

JOURNEY TO UNDERSTANDING CURRICULUM GUIDE

AGE/GRADE LEVEL	This program is appropriate for Grades 4–12
DURATION	The program is approximately 1 hour long.
GROUP SIZE	Up to 60
LOCATION(S)	Branigar Hall, Kiva Gallery, and NPCP
BACKGROUND	In 2021, Arizona added a requirement that between 7th-12th grade, students learn the enduring lessons of genocides and the tragic consequences of religious and racial intolerance. In response, MNA developed this program that uses our exhibits to approach this difficult topic in a thoughtful way, helping students to discover examples of how cultures have been impacted by intolerance and develop empathy for other cultures. This also meets the 4th grade social studies requirements related to the Americas and the arrival of Europeans. Using art, culture, and history, students gain an understanding of how Native peoples have been treated in the past including their unique cultures and the resilience their communities have shown as they have fought to regain their rights and land.
ESSENTIAL QUESTIONS	<ul style="list-style-type: none">• How did the early treatment of Native Americans effect their communities and families?• What were Native American Boarding Schools?• What does “assimilation” mean?• What are the 10 tribes that call the Colorado Plateau home?• What are some values of various Native American cultures? Are they values shared across many cultures?• How have Native American communities shown resilience and fought to win back their rights and land?
KEY WORDS USED IN THE PROGRAM	Resilience, Pueblo Revolt, Assimilation, Exodus Day and the Long Walk (Forced Removal from Homelands), Diné and Hopi Values

SET UP

With a small group the program can take place entirely in the Native Peoples of the Colorado Plateau Gallery and in front of the Kiva Gallery. With larger groups, we hold the introduction and discussion portions of the activity in Branigar Hall. Large groups can also be split in two and one group can take a tour while the other does the scavenger hunt, then switch to ensure there are not too many people in NPCP at once. Bring materials to the appropriate location.

SUPPLIES NEEDED

- Ryan Singer’s *(De)Colonized Ewok*



- *Journey of the Human Spirit* murals by Michael Kabotie and Delbridge Honanie
- Scavenger Hunt
- Clipboards
- Pencils
- Blank puzzle pieces
- Markers or colored pencils

PROGRAM INSTRUCTIONS

- Prep group for difficult subject matter, remind them we are not placing blame, but learning from the past to prevent similar situations in the future
- Begin with discussion of history of Indian Boarding Schools using Ryan Singer's *(De)Colonized Ewok* image to discuss assimilation, share Sidney Bedoni's story of leaving boarding school to serve as a Navajo Code Talker in WWII
- Put students in small groups of 2-5 depending on group size, give them a clipboard and pencil to complete scavenger hunt in NPCP gallery, 20+ minutes, if group is large split in half and send half on a short 20 minute museum tour
- Go over scavenger hunt answers, giving more detail about the information learned where appropriate
- Show students Michael Kabotie and Delbridge Honanie's murals, *Journey of the Human Spirit*, and discuss their meaning
- Pass out blank puzzle pieces so students can create their own piece of art or poem in response to what they have learned



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.

- 4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2 Compare life in specific historical time periods to life today.
- 4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 5.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2 Explain how events of the past affect students' lives and society.
- 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 6.SP1.1 Examine ways that historians and social scientists know about the past.
- 6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.
- 7.SP1.1 Analyze connections among events and developments in broader historical contexts.
- 7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
- 7.SP1.3 Evaluate the significance of past events and their effect on students' lives and global society.
- 7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
- 8.SP1.1 Analyze connections among events and developments in broader historical contexts.
- 8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
- 8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society.
- 8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
- HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.
- HS.SP1.2 Analyze change and continuity in historical eras.
- HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.
- HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

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.

- 4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization.



