# GOAT IN THE RUG PUPPET SHOW WITH CRAFT
## OVERVIEW FOR EDUCATORS/PARENTS

<table>
<thead>
<tr>
<th>AGE/GRADE LEVEL</th>
<th>This program is appropriate for pre-school through third grade students.</th>
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<tr>
<td>DURATION</td>
<td>The puppet show with craft takes approximately one hour to complete.</td>
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<td>GROUP SIZE</td>
<td>15 children plus three educators/chaperones</td>
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<td>LOCATION</td>
<td>Babbitt Reading Room</td>
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<td>BACKGROUND</td>
<td>This program is adapted from the children’s book <em>The Goat in the Rug</em> by Charles L. Blood and Martin Link. Geraldine, who is best friends with a Navajo weaver named Glenmae, narrates the play. One day Glenmae decides to make a rug using Geraldine’s wool. Children will learn about the care and pride with which a Navajo rug is made and about cooperation between friends. A craft for the children is included in the program.</td>
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<td>ESSENTIAL QUESTIONS</td>
<td>By the end of the puppet show the children should be able to answer the following questions:</td>
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<td>1. How would you describe the traditional Navajo houses?</td>
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<td>2. What materials and tools are needed to make a rug and how do they used?</td>
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<td>3. Why are the rug designs all different?</td>
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<td>4. What are the advantages of working together cooperatively?</td>
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<td>KEY WORDS USED IN THE PROGRAM</td>
<td>Navajo  Loom  Design  Spindle  Cards  Yucca  Juniper  Hogan</td>
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<td>ARIZONA ACADEMIC STANDARDS</td>
<td>Science  Strand 4: Life Science  Concept: Organisms and Environments  <em>Kindergarten and Grade 1</em>: Understand the relationship among various organisms and their environment  PO 1. Identify some plants and animals that exist in the local environment</td>
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<td>ADDRESSED BY THIS PROGRAM</td>
<td>SOCIAL STUDIES  Strand 4: Geography  Concept 2: Places and Regions  <em>Kindergarten</em>  PO 1. Recognize through images how people live differently in other places and times.</td>
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<td></td>
<td><em>Grade 1</em>  PO 3. Recognize through images of content studied that places have distinct characteristics.</td>
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<tr>
<td></td>
<td><em>Grade 2</em>  PO 1. Identify through images how places have distinct characteristics.</td>
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<td>Concept 4: Human Systems  <em>Kindergarten</em></td>
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PO 1. Discuss the elements (e.g. food, clothing, housing, sports, holidays) of diverse cultures, including those in your own community.

Grade 1
PO 1. Discuss the elements of culture (e.g. food, clothing, housing, sports, holidays) in a community or nation.

Grade 2
PO 4. Discuss cultural elements (e.g. food, clothing, housing, sports, customs, beliefs) of a community or nation.

Grade 3
PO 4. Discuss the cultural elements of a community or nation (e.g. food, clothing, housing, sports, customs, beliefs) in regions studied.

The Arts: Visual Arts
Standard 1: Creating Art

Readiness (Kindergarten)
1AV-R6. Show respect for personal work and the work of others
PO 1. Show ways to respect one’s own work and work of others

Standard 2: Art in Context
Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

Readiness (Kindergarten)
2AV-R1. Identify art objects from different times, places and culture through reproductions and/or original works of art.
PO 2. Match art images/objects with their location and/or cultural group.

Foundations (Grades 1-3)
2AV-F3. Identify and describe how history, culture and visual arts can and do influence one another.
PO 1. Identify art images/objects from a particular culture.
PO 4. Restate the purpose an art image/object served based on the cultural history of the maker (e.g. Kachina dolls to the Hopi)

Standard 3: Art as Inquiry
Students demonstrate how the arts reveal universal concepts and themes. Students reflect and assess the characteristics and merits of their work and the work of others.

Readiness (Kindergarten)
3AV-R1. Identify design elements (e.g. line, color, shapes, texture) and design principles (e.g. balance, repetition, emphasis, perspective) and how they are used by visual artists to communicate meaning.
PO 2. Locate the principles of design in an artwork.

Foundations (Grades 1–3)
3AV-F2. Understand there are various purposes for creating works of art
PO 1. Explain various purposes for art (e.g. function, ceremonial)

The Arts: Theater
Standard 2: Art in Context

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

Readiness (Kindergarten)
2AT-R1. Share personal cultural traditions which they have seen while viewing a play, a film or television show.

