

**Thematic Unit submitted by: Virgilynn Shirley and Tina Zonnie  
BME 520**

**Class:** Dine Culture/Language

**Grade Level:** 1<sup>st</sup>/2<sup>nd</sup>

**Dates:** October to November

**Language Level:** Beginning

**Unit Topic/Theme/Situation:** Being Navajo – Weaving, Natural Resources

**Unit Goals:** Explain in detail how the unit topic and lessons are relevant to the learners' lives.

When teaching young students about their culture, as Dine educators we can teach about the procedures and steps to make a Navajo rug using natural resources to make a rug through listening to a story. We can teach the making of a rug using geometrical shapes. We can teach the important of listening skills, sequencing and how to work in cooperative groups.

**Lesson 1 (Objective/s):**

- The student will be able to listen to a story and retell the story using sequencing.
- The student will be able to list the steps and follow procedures to design a Navajo rug.

**Lesson 2 (Objective/s):**

- The student will be able to use geometrical shapes to make a Navajo rug.

**Lesson 3 (Objective/s):**

- The student will learn about the origins of a weaving loom and be able to identify the parts of the tools.

**Lesson 4 (Objective/s):**

- The student will identify the different types of natural resources (plants) used to make the dye for the wool.

**Language Learning (Lesson Plan)1:**

Students will listen to the story, "The Goat in the Rug" told in Navajo, and then they will sequence the pictures of the stor

## Lesson 1: A Goat in a Rug (Navajo Culture and Language Arts)

### What I want the students to learn from this lesson:

Students will listen to a story told orally "The Goat in the Rug", and put the events in order by sequencing.

### Curriculum standards addressed in this lesson:

#### Arizona Common Core

- **Reading Standards for Informational Text**

1.RI.1 Ask and answer questions such as who, what, where, why and how about key details in a text.

1.RI.2 Identify the main idea and retell key details of a text.

1.RI.7 Use the illustrations and details in a text to describe its key details.

- **Speaking and Listening Standards**

1.SL.1b. Build on others' talk in conversations by responding to the comments of others ~~exchange~~ multiple

1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feeling

### Materials needed for the lesson:

- Book: The Goat in the Rug, written by Charles L. Blood and Martin Link
- Handouts sequencing of events from the book/sentence strips ~~with pictures~~ ~~with pictures~~ for sequencing
- Large piece of white paper (KWL chart)
- Black marker
- scissors

### Preparation of the environment:

- a. Seating arrangement: Students will gather at the reading rug. After the teacher reads the story the students will work in partners to sequencing of story using pictures and sentence strips (prewritten

8. Extension of lesson: Have students put in order of how to make a rug, recalling information from the story. Have them draw premade sentence strips. They can also match the tools and the pictures (Navaj

c. Methods of assessment:

Students will be given the sequencing assessment. TSW cut out the picture squares and glue them in the correct order, from first to last.

Extension: Students will sequence the order of weaving a rug, and the tools that are used for each part of weaving. They will name and match the terms.

Name(s): Virgilynn Shirley and Zonnie

Select the **CONTEXT** where the words and phrases will be used in which meaning is situated for **Readw/poses**, The Goat in the

LESSON 1

**Set the environment for language learning:** Naaltsoos iinishta/Naaltsoos olta': Tl'izibayoyaa

Will be reading: The Goat In the Rug

- List how you plan to organize the learners:

**Introduce words and phrases students will learn:**

Say words/phrases at least 4 times while learners only LISTEN: izi (goat), iyogi (rug), *aghaa* (wool), Ta'digeesh (shearing), *tl'ool* (string/rope), *tsah* (yucca), ??? (dye), lichii' (red), ligaii (white), dibelchi'i (brown), lizhin (black), dah iist'l'o (loom), bee adzooi (combing), *idooyiit* (ate), t,liJ /TT3273.6 Tm n BT 4

First of all: laa'iigone' ahoot'iid •

Second of all: naaki gone' ahoot'iid

And then: aadoo

Lastly: aadoo aadeedi ahoot'iid

**Language Patterns:**

laa'iigone' ahoot'iid, naaki gone' ahoot'iid,

aadoo, aakeedi

Stage V: Communication/Functional Use: \_\_\_\_\_

Check for learners' understanding and use of the words and phrases:

List the strategy or activity to use to check for functional emergent (speak and understand) in CONTEXT: learn

Methods of assessment:

Students will be given the sequencing assessment. TSW cut out the picture squares and glue them in the correct order, from first to last.

Extension: Students will sequence the order of weaving a rug, and the tools for each part of weaving. They will name the tools in Navajo and match the terms.

## Lesson 2: What Shapes a Rug? (Geometric shapes)

What I want my students to learn from this lesson:

This lesson will enable the students to expand and identify in the mathematic standards addressed in the activities by using geometrical shapes to create a rug and state the names of the shapes in the Navajo language. They will be reviewing geometric shapes through the art of Navajo rug weaving as part of their cultural teaching.