- 4.SP2.2 Explain connections among historical contexts and people’s perspectives at the time.
- 5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights
- 6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2 Analyze how people’s perspective influenced what information is available in the historical sources they created.
- 7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.
- 7.SP2.2 Explain how and why perspectives of people have changed over time.
- 7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.
- 8.SP2.2 Explain how and why perspectives of people have changed over time.
- 8.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- HS.SP2.1 Analyze how contexts shaped and continue to shape people’s perspectives.
- HS.SP2.2 Analyze the ways in which perspective shapes recorded history.
- HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.

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

- 4.SP3.1 Develop questions about events and developments in the Americas.
- 4.SP3.2 Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4 Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.



- 6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.4 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.
- 7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.1 Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science
- 8.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.
- 8.SP3.3 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4 Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.
- HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.
- HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.



- HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- 4.SP4.1 Explain probable causes and effects of events and developments.
- 4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.
- 5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2 Use evidence to develop a claim about the past.
- 6.SP4.1 Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2 Organize applicable evidence into a coherent argument about the past.
- 7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3 Organize applicable evidence into a coherent argument.
- 8.SP4.1 Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2 Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3 Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present.
- HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument.
- HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.

CIVICS

Citizens have individual rights, roles, and responsibilities.

- 4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas
- 6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 7.C2.1 Explain how revolutions and other changes in government impact citizens' rights.

Process, rules, and laws direct how individuals are governed and how society addresses problems.

- 6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.



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- 4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.
 - Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies
- 5.G1.1 Use and construct maps and graphs to represent changes in the United States.
 - Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals
- 6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.
 - Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns
- 7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.
 - Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology.
- 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.
- HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions.
 - Key tools and representations such as maps, remotely sensed and other images, tables, and graphs

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

- 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.
 - Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources
- 5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.
- 7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.
- 7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.
- 8.G2.1 Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate.
- 8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- HS.G2.1 Analyze interactions within and between human and physical systems.
- HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions.
- HS.G2.4 Evaluate the use and sustainability of natural resources.

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



- 4.G3.1 Explain how the location and use of resources affects human settlement and movement.
 - Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas
- 5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.
 - Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration.
- 6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
 - Key concepts include but are not limited to language, land and sea transportation and trade routes
- 6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.
 - Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires
- 7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
- 7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.
- 7.G3.4 Evaluate how human population and movement may cause conflict or promote cooperation
- 8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.
- HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

Global interconnections and spatial patterns are a necessary part of geographical reasoning.

- 4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.
 - Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources
- 7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)
- 8.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global).
- HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global).
- HS.G4.3 Analyze patterns of interdependence.

HISTORY

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

- 4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.



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- Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies.
- 6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.
 - Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies.
- 7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.
- HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions.
- HS.H1.4 Analyze the impact of cultural diffusion.
- HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities.
- HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies.

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

- 4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.
- 5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability.
- 6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures. ■ Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry.
- 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.
- 7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.
- 8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.
- 8.H2.3 Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies.
- HS.H2.1 Explain multiple causes of conflict.
- HS.H2.2 Analyze approaches to conflict management and resolution.
- HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.

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

- 4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration.
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in



the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality.

- 7.H3.2 Analyze how economic and political motivations impact people and events.
- 7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.
- 8.H3.4 Investigate a significant historical topic from United States History that has significance to an issue or topic today.

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

- 5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.
- 6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.
- 7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.
- 7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.
- HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.
- HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
- HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.

Arizona Visual Arts Standards

Creating

4-1. Generate and Conceptualize Artistic Ideas

- a. Independently brainstorm multiple approaches to solve a creative art or design problem.
- b. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers (e.g., individual works with a similar purpose or group work with shared goals).

4-2. Organize and Develop Artistic Ideas and Work

- a. Develop technical skills and explore art-making approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures).
- b. When making works of art, utilize and care for materials, tools, and equipment, and practice safe and responsible digital posting/sharing with awareness of image ownership.
- c. Describe and visually represent regional constructed environments (e.g., school, playground, park, street, store).

