

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

AGE/GRADE LEVEL	This program is appropriate for pre-school through third grade students.
DURATION	The puppet show with craft takes approximately one hour to complete.
GROUP SIZE	15 children plus three educators/chaperones
LOCATION	Babbitt Reading Room
BACKGROUND	This program is adapted from the children's book <i>The Goat in the Rug</i> 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.
ESSENTIAL QUESTIONS	By the end of the puppet show the children should be able to answer the following questions:
	<ol style="list-style-type: none"> 1. How would you describe the traditional Navajo houses? 2. What materials and tools are needed to make a rug and how do they used? 3. Why are the rug designs all different? 4. What are the advantages of working together cooperatively?
KEY WORDS USED IN THE PROGRAM	Navajo Loom Design Spindle Cards Yucca Juniper Hogan
ARIZONA ACADEMIC STANDARDS ADDRESSED BY THIS PROGRAM	<p>Science</p> <p>Strand 4: Life Science</p> <p>Concept: Organisms and Environments</p> <p><i>Kindergarten and Grade 1:</i> Understand the relationship among various organisms and their environment</p> <p>PO 1. Identify some plants and animals that exist in the local environment</p> <p>SOCIAL STUDIES</p> <p>Strand 4: Geography</p> <p>Concept 2: Places and Regions</p> <p><i>Kindergarten</i></p> <p>PO 1. Recognize through images how people live differently in other places and times.</p> <p><i>Grade 1</i></p> <p>PO 3. Recognize through images of content studied that places have distinct characteristics.</p> <p><i>Grade 2</i></p> <p>PO 1. Identify through images how places have distinct characteristics.</p> <p>Concept 4: Human Systems</p> <p><i>Kindergarten</i></p>

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

cut your hair.

Geraldine

Oh, Glenmae, that didn't hurt at all—it kind of tickled. But I feel kind of silly and naked. How do I look?

Glenmae

Look for yourself.

GET YUCCA

Geraldine (*sing-song voice—sniffs leaves*)

Yucca soap, yucca soap, yucky prickly yucca leaves make yucky, yucky yucca soap. Yum, these smell good—maybe I'll have these for lunch.

Glenmae

Geraldine don't eat those yucca leaves—you'll get stickers in our tongue.

(to audience)

Sometimes I just don't know what to do with this goat.

GET BUCKET

Geraldine (*hops around in excitement*)

What's that bucket of water for, Glenmae? Oh, I don't want a bath—it's too cold for a bath!

Glenmae

Calm down, calm down—the soap and water are not for you, silly goat. I must wash the wool. It must be nice and clean before we can make it into a rug.

Geraldine (*to audience*)

A little bit of me washed and dried in the sun—isn't that nice?

Glenmae

Now we will card the wool.

Geraldine

What are those things? They sure are funny looking brushes. What will we do with them?

Glenmae

We will get the twigs and burrs out of the wool to make it smooth and soft for spinning.

Geraldine (<i>jumps around in excitement</i>)	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 (<i>singing together</i>)	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 (<i>hopping around</i>)	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	
<i>They return—while Glenmae has her back turned, Geraldine eats the juniper</i>	

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

Geraldine

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

Glenmae

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

Geraldine

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