Curriculum standards .3( t)7.9(h)2.3(e)-3(7-1.9(al Td ( )Tj EMC /P <</MCe)-6( )1</MCID pfgdMC /d9(ajle)-3(s)-1.3(s)9.6(ig)2.6(n)2.3(

- Visual posters/pictures of the shape and their names posted in English and Navajo
- Colored pictures of Navajo rugs printed off the internet that is enlarged (Large enough for the students to see the shapes used in the rug)
- Collage materials: variety of colored construction paper, glue, scissors, geometric shapes, pencils, markers, advance organizer of a pattern, advance organizer of a blank rug, ruler

**Preparation of the environment:**

- a. Seating arrangement: Students will be arranged in whole groups

c. Closure exercise

TSW display their finish rug design on the bulletin board and label the geometric shapes that they used in their design. The labels will be both English and Navajo.

d. Methods of assessment: Students will be given the geometric log assessment, they will categorize and describe the shapes they are using by identifying the shape, name and description of the shades (how many vertices) using the Navajo and English terms.



## Stage II: Introduce words and phrases

students will learn:

Say words/phrases at least 4 times while learners only listen:

### Repeat words and phrases in the

same order

Words táá góó adeez á (triangle), dik (square), dik go heeneez (rectangle), tsé

diichilí (diamond), táááá í (one), naaki (two), táá

(three), d (four)

### Phrases:

d Wii CE Jyy D (triangle) woolya

d L N (square) woolya naaki

d ooS L N (square) woolya  
d ooS L N O R K H H Q H H J woolya D Q J O H  
d ooV V p G (diamond) woolya

- partner about their observation, such as colors and objects.
21. TW ask students to identify the shapes, colors or objects they see on the pictures of the rugs using simple Navajo phrases.
  22. TW hand out pictures of various rug patterns and the students will identify the shapes in English and Navajo using the vocabulary words written on the board. They will write the names of the shapes on the rug pattern.
  23. TW ask questions. TSW answer the following questions.
    - Identify and name the geometric shapes that are their Navajo rug pictures. What shapes do you see in your picture?
    - Find a trapezoid, triangle, hexagon, square in your picture.
    - Find a classmate to discuss the similarities and differences in the pictures you each have. Do your rugs have the same/different shapes? What is the same/difference? "One rug has...?", "The other rug has..?". Can you name the shapes in Navajo?
  24. TW model making various rug patterns with the geometric blocks using the advance organizer a rug.
  25. TSW use a blank rug graphic organizer and geometric shapes to practice making a rug pattern.
  26. TSW design their own unique rug pattern using the graphic organizer, they will trace the shapes and color the design.
- g. Closure exercise  
TSW display their finish rug design on the bulletin board and label the geometric shapes that they used in their design. The labels will be written in both English and Navajo.





- The speaker will present on the topic of "History of Navajo Weaving", she will share with the students a story of weaving (Spider Woman) and how she learned to weave, also why culture is important to know. The speaker will tell the story in Navajo and English.
  - The SW be given time to ask the guest speaker the questions they wrote down.
  - After the oral story, the TW model to the students how to write, they are recalling information they learned.
  - SW write a rough using a graphic organizer or pictures to write a rough draft of the information they learned during the presentation.
  - SW have their peers review their writing for any errors on spelling, capitalizations and they will reread their papers. TW check it for final edit.
  - TW have a readymade journal paper in the shape of a loom or rug (front cover) and the SW write the title, design, color it.
  - SW insert writing paper, then write their final draft to publish.
  - TW display the students work on the bulletin board for view.
  - Loom Activity: TW have the students construct a loom using construction paper and tag board. SW trace and cut out the patterns of the loom, trace it on the construction paper and assemble it on tag board. Then students will make a pattern of a rug, to design a rug they are weaving with crayons. SW label the weaving loom parts with Navajo words. Hands-on activity to construct a weaving SW use popsicle sticks to construct a loom, use yarn to make the parts of the loom and weave a miniature rug.
- c. Closure exercise:  
The students will make a collage of pictures that learned about weaving, including the history and the sacredness of the loom
- d. Method of assessment:  
The students writing will be assessed using the Writing Checklist to score the paper and, through observation, use the Communication Skills Rubrics for the class discussion. The students weaving looms will be graded using a rubric to check if it was labeled in English and Navajo.



First of all: laa'igonee ahiid

- TW display the students work on the bulletin board for view.
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Communication/Functional Use: \_\_\_\_\_

Check for learners' understanding and use of the words and phrases:

- List the strategy or activity to use to check for functional emergent (speak and use ~~language~~ **CONTENT**: learned) in

Method of assessment:

The students writing will be assessed using the checklist to score the paper and through observation, the teacher will use the Communication Skills Rubrics for the class discussion. The students weaving looms will be graded using a rubric to assess if they were properly assembled and Navajo.