5-1. Generate and Conceptualize Artistic Ideas

- a. Combine ideas to generate an innovative idea for art making.
- b. Identify and demonstrate diverse methods of artistic investigation (e.g., researching subject matter, techniques, the work of other artists) to choose an approach for beginning a work of art.

5-2. Organize and Develop Artistic Ideas and Work



- a. Develop skills in multiple art-making techniques and experiment with approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures through practice. b. Demonstrate quality craftsmanship through care and use of materials, tools, and equipment.
 - c. Describe and visually document places and/or objects of personal significance.
- 6-1. Generate and Conceptualize Artistic Ideas
- a. Combine ideas to generate an innovative idea for art making.
 - b. Identify and demonstrate diverse methods of artistic investigation (e.g., researching subject matter, techniques, the work of other artists) to choose an approach for beginning a work of art.
- 6-2. Organize and Develop Artistic Ideas and Work
- a. Develop skills in multiple art-making techniques and experiment with approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures through practice. b. Demonstrate quality craftsmanship through care and use of materials, tools, and equipment.
 - c. Describe and visually document places and/or objects of personal significance.
- 7-1. Generate and Conceptualize Artistic Ideas
- a. Apply strategies to overcome creative blocks (e.g., redefine view from different perspective, take a break and look at classmates' work).
 - b. Develop criteria (e.g., identifying the desired qualities of the final artwork) to guide making a work of art or design to meet an identified goal.
- 7-2. Organize and Develop Artistic Ideas and Work
- a. Demonstrate persistence in developing skills with various materials, methods, and approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art) in creating works of art or design.
 - b. Apply standards of craftsmanship with tools, materials, and processes, and demonstrate awareness of ethical responsibility to yourself and others with posting and sharing images and other materials through the internet, social media, and other communication formats.
 - c. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
- 8-2. Organize and Develop Artistic Ideas and Work
- a. Take risks to pursue ideas, themes, meanings, and approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art) that emerge in the process of art-making or designing.
 - b. Use tools, materials, and processes purposefully and demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.
 - c. Select, organize, and design images and words to make visually clear and compelling presentations.

Presenting

- 4-4. Select, Analyze, and Interpret Artistic Work for Performance
- a. Analyze how past, present, and emerging technologies have impacted the presentation of artwork (e.g., photographic/digital reproductions, posters, postcards, printouts, photocopies).
- 4-5. Develop and Refine Artistic Techniques and Work for Presentation
- a. Analyze the various considerations for presenting and protecting art (e.g., the work of indigenous peoples in archeological sites or museums, indoor or outdoor public art in various settings, other art in temporary or permanent forms both in physical or digital formats).
- 4-6. Convey Meaning Through the Presentation of Artistic Work
- a. Compare purposes of exhibiting art in virtual museums, art museums, art galleries, community art centers, or other venues (e.g., school lobbies, bulletin boards, local businesses).
- 5-4. Select, Analyze, and Interpret Artistic Work for Performance



