I. ABSTRACT
This is an integrated Core Knowledge Kindergarten unit on the Dine’ (Navajo) Native Americans of the Southwest. This unit provides teachers with a portfolio of Core Knowledge lesson plans about the Navajo people. Students will be introduced to the Navajo tribe through hands-on activities. The subjects taught in this unit include visual arts, history and geography, language arts, and math.

II. OVERVIEW
A Concept Objectives
1. Students will become familiar with the culture of the Dine’ (Navajo) tribe: art, social structure, geography and history
2. Students become aware of the elements of art in the Navajo culture
3. Students will gain an understanding of the significance of patterns and geometry in Navajo visual arts.

B. Specific content from Core Knowledge Sequence
1. American History and Geography
   a. Native American people, past and present
   b. Southwest: Dine’ (Navajo)
2. Visual Arts
   a. Color
   b. Line
3. Math
   a. Patterns
   b. Geometry
4. Language Arts
   a. Print and book awareness
   b. Reading and language comprehension

C. Skills to be taught in the unit
1. American History and Geography
   a. Compare and contrast past and present
   b. Locate
   c. Identify
2. Visual Arts
   a. Observe
   b. Classify
   c. Identify
3. Math
   a. Count
   b. Sequence
   c. Compare
   d. Pattern recognition
4. Language Arts
   a. Listen
   b. Summarize
   c. Follow directions
d. Concepts about print

III. BACKGROUND KNOWLEDGE
A. For Teachers:
B. For Students:
1. Identify the continent of North America on a map or globe.
2. Locate the United States on a map or globe.
3. Know about Columbus’ mistaken identification of “Indies” and “Indians”.

IV. RESOURCES
1. Pictures and books about the Dine’ tribe (See Bibliography)
2. Materials used in each lesson:
   a. Student made *My Navajo Book* (three pieces of 18x9 white construction paper folded in half and stapled on the top to make a six page book including the cover)
   b. Appendix 1- words for student made *My Navajo Book*.

V. LESSONS
Lesson One: Who are the Dine’ people?
A. Daily Objectives
1. Concept Objective
   a. Students will become familiar with the culture of the Dine’ (Navajo) tribe: art, social structure, geography and history
2. Lesson Content:
   a. Native American people, past and present
   b. Southwest: Dine’ (Navajo)
3. Skill Objectives
   a. Students will recall the events of Christopher Columbus.
   b. Students will identify the Native American tribe of the southwest-The Dine’ (Navajo).
B. Materials
1. Map of the United States
2. Globe
3. Books and pictures of the Navajos
4. *The Navajo ABC Book* by Luci Tapahonso and Eleanor Schick
C. Key Vocabulary
1. Native American – American Indian
2. Dine’ – “The People”, the term used by the Navajo people to call themselves
3. Navajo – The common name for the Dine’ tribe living in the southwest
4. Indian – Term mistakenly given by Christopher Columbus to the Native Americans.
5. Tribe - A group of persons, families, or clans believed to be descended from the same ancestor and form a close community under a leader, or chief
D. Procedures/Activities
1. Group activity- Review Christopher Columbus’ voyage to the new world and the people that he found there he called “Indians”. Explain that Native Americans are located all across the United States and that not all Native Americans are the same. Explain to the students they will be learning about a Native American tribe that is located in the southwest called the Dine’ (Navajo).

2. Using a map/globe, show the children where the southwest region is located.

3. Show pictures of the Navajos so the children can see what the Navajos look like.

4. Read the book Navajo ABC while briefly explaining each page.

E. Assessment/Evaluation

1. Teacher observations and general questions to the students about what they have learned.

Lesson Two: Where do the Dine’ people live?

