

GOAT IN THE RUG PUPPET SHOW CURRICULUM GUIDE

AGE/GRADE LEVEL	This program is appropriate for Grades Pre-K-3
DURATION	The program is approximately 1 hour long.
GROUP SIZE	Up to 60
LOCATION(S)	Branigar Hall, Discovery Room, NPCP
BACKGROUND	<p>This program is adapted from the children’s book <i>The Goat in the Rug</i> by Charles L. Blood and Martin Link. Geraldine, the goat, 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, the steps involved in processing wool and weaving, and about cooperation between friends.</p> <p>After the puppet show, students learn about different Navajo rug patterns and color their own “rug” on paper. Students also see the real tools used to shear sheep and goats and card wool and arrange pictures of the steps of the process in order from first to last.</p>
ESSENTIAL QUESTIONS	<ol style="list-style-type: none">1. What materials and tools are needed to make a rug and how are they used?2. Why are the rug designs different and what do they represent?3. What are the advantages of working together?4. What is a traditional Navajo house called and what does it look like?
KEY WORDS USED IN THE PROGRAM	Navajo/Diné Shearing Loom Yucca Carding Wool Juniper Spindle Hogan

SET UP

Set up puppet show stage in Branigar Hall or Discovery Room. Set up small display table in NPCP near Navajo section of NPCP.

SUPPLIES NEEDED

- Puppets
- Small weaving loom
- Example rugs
- Wool and weaving tools (in touch bench in Lockett Gallery)
- Small table for display set up near Navajo section of NPCP



PROGRAM INSTRUCTIONS

- Perform puppet show
- Split into two or more groups, half learn about and color paper rugs, half see display table in NPCP, and put steps of weaving process in order



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History and Social Science Standards

DISCIPLINARY SKILLS AND PROCESSES

Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

- K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.
- 3.SP1.3 Generate questions about individuals and groups who have impacted history.

Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

- K.SP2.1 With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.
- 1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.
- 2.SP2.2 Compare perspectives of people in the past to those today through stories and biographies.

Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- K.SP3.1 With prompting and support, ask questions and construct responses to content studied.
- 1.SP3.5 Ask and answer questions about explanations given.
- 2.SP3.1 Identify facts and concepts associated with compelling and supporting questions.
- 2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions.
- 2.SP3.3 Generate questions about a source as it relates to an event or development.
- 2.SP3.4 Gather relevant information from one or two sources.
- 2.SP3.5 Ask and answer questions about explanations and arguments.
- 3.SP3.2 Distinguish between primary and secondary sources.
- 3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.
- 3.SP3.4 Compare information provided by various sources about Arizona.
- 3.SP3.5 Generate questions about multiple historical sources.
- 3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.

CIVICS

Civic virtues and democratic principles are key components of the American political system.

- K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities.
- K.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions as a group.
- K.C1.3 Compare one's own thoughts and opinions with those of others.
- 1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.
- 1.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions including consensus building procedures.
- 1.C1.3 Compare one's own thoughts and opinions with others' perspectives.



An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about the law, politics, and government are essential to effective citizenship.

- 1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities.
 - Such as voting, volunteering, community clean-up or recycling campaigns, and becoming informed on community issues.

ECONOMICS

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

- K.E2.1 Explain how needs, wants, and the availability of resources affect decisions making.
- K.E2.2 Identify what one gains and gives up when they make decisions.
- 1.E2.1 Explain how needs, wants, and availability of resources affect decision making.
- 1.E2.2 Identify the benefits and costs of making various personal decisions.

Individuals and institutions are interdependent within market systems.

- 1.E3.1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.
- 1.E3.3 Explain how people can be producers and consumers in our community.

GEOGRAPHY

Human-environment interactions are essential aspects of human life in all societies.

- 1.G2.1 Compare how human activities affect culture and the environment now and in the past.
 - Such as agriculture, industrialization, urbanization, and human migration.
- 2.G2.2 Describe how human activities affect the communities and the environment of places and regions.
- 2.G2.3 Describe the positive and negative effects of using natural resources.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- 1.G3.1 Explain why and how people, goods, and ideas move from place to place.
 - Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.
- 2.G3.1 Explain why and how people, goods, and ideas move from place to place.
 - Key concepts include but are not limited to transportation, trade, immigration, migration, and communication.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

- K.H1.1 Compare one's own culture with the culture of others.
 - Key cultures include those in the classroom, community, and one of Arizona's 22 Indian Nations.
- 1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).