- a. Define the roles and responsibilities of museum professionals (e.g., museum educator, curator, security guard, conservator, docent, exhibition designer). Explain the skills and knowledge needed in maintaining and presenting objects, artifacts, and artwork.
- 5-5. Develop and Refine Artistic Techniques and Work for Presentation
 - a. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork (e.g., debating or writing about the care and transportation of personal artwork, care of family heirlooms, unprotected Native American petroglyphs).
- 5-6. Convey Meaning Through the Presentation of Artistic Work
 - a. Cite evidence about how an exhibition in a museum or other venue (e.g., school lobby, bulletin board, local business) presents ideas and provides information about a specific concept or topic.
- 6-4. Select, Analyze, and Interpret Artistic Work for Performance
 - a. Define the roles and responsibilities of museum professionals (e.g., museum educator, curator, security guard, conservator, docent, exhibition designer). Explain the skills and knowledge needed in maintaining and presenting objects, artifacts, and artwork.
- 6-5. Develop and Refine Artistic Techniques and Work for Presentation
 - a. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork (e.g., debating or writing about the care and transportation of personal artwork, care of family heirlooms, unprotected Native American petroglyphs).
- 6-6. Convey Meaning Through the Presentation of Artistic Work
 - a. Cite evidence about how an exhibition in a museum or other venue (e.g., school lobby, bulletin board, local business) presents ideas and provides information about a specific concept or topic.
- 7-5. Develop and Refine Artistic Techniques and Work for Presentation
 - a. Based on criteria (e.g., visual similarities, media, unity of subject matter) analyze and evaluate methods for preparing and presenting artworks in an exhibition (e.g., collection of postcard reproductions, student artwork, objects of visual culture).
- 7-6. Convey Meaning Through the Presentation of Artistic Work
 - a. Analyze how preservation and security measures can affect viewing and experiencing art.
- 8-6. Convey Meaning Through the Presentation of Artistic Work
 - a. Analyze how the choice of what art or design to preserve reflects the values of the community.

Responding

- 4-7. Perceive and Analyze Artistic Work
 - a. Use art-specific vocabulary compare responses to a work of art before and after working in similar media.
 - b. Analyze components (e.g., elements and principles in modern art, visual traditions of indigenous peoples) in imagery that convey messages.
- 4-8. Interpret Intent and Meaning in Artistic Work
 - a. Interpret art by referring to contextual information and analyzing relevant subject matter, use of media, and elements and principles, or artistic norms of the culture within which the artwork is made.
- 5-7. Perceive and Analyze Artistic Work
 - a. Use art-specific vocabulary to compare how artworks made in different cultures reflect the times and places in which they were made.
 - b. Identify and analyze cultural associations suggested by visual imagery (e.g., skulls and skeletons used in Day of the Dead festivals, dancing dragons used in Chinese New Year celebrations, broken chain as symbol of freedom).
- 6-7. Perceive and Analyze Artistic Work
 - a. Use art-specific vocabulary to compare how artworks made in different cultures reflect the times and places in which they were made.



- b. Identify and analyze cultural associations suggested by visual imagery (e.g., skulls and skeletons used in Day of the Dead festivals, dancing dragons used in Chinese New Year celebrations, broken chain as symbol of freedom).
- 7-7. Perceive and Analyze Artistic Work
 - a. Explain how the location of artworks/artifacts (e.g., katsinas in museums or in ceremonial sites) influence how they are perceived and valued.
 - b. Analyze multiple ways that images influence specific audiences (e.g., flags at the opening ceremony of the Olympic games, athletic logos at sporting events, costumes as sci-fi convention).
- 7-8. Interpret Intent and Meaning in Artistic Work
 - a. Cite specific evidence from an artwork (e.g., subject matter, media, artistic norms of diverse cultures, social issues in contemporary art) and relevant evidence from the context (e.g., artist life and times) to support an interpretation of the mood, message, or meaning of that artwork.
- 8-7. Perceive and Analyze Artistic Work
 - a. Explain how artists' choices of visual characteristics (e.g., elements and principles in Western art or other culture's visual traditions) are influenced by the culture and environment in which they live.
 - b. Compare and contrast contexts (e.g., video games, music concerts, powwows) in which viewers encounter images that influence ideas, emotions, and actions.