A. Daily Objectives

1. Concept Objective
   a. Students will become familiar with the culture of the Dine’ (Navajo) tribe: art, social structure, geography and history

2. Lesson Content
   a. Native American people, past and present
   b. Southwest: Dine’ (Navajo)

3. Skill Objectives
   a. Students will be able to describe what a desert looks like.
   b. Students will be able to locate the Navajo regions on a map.
   c. Students will compare and contrast their own state with the region of the Navajos.

B. Materials

1. Map of the United States
2. Pictures of the desert
3. See IV Resources (#2)
4. Watercolors

C. Key Vocabulary

1. Desert – a dry region with very little annual rain fall
2. Mountains – a natural part of the earth larger than a hill
3. Cactus – a desert plant that requires very little water, usually with spine-like leaves
4. North America – one of the seven continents located in the Western Hemisphere
5. Arizona- a state in the United States
6. Utah- a state in the United States
7. Colorado- a state in the United States
8. New Mexico- a state in the United Sates
9. The Four Corners- the corner which the above states meet and where the Navajo reservations are located.

D. Procedures/Activities

1. Show the students a map of the United States of America. Point to the state you live in and then draw a line to the four corners of Arizona, New Mexico, Utah and Colorado. Explain to the children that they will be taking a journey to this southwest region where the Dine’ (Navajos) live.

2. Give the children their own map of the United States. Have them color their state and then draw a line to the four corners where the Navajos live.
3. Explain that this region of the four corners is made up of desert. Show the children different pictures of the desert. Point out the different characteristics that they see in the desert.

4. Have the children compare and contrast the differences that they see between their region and the desert.

5. Pass out the student made book, My Navajo Book. Tell the children that for the next couple of weeks they will be working (creating a page) in their book.

6. Demonstrate to the children how the words of the book go on top and the picture goes on the bottom. Have the students brainstorm the different characteristics of the desert that they saw in the pictures. Draw these characteristics in the book.

7. Tell the children that when the sun sets in the desert the sky is filled with beautiful colors.

8. Show the students how to watercolor a beautiful desert sunset in their book.

9. Have the students create the first page of their Navajo book.

E. Assessment/Evaluation

1. Teacher observation of the students’ books. Their pictures of the desert should reflect the “true” characteristics of the desert.

Lesson Three: The Dine’ home is called a Hogan.

A. Daily Objectives

1. Concept Objective
   a. Students will become familiar with the culture of the Dine’ (Navajo) tribe: art, social structure, geography and history

2. Lesson Content
   a. Native American people, past and present
   b. Southwest: Dine’ (Navajo)

3. Skill Objectives
   a. Students will compare and contrast different types of housing.
   b. Students will identify characteristics of a Hogan.
   c. Print and book awareness
   d. Reading and language comprehension

B. Materials

1. Photograph of a Hogan
2. Book – This House is Made of Mud by Ken Buchanan
3. See IV Resources (#2)
4. Glue
5. Brown finger paint
6. Sand
7. Crayons
8. Ingredients for edible Hogan
   a. Graham crackers
   b. Chocolate instant pudding
   c. Sprinkles

C. Key Vocabulary

1. Hogan – Dine’ word meaning house

D. Procedures/Activities

1. Read the book This House is Made of Mud by Ken Buchanan.
2. Explain to the children that the Dine’ live in homes called hogans. Show photographs of different hogans.
3. Discuss the materials used to build a hogan—mud, bark, and sticks—and the importance of the opening facing east.

4. Discuss the shape of a hogan. (It is round and has a hole in the center of the roof for smoke to escape).

5. Discuss the background scenery that the children see in the pictures—a desert landscape.

6. Pass out student made My Navajo Book and words for the hogan page. Remind the children to put the words on the top and the picture on the bottom.