- Key examples include but are not limited to farming by irrigation, architecture, writing and inventions as they support content focus.
- 2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in a place or region studied.
- 2.H1.3 Examine developments from the civilization and/or culture in a place or region studied.
- 3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona’s cultures, civilizations, and innovations.
 - Key concepts include but are not limited to impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations.
 - Key concepts include but are not limited to explorers, settlers, trappers, missionaries, and colonizers.
 - Key events include but are not limited to statehood.
 - Influential individuals and groups in the history and development of Arizona.

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- K.H2.1 Explain the benefits of cooperation and compromise as ways to solve problems.
- 3.H2.2 Examine how individuals and groups have worked together throughout Arizona’s history.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

- 2.H3.1 Generate questions about the institutions and belief systems of different societies.
 - Key concepts include but are not limited to religion, governments, economic systems, and education.

Arizona Science Standards

LIFE SCIENCES

- 3.L1U1.5 Develop and use models to explain that plants and animals (including humans) have internal and external structures that serve various functions that aid in growth, survival, behavior, and reproduction.
 - **Crosscutting Concepts:** Patterns, Cause and Effect, Scale, Proportion and Quantity; **Systems and System Models;** Energy and Matter; **Structure and Function;** Stability and Change.

Arizona English Language Arts Standards

SPEAKING AND LISTENING

Comprehension and Collaboration

- K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- 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.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.



- 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.
- 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Arizona Visual Arts Standards

Creating

K-1. Generate and Conceptualize Artistic Ideas

- Engage in exploration (e.g., noticing cause and effect relationships), and imaginative play with materials (e.g., paper, markers, clay, crayons).
- Engage collaboratively (e.g., using manipulative for construction, adding to a group collage) in creative art-making in response to an artistic problem.

K-2. Organize and Develop Artistic Ideas and Work

- Through experimentation, build skills in various **media** and approaches to **art-making** (e.g., using the elements of modern art, applying artistic ideas from diverse cultures).
- Observe safe practices with **art materials**, tools, and equipment.
- Create **art** that represents natural and **constructed environments**.

1-1. Generate and Conceptualize Artistic Ideas

- Engage collaboratively (e.g., pairs, small groups, whole group) in exploration and imaginative play with materials (e.g., puppets, model towns, paper murals).
- Use careful observation in preparation for making a work of art.

1-2. Organize and Develop Artistic Ideas and Work

- Explore uses of materials, tools, approaches (e.g., using elements of modern art, applying artistic ideas from diverse cultures) to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

2-1. Generate and Conceptualize Artistic Ideas

- Brainstorm collaboratively (e.g., contributing to and listening to various ideas) multiple approaches to art or design problems (e.g., celebrations, cross- curriculum projects, school events).



- b. Make art or design to explore personal interests, questions, and curiosity.
- 2-2. Organize and Develop Artistic Ideas and Work
 - a. Explore uses of materials, tools, approaches (e.g., using elements of modern art, applying artistic ideas from diverse cultures) to create works of art or design.
 - b. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
 - c. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
- 3-1. Generate and Conceptualize Artistic Ideas
 - a. Create an imaginative artwork (e.g., a work that responds to a story or invented fantasy) and add details.
 - b. Investigate personal ideas through the art- making process.
- 3-2. Organize and Develop Artistic Ideas and Work
 - a. Create artwork using a variety of artistic processes, materials, and approaches (e.g., elements and principles of modern art, applying artistic ideas from diverse cultures).
 - b. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
 - c. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

Presenting

- K-4. Select, Analyze, and Interpret Artistic Work for Performance
 - a. Identify reasons for saving and displaying objects, artifacts, and artwork.
- K-6. Convey Meaning Through the Presentation of Artistic Work
 - a. Explain what an art museum is and distinguish how an art museum is different from other buildings.
- 3-6. Convey Meaning Through the Presentation of Artistic Work
 - a. Identify and explain how and where different cultures record and illustrate stories and preserve history through art.