## Lesson 4: Beautiful Colors of grandma's rug

What I want my students to learn from the lesson:

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- TW have a guest speaker visit the classroom to demonstrate the art and process of wool dyeing. The speaker will bring in a few used, and show the students how to dye the wool from a sheep. Also show the students the how the store bought wool looks and compared to the natural process wool.
- Wool dyeing process (demonstration by guest speaker)
  - a. The demonstrator will show the students the wool taken from a sheep, 100% wool.
  - b. For the safety of the students, the demonstrator will have the wool dyed for them. The TW show the students a video of the demonstrator dyeing the wool. The following is the process of the dyeing of the wool.
  - c. The demonstrator uses hot water, puts the natural plants in and lets it boil. Afterwards lets the color sets and strains the color. example, when you take the Sagebrush will need 3 (three) pounds of leaves and twigs, this will make the color yellow.
  - d. She puts the wool into the water mixture and will continue to let it boil.
  - e. Then will check it when it is the right color she will remove the wool and hang it up for a few minutes. Then gently squeeze it out dry.





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|  |  | <ul style="list-style-type: none"> <li>• <u>Activity 3</u></li> <li>• <u>Parts of a Plant</u></li> <li>• The SW comprehend the growth of a plant, pollination, and life cycle of a flowering plant through the illustration of the plant cycle. The SW construct a drawing to label the parts of a plant.</li> <li>• The TW introduce the lesson by having the students watch a video on plants and their habitats. After the video, the TW distribute live flowers to each group (the flowers will still have their roots intact). The SW have a discussion on the live flowers. They will name the parts of the plant in Navajo.</li> <li>• The TW ask the students the following questions: <ul style="list-style-type: none"> <li>e. How do plants live in their habitats</li> <li>f. What do flowers need to grow?</li> <li>g. What are roots and leaves?</li> <li>h. How do parts of a plant live in its habitat?</li> </ul> </li> <li>• The TW will use a "KWL" graphic organizer to introduce the vocabulary (roots, stem, leaves, petals, pollen).</li> <li>• SW work with a partner to discuss the parts of a plant</li> <li>• The SW work on a "Parts of a Plant" activity. The TW model had to do the activity.</li> <li>• The SW cut out the pattern of a plant, glue the parts to a tag board, use a yarn to label the parts of the plant. SW write the names of the plant in Navajo. <ul style="list-style-type: none"> <li>d. Pattern of parts of a plant it out</li> <li>e. Glue the plant parts to the tag board (stem, root, leaves, petals) and label it with the yarn and use a marker to write the name to the parts.</li> <li>f. SW use sand art to show the dirt and color/or use glitter on the flower parts.</li> </ul> </li> </ul> <p>Closure exercise:<br/> The TW close the lesson by having the cooperative groups share their experience of the "Nature Walk" and what they learned from the guest speaker and share their poster with the class.</p> <p>Methods of assessment:<br/> Activity 1: The TW assess the students by having them complete graphic organizer "Plant Log" to record the following: Photo of plant, plant name, color of dye, and indicate the part used from the plant to dye (i.e., flower, stems, twigs, roots and bark). The other assessment will be completed during the group construction of the poster board "Parts of a Plant".</p> |
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**How can students demonstrate what they know at the end of this unit? (What are your final assessments?) Be specific and must measure the unit goals.**

The assessment for the thematic unit will be measured at the end of each lesson/activity.

**Lesson 1**

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Extension: Students will sequence the order of weaving a rug, and the tools that are used for each part of weaving. They will name the tools and match the terms.

**Lesson 2**

Students will be given the geometric log assessment, they will categorize and describe the shapes they learned about by identifying the shape and description of the shades (how many vertices) using the Navajo and English terms.

**Lesson 3**

The students writing will be assessed using the Writing Checklist to score the paper and through observation will use the Communication Skills Rubrics for the class discussion.

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Discussion of the texts according to the six purposes "Making It Happen" (pp. 307)

The books that we chose for our "Thematic Unit" were the following books," Navajo Rug Designs" by Susan Lowell "Goat in the Rug": by Charles Ed and Martin Link "Navajo Girl Learns to Weave" by Monty Roessel "Wisdom Weavers" by [v]š]v ] ì]]o P} š s • Z \_ a q v "Science" by Z v • } v published by Scott Foresman which is district approved. The books are based on our Navajo culture and way of life; the other book is an academic science book that is used in school. Ea19.6(k)-15d9.6(o)-3.6(t(a)2.8(192040.6(th)5.3(a)20.5( )16(t(a)2)7.3(k i)2.7210.6(th)5.2(s)1a1.5(i)7.r

Literature can connect a student to different cultures around the world and expose them to a way of life for that culture they may be reading about. Although the books that we used are connected to the Navajo culture, the students are learning about their culture today. Many of the youth aren't aware of their traditions and how to speak their language. In the literature books that we presented will be