7. Allow the children to draw in their desert background first.

8. Give each table a small cup of brown finger paint mixed with sand.

9. Have the children finger paint a hogan. Make sure the students’ hogans are round.

E. Assessment/Evaluation

1. Check the student’s page in the book to see if the Hogan is painted correctly and the background looks like a desert.

2. Extension activities
   a. Make an edible hogan with chocolate instant pudding or chocolate frosting. Spread it in the shape of a hogan onto a graham cracker square. Sprinkle chocolate sprinkles on top for texture and eat!
   b. As the children are eating their hogan, have them compare and contrast the homes that the Navajos lived in long ago and today. (Explain to the students ahead of time that not all Navajos live in hogans today. Some live in houses just like we do.)

Lesson Four: The importance of sheep to the Dine’ People

A. Daily Objectives

1. Concept Objectives
   a. Students will become familiar with the culture of the Dine’ (Navajo) tribe: art, social structure, geography and history

2. Lesson Content
   a. Native American people, past and present
   b. Southwest: Dine’ (Navajo)

3. Skill Objectives
   a. Students will identify the importance of sheep to the Dine’ people.

B. Materials

1. Sheep pattern – See Appendix 3
2. Cotton balls
3. See IV Resources (#2)
4. Scissors, glue and crayons
5. Sheep pattern for stick puppet – See Appendix 2
6. Tongue depressor

C. Key Vocabulary

1. Sheep – an animal with heavy wool instead of fur
2. Wool – the soft, curly, or crisped hair of sheep used to make threads for cloth
3. Shear – cutting off hair down to the skin
4. Herd – a grouping of similar animals together

D. Procedures/Activities

1. Show the students pictures of sheep.
2. Explain that the Dine’ use the sheep’s wool to make woolen yarn for weaving clothes and blankets.
3. If possible, show students a picture of a sheep having its wool sheared. Explain to the students that the sheep do not die during this process. It’s much like having a dog groomed.
4. The woven products from the sheep’s wool is either worn or sold for money to support the family.
5. Have students cut out large sheep pattern. Using glue, cover the sheep pattern (Appendix 3) with cotton to resemble wool. Use as few cotton balls as possible. Show the children how to pull on the cotton ball to make it stretch, much like real wool would look like.
6. Pass out student made My Navajo Book and words for sheep page. Remind the children to put the words on top and the picture on the bottom.
7. Review with the children where the Navajos live. Have them describe the desert background that they should draw.
8. Have the students glue the sheep onto the page.

E. Assessment/Evaluation
1. Ask the students why sheep are important to the Dine’ people.
3. Extension Activity
   a. Once the children are through with their book they can make a sheep puppet to take home. Using Appendix 2, have the children construct a stick puppet using cotton balls and a tongue depressor.

Lesson Five: Weaving
A. Daily Objectives
1. Concept Objectives
   a. Students will become familiar with the culture of the Dine’ (Navajo) tribe: art, social structure, geography and history
2. Lesson Content
   a. Native American people, past and present
   b. Southwest: Dine’ (Navajo)
   c. Color
   d. Line
   e. Patterns
   f. Geometry
3. Skill Objectives
   a. Students will be able to recognize patterns found in Navajo weaving.
   b. Students will be able to create their own patterns.
   c. Students will observe the different colors used in the weaving.
   d. Students will be able to sequence the steps the Navajo’s take to make a rug (from sheep to rug).

B. Materials
1. See Resources IV (#2)
2. Navajo rugs or pictures of Navajo rugs.
3. Pictures of a loom
4. Yarn in 2 or 3 different colors cut in 4 or 5 inch pieces (6 pieces total for each child)
5. 4-1/2 inch craft sticks (2 for each child)
6. Onion
7. Appendix 4
8. Glue

C. Key Vocabulary
1. Weaving—making a blanket/rug by interlacing wool on a loom.
2. Pattern—an arrangement of a design
3. Loom—machine made with wooden poles and strings (called warp) to weave on
Dye—gives color to fabric