Foundations (Grades 1–3)
2AT-F2. Identify, by genre, examples of theater about historical periods and cultures

  Given the opportunity to see a production (television, film, theater) about a different time or culture:
  
  PO 1. Identify the culture by country of setting and time

Goat in the Rug Puppet Show

GET JUNIPER

Geraldine appears munching on a juniper branch. She looks surprised when she sees the children.

Geraldine Oh, boys and girls—you startled me! I didn’t know you were here, but I’m glad you came.

Glenmae (to Geraldine) Geraldine, I hope you’ll be on your very best behavior today.

GET SCISSORS

Geraldine Oh, I will Glenmae, becuz I’m going to tell the boys and girls a story. I remember it was a warm sunny afternoon and Glenmae had been sharpening her scissors—I kept wondering what she was going to do with them.

Glenmae I will cut your hair off with these scissors.

Geraldine (to audience) Cut my hair off with those? Have you ever had your hair cut with scissors that look so sharp and awful?

(to Glenmae) Oh, will it hurt, will it hurt? I don’t want it cut if it hurts!

GET WOOL

Glenmae Now Geraldine, it won’t hurt at all, but your must be still while I
She starts cutting.
Throw bits of wool in the air.

Geraldine
(giggling while hair is being cut)

GET MIRROR

Glenmae

Geraldine
(sing-song voice—sniffs leaves)

GET YUCCA

Glenmae

Geraldine (hops around in excitement)

GET BUCKET

Glenmae

Geraldine (to audience)

Glenmae

Geraldine

Glenmae

Geraldine

Glenmae
Geraldine *(jumps around in excitement)*

Will it hurt? Will it hurt? Oh my, those carding combs look like they’re going to pull my hair!

Glenmae

Heavens, no! It won’t hurt. Remember the wool is no longer on you.

Geraldine *(to audience)*

Oh, yeah! I forgot. How would you like your hair combed with these awful brushes?

**USE CARDS**

**GET SPINDLE**

Glenmae

Next, we spin the wool into thread with this spindle, so we can weave the yarn into a rug.

Both *(singing together)*

Back and forth
Back and forth
Twist and pull
Twist and pull

Geraldine

It certainly takes a long time and a lot of hard work to make a rug, doesn’t it, Glenmae?

Glenmae

Yes, it does, it’s going to be beautiful when we’re done. Now Geraldine—we wouldn’t want to weave this yarn into a rug; that wouldn’t be very pretty—it needs lots of colors, so I will have to dye your wool.

Geraldine *(hopping around)*

Die! I don’t want to die! I don’t want my wool to die—oh no! Oh no!

Glenmae

Oh, Geraldine, take it easy! I mean to change the color from this light wool to red, or blue, or brown.

Geraldine

But how can we do that? Do we use magic?

Glenmae

We will gather some flowers and berries and juniper branches. We will boil them in water and then have colors to dip our plain wool in.

**GET JUNIPER BRANCH**

*They return—while Glenmae has her back turned, Geraldine eats the juniper*
Glenmae

Geraldine—look what you’ve done—you ate our supplies—now I have to go gather some more. Sometimes I think you’re a pig and not a goat at all! Now be good while I’m gone.

Geraldine

Oh, I hope Glenmae isn’t too mad at me! I don’t mean to be a bad goat—I just wasn’t thinking.

Hold up bucket with colored yarn

Glenmae

See how lovely your wool looks now!

Geraldine (worried)

Oh Glenmae, I ate all those flowers and juniper branches. I might turn all these colors! What a funny looking goat I’d be!

Glenmae

No, Geraldine, don’t worry—you won’t change color. Now at last we can begin to weave, if you will get the loom.

GERALDINE GETS LOOM

Geraldine (falling asleep)

Can I watch? Oh my, this looks like fun to weave the yarn in and out, in and out. Glenmae, you do such good work, but the sun is making me so sleepy.

BRING OUT RUG

WAKE UP GERALDINE

Glenmae, this rug is beautiful! Let’s do another one just like this one.

Geraldine

Oh no Geraldine—there are no two rugs exactly alike. We’ll do another one but with a different design next time.

Glenmae

That happened a year ago, boys and girls. Since then my lovely wool has grown long enough for Glenmae and me to make another rug, and I hope we do one soon, because you see, there aren’t too many weavers as good as Glenmae, and there’s only one goat like me!

BOTH BOW

THE END