Responding

- K-7. Perceive and Analyze Artistic Work
 - a. Identify various types of art (e.g., drawing, painting, sculpture, architecture).
 - b. Describe what an image represents.
- K-8. Interpret Intent and Meaning in Artistic Work
 - a. Interpret identifying subject matter and describing relevant details.
- 1-7. Perceive and Analyze Artistic Work
 - a. Select and describe the subject matter of art (e.g., artworks that illustrate daily life experiences of yourself and others).
 - b. Compare images that represent the same subject matter.
- 1-8. Interpret Intent and Meaning in Artistic Work
 - a. Interpret identifying subject matter and describing relevant details.
- 2-7. Perceive and Analyze Artistic Work
 - a. Select and describe the subject matter of art (e.g., artworks that illustrate daily life experiences of yourself and others).
 - b. Compare images that represent the same subject matter.
- 2-8. Interpret Intent and Meaning in Artistic Work
 - a. Interpret identifying subject matter and describing relevant details.
- 3-7. Perceive and Analyze Artistic Work
 - a. Use art-specific vocabulary to speculate about processes an artist used to create a work of art (e.g., pasted paper in a collage and brush marks in a painting)
 - b. Determine messages communicated by an image (e.g., a deer in Native American petroglyphs, animal crossing signs, John Deere logo).



3-8. Interpret Intent and Meaning in Artistic Work

- a. Interpret art by referring to contextual information (e.g., the artist's life and times) and analyzing relevant subject matter, elements, and principles, and use of media.

Connecting

K-10. Synthesize and Relate Knowledge and Personal Experiences to Make Art

- a. Create art that tells a story about a life experience.

K-11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

- a. Identify the purpose of an artwork.

1-10. Synthesize and Relate Knowledge and Personal Experiences to Make Art

- a. Identify times, places, and reasons by which students make art outside of school.

1-11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

- a. Identify a variety of reasons why people from different places and times make art (e.g., to express themselves, to tell a story, to make things look beautiful, to remember special people and events)

2-10. Synthesize and Relate Knowledge and Personal Experiences to Make Art

- a. Identify times, places, and reasons by which students make art outside of school.

2-11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

- a. Identify a variety of reasons why people from different places and times make art (e.g., to express themselves, to tell a story, to make things look beautiful, to remember special people and events).

3-10. Synthesize and Relate Knowledge and Personal Experiences to Make Art

- a. Develop a work of art based on observations of surroundings.

3-11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

- a. Recognize that responses to art change depending on knowledge of the time and place in which it was made (e.g., using a t-chart to compare initial responses to those formed after study of the context).

Arizona Theatre Standards

Responding

K-7. Perceive and Analyze Artistic Work

- a. With prompting and support, express an emotional response to characters in a guided theatrical experience (e.g., process drama, story drama, creative drama).

K-8. Interpret Intent and Meaning in Artistic Work

- a. With prompting and support, identify setting in a guided theatrical experience (e.g., process drama, story drama, creative drama).
- b. With prompting and support, name and describe settings in a guided theatrical experience (e.g., process drama, story drama, creative drama).
- c. With prompting and support, name and describe characters in a guided theatrical experience (e.g., process drama, story drama, creative drama).

1-7. Perceive and Analyze Artistic Work

- a. Recall choices made in a guided theatrical experience (e.g., process drama, story drama, creative drama).

1-8. Interpret Intent and Meaning in Artistic Work

- a. Describe emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama).
- b. With prompting and support, name and describe details in settings in a dramatic play or a guided theatrical experience (e.g., process drama, story drama, creative drama).
- c. Use text and draw pictures to describe personal emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama).

2-7. Perceive and Analyze Artistic Work

- a. Identify when artistic choices are made in a guided theatrical experience (e.g., process drama, story drama, creative drama).



2-8. Interpret Intent and Meaning in Artistic Work

- a. Demonstrate personal experiences in a guided theatrical experience (e.g., process drama, story drama, creative drama).
- b. With prompting and support, name and describe details in multiple settings in a dramatic play or a guided theatrical experience (e.g., process drama, story drama, creative drama).
- c. Use text and draw pictures to describe others' emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama).

3-7. Perceive and Analyze Artistic Work

- a. Discuss why artistic choices are made in a theatrical work.

3-8. Interpret Intent and Meaning in Artistic Work

- a. Describe personal reactions and emotions to events presented in a guided theatrical experience (e.g., process drama, story drama, creative drama).
- b. Express multiple ways to develop a character using props or costumes that reflect cultural perspectives in a theatrical work.
- c. Describe connections made between personal emotions and a character's emotions in a theatrical work.