Connecting

- 4-10. Synthesize and Relate Knowledge and Personal Experiences to Make Art
 - a. Create a work of art that reflects community or cultural traditions.
- 4-11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding
 - a. Through observation, infer information about time, place, and culture in which a work of art was created (e.g., examining genre scenes, cityscapes, portraits from different eras).
- 5-10. Synthesize and Relate Knowledge and Personal Experiences to Make Art
 - a. Create a work of art that reflects or is inspired by the natural and/or built environment in a new way.
- 5-11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding
 - a. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society (e.g., religious art can illustrate a group's beliefs, community murals can reflect concerns of the neighborhood, an advertising image can be persuasive).
- 6-10. Synthesize and Relate Knowledge and Personal Experiences to Make Art
 - a. Create a work of art that reflects or is inspired by the natural and/or built environment in a new way.
- 6-11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding
 - a. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society (e.g., religious art can illustrate a group's beliefs, community murals can reflect concerns of the neighborhood, an advertising image can be persuasive).
- 7-10. Synthesize and Relate Knowledge and Personal Experiences to Make Art
 - a. Make art inspired by community art and/or by art made by local artists.
- 7-11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding
 - a. Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources (e.g., American folk portraits made for everyday people available before photography, Stonehenge built with massive stones from far away) and cultural uses (e.g., expressing religious concerns, promoting political points of view, showcasing economic status, celebrating scientific discoveries).
- 8-10. Synthesize and Relate Knowledge and Personal Experiences to Make Art
 - a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.
- 8-11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding
 - a. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity (e.g., examining art related to musical groups, international costumes, sports teams, special interest clubs).



Pre- or Post-Field Trip Activity for MNA's Journey to Understanding Program

Understanding Indian Boarding Schools

“When you first started attending [boarding] school, they looked at you, guessed how old you were, set your birthday, and gave you an age. Then they'd assign you a Christian name. Mine turned out to be Fred.”

-Fred Kabotie, Hopi, 1900, attended Santa Fe Indian School 1915-1920

Starting in the 1870s, the United States government began removing Native American children from their homes and forcibly relocating them to boarding schools far away from their families and Indigenous communities. The goal of this program was to assimilate (to become absorbed and integrated into a society or culture) the children into the dominant American culture. To do so, the schools cut the children's hair, forbid them from speaking their native languages or practicing their religions, and assigned them American/European names.

“For Diné families, sustained by kinship and clan connections that emphasized compassion, love and peacefulness, the separation was all but unendurable. It threatened our very survival, as it was intended to do. Our language—which retains our timeless traditions and embodies our stories, songs and prayers—eroded. Ceremonial and ritual ties weakened. The schools followed military structure and discipline: Children were divided into “companies,” issued uniforms and marched to and from activities. Their hair was cut or shaved. Because speaking Navajo was forbidden, many children did not speak at all. Some disappeared or ran away; many never returned home.”

Luci Tapahonos, Diné (Navajo) writes in Smithsonian Magazine, July 2016

Fred Kabotie was named Naqavoy'ma (Day After Day) by his family when he was born in 1900. He lived in Shungopovi on Second Mesa in Arizona. When he was about 15 years old, he was forced to attend the Santa Fe Indian School in New Mexico, and his name was changed to Fred by school officials to assimilate him into American culture. Luckily, at the time, the Superintendent of the School, John DeHuff and his wife, Elizabeth Willis DeHuff, who was a teacher at the school, did not agree with the government's mandate to completely assimilate children. They saw Fred Kabotie's artistic talent and encouraged him to create art and use his Hopi culture as inspiration. John DeHuff was later fired from the school for allowing Native American students, like Kabotie, to create art that celebrated and shared their cultures.

Kabotie went on to become a famous artist and an art teacher. He helped establish the Hopi Silvercraft Cooperative Guild and the Hopi Cultural Center. When a high school opened on Second Mesa in 1937, he returned home and taught art there for 22 years. Indian Boarding Schools continued to operate into the 1970s. In 1975 the Indian Self-Determination and Education Assistance Act finally gave tribes control over the schools in their communities.



WRITING ACTIVITY: What's Your Name?

Think about what your name tells you and others about your history, culture and/or family. Write a poem or personal narrative about what your name means to you.

Some questions you might consider:

- What does your name mean?
- Who gave you your name?
- Are you named after someone?
- Do you have a nickname?
- Do you use different names or different versions of your name with different people?
- Do you like your name or want to change it?
- How would you feel if someone else changed your name without your permission?