D. Procedures/Activities
1. Show the students pictures of Navajo rugs.
2. Explain to the children that weaving is very important to the Navajo people.
3. Review with the children what the Navajos use sheep for.
4. Introduce the children to the sequence of events that take place from shearing the
sheep to weaving the rug.
   a. First, the Navajo shear the sheep to get the wool.
   b. Next, they dye the wool.
   c. Finally, they weave the wool.
5. Have the children brainstorm different ways in which they think the Navajos get
the different colored wool for their weavings.
6. Show the children an onion. Explain to them that the Navajos long ago used
onion peels and flowers to make their own dye to color the wool. Today, some
women still use flowers to dye the wool, whereas others go to the store and buy
it.
7. Explain to the students that the women are the ones who do the weaving and they
learn by watching their mother, grandmother, sister or aunt. The men help out by
making the loom for the women to weave on. Show them pictures of the loom
and explain to them that they are made out of wood and string (called warp).
8. Have the children point out the different patterns, shapes and colors that they see
in the Navajo rugs.
9. Have the children create their own “Navajo rug” (see Appendix 4) using markers
or crayons.
10. After the children having created their own “Navajo rug”, pass out the student
made book, My Navajo Book along with the corresponding words. Remind them
to put the words on top and the picture on the bottom.
11. Pass out 6 pieces of yarn to each child (three of each color). Have the children
make a pattern with the yarn and glue it to the page. Have them use two 4-1/2
inch craft sticks as the loom. Glue the sticks at the ends of the yarn.

E. Assessment/Evaluation
1. Teacher observation- Make sure that the students have completed a pattern and
can recall the sequence of sheep to rug.

Lesson Six: Dine’ (Navajo) Jewelry
A. Daily Objectives
1. Concept Objective
   a. Students become aware of the elements of art in the Navajo culture
   b. Students will gain an understanding of the significance of patterns and
graphy in Navajo art.
2. Lesson Content
   a. Native American people, past and present
   b. Southwest: Dine’ (Navajo)
   c. Color
   d. Line
   e. Patterns
   f. Geometry

3. Skill Objectives
a. Students will be introduced to the silver and turquoise jewelry of the Navajos.
b. Students will create their own jewelry to resemble that of the Navajos.

B. Materials
1. Pictures and/or pieces of Navajo silver and turquoise jewelry such as rings, necklaces, belt buckles and bracelets.
2. Cardboard circles covered with aluminum foil and a piece of yarn attached for necklaces.
3. See Resources IV (#2)
4. Different shapes of aluminum foil cut out in oval, circles or rectangles.
5. Turquoise aquarium fish rocks
6. Glue

C. Key Vocabulary
1. Silver- a white metallic metal
2. Turquoise- a greenish blue stone

D. Procedures/Activities
1. Show the students pictures or actual pieces of different Navajo jewelry. Have them look at the different designs and the detail of the jewelry.
2. Explain to the children that one way in which the Navajos make money is to sell their beautiful jewelry. They are known for their silver and turquoise jewelry.
3. Pass out a circle necklace to each child. Have the children put glue on the aluminum foil wherever they want turquoise. Pass out the aquarium rocks and explain that these are not real turquoise but are similar in appearance. Have them count out and place the aquarium rocks on top of the glue.
4. Pass out the student made My Navajo Book. Remind them that the words go on the top and the picture on the bottom. Have the children glue the corresponding words on to the top part of their page. Hand out the aluminum foil that is cut out in different shapes. Explain to the children that they can choose to make a ring, bracelet, belt buckle, or necklace. Have them design their jewelry, and then glue the aquarium rocks on to the aluminum foil.

E. Assessment/Evaluation
1. Teacher Observation- Students can identify that Navajo jewelry is made from silver and turquoise.

