the classroom. To open the lesson and “hook” the students, the teacher will allow the students about 5-10 minutes to view and handle the images and materials; then, he/she will instruct the students to select something that they like and draw it. Paper and pencils (crayons and markers) will be provided to the students.

Objective/Purpose:

(For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.)

By the end of this lesson, students will be able to explain in their own words, terms associated with the art of weaving. They will also be able to “weave” something using either a cardboard or plastic loom and yarn; this experience will allow them to feel first-hand the effort and strength needed to complete this type of art, as well as, gain a genuine appreciation for it. They will create symbols or patterns for their art with significance or meaning to them and be able to explain that to their peers. A connection between their art and the art of the Navajo and Pueblo peoples will be made by them.

Input:

(What information is essential for the student to know before beginning and how will this skill be communicated to students?)

Students will need to know terms associated with weaving, as well as, the process involved in it. Students will listen to several books (read aloud and online) both fiction and non-fiction that will outline the process of weaving and highlight some of its key words. These books/texts will also share the deep meaning of the art of weaving and woven textiles or clothing, like a Navajo “Chief’s Blanket” shown through its colors, patterns and/or symbols. This is necessary for students to be able to understand the art and make a connection between it, themselves and their own art.

Model:

(If you will be demonstrating the skill or competence, how will this be done?):

After reading the books/texts with the students, the teacher will create a vocabulary anchor chart to refer back to throughout the lesson (and unit); he/she can suggest definitions to the terms in their own words, as well as, add pictures to aid the students in understanding and using these terms themselves.

Before beginning the weaving activity, the teacher will model each of the steps involved in the process. For example, in the basket weaving activity, the teacher will show the students how to use the paper bowl (with the slits already cut into it) to “weave” the yarn in and out and around and around to create the woven basket. The steps (along with visual representations) should be displayed in the classroom or on the Smart Board, too.

*The same modeling of the steps of the process or procedure for using the cardboard or plastic loom to weave a textile should be used by the teacher before the students engage in the activity on their own.

Check for Understanding:

(Identify strategies to be used to determine if students have learned the objectives.)

Students will be scored, using a teacher-created rubric, on their explanation (oral or written) of their piece. In particular, they will receive points for their use of colors, patterns or symbols and their ability to convey its meaning to them to their peers.

*Rubric is included in the appendix.

Guided Practice:

(List activities which will be used to guide student practice and provide a time frame for completing this practice.)

See direction sheet in the appendix for how to weave a basket using a paper plate and yarn.

To use the cardboard (or plastic) loom to weave a textile, show the video linked below to the students. Students will then have at least two class periods to complete their piece.

https://www.youtube.com/watch?v=AWLIy-Um7_0

Closure:

(What method of review and evaluation will be used to complete the lesson?):

Students will share their completed pieces in a classroom exhibit. At that time, they will either explain their art orally or they will attach a written explanation to their piece for their audience to read. The explanations along with the works of art will be graded using the teacher-created rubric contained in the unit appendix.

Independent Practice:

(List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance.)

Students will be encouraged to share their woven basket or textile with their family; they will be able to share their explanations of their pieces with them, too (before the in-class exhibition).

Lesson 4: Navajo and Pueblo Pottery

Unit Title: “The Navajo, the Pueblo and Me”

Grade Level: Physical Support (3-6)

Objectives:

(Write 2-5 objectives stating expected learner outcomes.):

SWBAT identify new and unfamiliar words in text IOT define them in their own words.

SWBAT create their own pattern or drawing IOT make a connection between the text, themselves and the world.

SWBAT use the coil technique with air dry clay IOT experience first-hand the process involved in creating a work of art.

