



Weaving a Story of Cooperation: The Goat in the Rug

Using *The Goat in the Rug*, students read and learn about the Navajo culture.

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Grade Level	4
Duration	1-2 class periods

National Geography Standards

ELEMENT TWO: PLACES AND REGIONS

4. The physical and human characteristics of places.

ELEMENT FOUR: HUMAN SYSTEMS

10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Arizona Geography Strand

Grade 4 Concept 2 Places and Regions

PO 4 Describe how regions and places have distinct characteristics (e.g., Grand Canyon, Colorado River, Casa Grande Ruin, Walnut Canyon, Montezuma Castle, Canyon de Chelly, Rocky Mountains, Rio Grande River, Yucatan Peninsula).

Concept 4 Human Systems

PO 4 Discuss the cultural characteristics (e.g., food, clothing, housing, sports, customs, beliefs) of Arizona's diverse population

Concept 5 Environment and Society

PO 1 Describe human dependence on the physical environment and natural resources to satisfy basic needs.

Other Arizona Standards

**Grade 4
Strand 1 American History
Concept 10: Contemporary United States**
PO 4. Discuss the contributions of diverse populations to Arizona

ELA Common Core Standards

Reading Literature

Key Ideas and Details

4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Writing

Production and Distribution of Writing

AZ.4.W.4 Produce clear and coherent functional writing (e.g., friendly and formal letters, recipes, experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.

Language

Vocabulary Acquisition and Use

4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Overview

Navajo weaving is a treasured art. The book, *The Goat in the Rug*, explains the process of rug making from fleece to rug from the point of view of a goat. Children experience the process of weaving and learn of its importance in the environment and culture of the Navajo.

Purpose

Students will learn the vocabulary, materials, and sequence that are used in making a Navajo rug.

Materials

- *The Goat in the Rug* by Geraldine As told to Charles L. Blood & Martin Link ISBN 0-689-71418-1
- 12" x 18" light colored construction paper, one per student
- Scissors
- Glue
- Transparency of Southwestern U.S. map
- Vocabulary list
- Xerox copies of picture cards from front of book. (Delete goat bell and any others that you think would be too difficult for students to sequence—or use those cards as a challenge for your gifted/talented students.)

Objectives

The student will be able to:

- describe the process involved in making a Navajo rug.
- define the vocabulary concerning the Navajo and weaving.
- locate where the Navajo live.
- describe how the environment influences how the Navajo live.

Procedures

Prerequisite Skills: Students should know the difference between human and physical characteristics.

SESSION ONE

1. Ask the students what they know about the Navajo. Point out the Navajo Nation on the transparency of the Southwestern U.S. map.

2. Read the story *The Goat in the Rug* to the students.

3. After reading it, share weaving items or illustrations of the process of rug making. Use the vocabulary list to identify each picture.

4. Relay the following information: "Dine weaving may seem very expensive to buy, but it isn't when one considers the time, effort, and thought put into each rug. There are no two Dine rugs alike. One weaver estimated the hours she put into her weaving of a rug that measured 4' x 3':

- ◆ 15 hours to shear raw wool from the sheep
- ◆ 355 hours to clean, wash, card, and spin the wool into yarn by hand
- ◆ 14 hours to dye the yarn
- ◆ 150 hours to set the loom up, ready the warp, and do the actual weaving
- ◆ She worked for 534 hours and was paid \$350 for the rug. This means she earned 65 cents an hour!"

From: Dine Case for Understanding, The Heard Museum

SESSION TWO

1. Give the prompt: *You are an expert Navajo rug weaver visiting a 4th grade classroom. The teacher has asked you to teach her students how to make a Navajo rug. Design an illustrated storyboard with captions that instructs students, step by step, in the process of weaving a Navajo rug. Use the picture cards provided for your illustrations. You should use at least 12 picture cards. You must have the cards in the proper order according to the process of making a rug. Each card should have a caption telling how this item fits into the weaving process. There should be a title to your storyboard.*

Assessment

To measure geography, Students should be able to answer this question: What natural resources did the Navajos use to make a rug. Students should have 8 or more natural resources to be considered mastery. (Answers can include goats (wool), yucca, water, sun, wood (Ponderosa pine), rabbit bush, sumac, cliff rose, wild onion, dock, walnuts, and juniper.

To measure reading and writing, the sequence of events should be correct. The storyboard should have 12 cards minimum in the proper order. (2pts per card--24 points in total) (1 pt for title) Mastery will be 20 points or higher.

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Sequence should be:

Window Rock, goat (Geraldine), weaver (Glenmae), shears, yucca soap, carding combs, spindle, yarn, and plant(s) used for dye, dye bucket; wood for loom, and Navajo Rug. Addition cards are pin, batten, comb, and sacking needle which all go between loom and Navajo rug.

Extensions

- Obtain fiber and schedule time for students to wash it, card it, spin it, and weave it!
- Make potholders
- If the actual materials are available, have the students line up with the material in the sequence of making a rug.

Sources

THE GOAT IN THE RUG by Geraldine as told to Charles L. Blood & Martin Link ISBN 0689714181

The Heard Museum Traveling Suitcase on the Navajo. www.heard.org