Lesson Seven: Dine’ (Navajo) Sandpainting
A. Daily Objectives
1. Concept Objective
   a. Students will become familiar with the culture of the Dine’ (Navajo) tribe: art, social structure, geography and history
2. Lesson Content
   a. Native American people, past and present
   b. Southwest: Dine’(Navajo)
   c. Color
   d. Line
   e. Patterns
   f. Geometry
3. Skill Objectives
   a. Students will observe Navajo sand paintings.
   b. Students will tell their own story through the creation of a sand painting.
B. Materials
1. Pictures of Navajo sand paintings
2. Colored sand
3. Appendix 5
4. Cardboard cut in circles (large enough for the children to create their own design on)
5. Glue

C. **Key Vocabulary**
1. Sand painting- a symbolic picture created using different colors of sand.
2. Ceremony- formal acts established by customs for a special occasion.
3. Symbol-something that stands for something else.

D. **Procedures/Activities**
1. Show the students pictures of sand paintings. Explain to the children that the Navajos traditionally create their sand paintings during ceremonies. The sand paintings can be different sizes and colors and can take up to several days to complete.
2. Discuss and look at the different symbols found in the sand paintings.
3. Explain to the children that each symbol on the painting is important.
4. Have the children discuss what these symbols might stand for.
5. Point out the different colors that are found in the sand paintings.
6. Discuss with the children how these different colors make them feel.
7. Pass out Appendix 5. Have the children put glue on the black lines and then pour colored sand on top of the glue.
8. Explain to the children that they now have an idea of what Navajo sand paintings look like. Now they are going to get the chance to create their own design for their sand painting.
9. Pass out a cardboard circle, pencil, glue and sand to each student. First, have the children draw different symbols on the cardboard. You may need to brainstorm as a class some symbols they could draw. Once the symbols are drawn on the cardboard have the students put a thin line of glue over the symbols and then sprinkle some sand on top of the glue.

E. **Assessment/Evaluation**
1. Have the children stand up and explain the significance of their symbols that they have drawn on their sand painting.
2. Have the children explain how the different colors in their sand painting makes them feel.

VI. **CULMINATING ACTIVITY**
A. For a culminating activity, have the children decorate the cover of their Navajo Book. On the cover they should include all aspects of the Navajos that they have learned about. For example they may want to add mountains for the desert region that the Navajos live in, a Hogan because that is the house they live in, a rug being woven on a loom, a sheep in the background, and anything else that the children can think of. They can decorate either a Navajo boy or girl (See Appendix 7) to resemble the clothes of the Navajos. Glue this on the cover as well. When the children are finished have the children read and review each page of their book. Have them take their books home and share them with their families.

B. The children can also make Navajo bread (Appendix 6) to eat while they are reviewing their books.

VII. **HANDOUTS/WORKSHEETS**
Appendix A-G
VIII. BIBLIOGRAPHY


Sheep are very important to the Navajos. They use sheep for blankets, rugs, and clothing.

Today, Navajo women still weave colorful rugs and blankets. They use the wool of sheep and weave on the loom.

The Navajos are known for their silver and turquoise jewelry.

Navajos live in hogans. They make their homes out of wooden poles, tree bark, and mud.

The Najavos live in Arizona, Colorado, Utah, and New Mexico.
Appendix B

Appendix 2

Directions: Cut out sheep and attach it to a tongue depressor. Attach cotton balls.
Appendix C

Sheep for Navajo Book

Appendix 3
Appendix D

Directions: Create your own Navajo Rug.

Name ___________________________
Appendix E

Name__________________________
Appendix F

Navajo Bread.

This recipe yields 4 pieces of bread.

**Equipment:** Skillet or Electric fryer
Large bowl for mixing ingredients

**Ingredients:**
- 1 cup flour
- ½ teaspoon salt
- ½ teaspoon baking powder
- water
- cooking oil

**Directions:** In a large bowl, combine the dry ingredients. Add just a little bit of water so that the dough sticks together but doesn’t get sticky. Break off small amounts of dough then flatten them. Put the bread in the skillet with a cooking oil and cook until brown. You may serve the bread with cinnamon and sugar or powered sugar for sweetness.
Appendix G

For the cover of the Navajo book.