Materials/Resources Needed:

- When Clay Sings by Byrd Baylor
- Video: “Clay Coil Pots for Kids” (YouTube)
- <https://www.youtube.com/watch?v=5GcpERzRVys>
- Air dry clay
- Water
- Toothpicks (for scratching)
- Plastic (non-stick) mats
- Paint
- Paintbrushes
- Outline of Clay Pot (Google Slide)
- Pencils
- Crayons
- Markers

Vocabulary:

- clay
- temper
- firing
- slab
- coil

Anticipatory Set:

(List specific statements or activities you will use to focus students on the lesson for the day.):

Since this lesson is focused on pottery, specifically the symbols and designs on Navajo and Pueblo pottery and their meaning to the people, the students will begin by viewing something that is significant to the teacher (from his or her culture) preferably with meaning attached to it or its designs.

For example, a teacher might choose to display his or her great-grandmother's tea set which is hand painted with wildflowers and handed down for generations. The teacher might explain that the significance of that set is not only in its history, but also in its painting. The wildflowers on it represent the first thing his or her ancestors saw when they arrived in America many years ago and they are now a symbol of new life and prosperity.

A connection can then be made between colors, patterns and symbols on Navajo and Pueblo pieces of art and the art inherent to the students' own culture.

Objective/Purpose:

(For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.):

At the end of the lesson, students will be able to use correctly terminology associated with the art of pottery. They will also be able to work with clay using one of two techniques to create their own work and design it with colors, patterns or images that are significant in their own lives. It is important for the students to experience the process of creating pottery, so that they may appreciate the energy and emotion that is involved in it. This experience will allow them to understand more fully the importance of the art to the life of the Native Americans, specifically the Navajo and the Pueblo peoples.

Input:

(What information is essential for the student to know before beginning and how will this skill be communicated to students?):

Before beginning their piece, the students will listen to the story When Clay Sings by Byrd Baylor. This story shows the meaning in works of art and highlights the uniqueness of each piece. Students will also review the terminology involved in pottery including: clay, temper, slab and coil. These words will be important when they start to create their pottery pieces. The video, "Clay Coil Pots for Kids", will be shared with the students to allow them to see what it is they will be doing and to put images with the words they have heard in the lesson.

Model:

(If you will be demonstrating the skill or competence, how will this be done?):

To demonstrate the coil technique, the teacher will not only play the video for the students, but he or she will also create a piece using the coil technique in front of the students. He or She will begin with the base by rolling out a round, $\frac{1}{4}$ inch thick piece of clay. Then, the teacher will make a long, snake-like “coil” and wrap it around the outside edge of the base. This process of making and wrapping coils will continue until the pot is created; then it needs to dry. Once dry, the teacher will also model designing and painting a pattern or symbol (with a particular meaning) onto the pot.

Check for Understanding:

(Identify strategies to be used to determine if students have learned the objectives.):

Using the outline of the clay pot template (printed), the teacher will have the students design their pots with colors, patterns and/or images that are a key aspect of their lives or of themselves.

Finished pieces of pottery will also be viewed and scored according to a teacher-made rubric included in the appendix.

Guided Practice:

(List activities which will be used to guide student practice and provide a time frame for completing this practice.):

Vocabulary Anchor Chart – Will be completed by the students and the teacher at the beginning of the lesson; it will be displayed in the classroom and referred to throughout the lesson

When Clay Sings – Outline (template) of clay pot will be designed by the students after listening to the read aloud by Byrd Baylor

Clay pot will be made and painted over the course of at least three class periods; finished pieces will be displayed exhibition style and the students will explain (oral or written) their pieces to each other and to other members of the school community

Closure:

Closure (What method of review and evaluation will be used to complete the lesson?):

The exhibition including the oral or written explanations of their pieces will be graded using a teacher-made rubric (found in the appendix). The students will be scored on their ability to follow directions and create a completed pot, as well as, their uniqueness of design and its connection to themselves and their world.

Independent Practice:

(List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance.):

Students will be encouraged to share their piece with their family and friends; they should ask others how their work makes them feel and if they have a particular color, pattern or image that they identify with or would put into a work of art.

Resources

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Appendix

Standards:

ELA

Grade 3:

- CC.1.2.3.A - Determine the main idea of a text; recount the key details and explain how they support the main idea.
- CC.1.2.3.B - Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- CC.1.2.3.C - Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
- CC.1.2.3.F - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
- CC.1.2.3.G - Use information gained from text features to demonstrate understanding of a text.
- CC.1.2.3.J - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- CC.1.2.3.K - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content; choosing flexibly from a range of strategies and tools.
- CC.1.5.3.D - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- CC.1.5.3.E - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 4:

- CC.1.2.4.A - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- CC.1.2.4.C - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

- CC.1.2.4.J - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- CC.1.2.4.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.4.C - Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.
- CC.1.5.4.D - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Grade 5:

- CC.1.2.5.J - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
- CC.1.2.5.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.5.5.D - Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Social Studies

Grade 3:

- 7.3.3.A - Identify the human characteristics of **places** and **regions** using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities

- 8.3.3.A - Identify and describe the **social, political**, cultural, and **economic** contributions of individuals and groups in United States history.

Grade 4:

- 7.3.4.A - Identify the human characteristics of **places** and **regions** using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- 8.3.4.A - Differentiate common characteristics of the **social, political**, cultural and **economic** groups in United States history.

Grade 5:

- 7.3.5.A - Identify the human characteristics of **places** and **regions** using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- 8.3.5.A - Differentiate common characteristics of the **social, political**, cultural and **economic** groups in United States history.

Links:

Maps

https://docs.google.com/presentation/d/1xW33unoYxjmxpJ9fW6yQ_5JgamTFWUE2gBXNqzdKsOM/edit?usp=sharing

Vocabulary Review

<https://docs.google.com/presentation/d/1pyuIIp-71cpOQF7VYfxhpsJo7doITGgoyBNUPbtMOg8/edit?usp=sharing>

KWL

<https://docs.google.com/presentation/d/1fkPOxCBUR0umBpmru23seHGms6CsJUjihecM25XOPY/edit?usp=sharing>

Ask/Answer Questions

<https://docs.google.com/presentation/d/1OfuOEtgsvfysPbJZFGUTNB6hNu1VrB0KjHuSm0kg/edit?usp=sharing>

Retelling Rope/Ribbon

https://docs.google.com/presentation/d/1GzONEw6uoFf4gTyTCedLyOkWp_waabmIX0TWpx0uMKo/edit?usp=sharing

Venn Diagram

<https://docs.google.com/presentation/d/1KhQC4stt2yJWuyBIXwrIti6CuzyGP6PWBy2u2qmn2Mw/edit?usp=sharing>

Fry Bread Picture Recipe

<https://docs.google.com/presentation/d/1mUIdLPeI-0cmgY2Hz-iWUw8IQmPnljXZTIBIHvbKbgU/edit?usp=sharing>

Basket Weaving – Directions (with Pictures)

<https://docs.google.com/presentation/d/1oGqcliyowstW3WgwTtQfwzXfg04BXQhfjYIXTpRNHU4/edit?usp=sharing>

Response to Literature – When Clay Pot Sings

https://docs.google.com/presentation/d/1KEZnYkD65Ht5FaUsAZD8qWHRCXvJ9HWY_YevAmC-aKY/edit?usp=sharing

Rubric (Weaving)

<https://docs.google.com/document/d/1Hz59xSu-GJXGNtYvHnGru2FOQzJVGrluRDzAme34CfA/edit?usp=sharing>

Rubric (Pottery)

https://docs.google.com/document/d/1MIIxtzqRQHZ4cUHvJA064IkzlRMTTrZq0zLbFtjOLT_M/edit?usp=sharing

Videos:

Native American History for Kids

<https://www.youtube.com/watch?v=uxNDKlh-Vjo>

Clay Coil Pots for Kids

<https://www.youtube.com/watch?v=5GcpERzRVys>