



# Weaving a Story of Cooperation: *The Goat in the Rug*

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<b>Grade Levels</b>	3-4
<b>Duration</b>	2 class periods

## National Standards

### GEOGRAPHY

#### Element 2: Places and Regions

4. The physical and human characteristics of places.

#### Element 4: Human Systems

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

## AZ Standards

### ELA

#### Reading

##### Key Ideas and Details

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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

3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### Language

##### Vocabulary Acquisition and Use

**3.L.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**4.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,

## Arizona Social Science Standards

### GEOGRAPHY

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

3.G2.1 Explain how people modify and adapt to the Arizona environment. Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources.

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

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

3.G4.1 Describe how Arizona has changed over time. Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals.

4.G4.1 Explain the positive and negative effects of increasing economic interdependence on

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including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

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

SLOP Elements		
<b>Preparation</b> Adapting content Linking to background Linking to past learning Strategies used	<b>Scaffolding</b> Modeling Guided practice Independent practice Comprehensible input	<b>Grouping Option</b> Whole class Small groups Partners Independent
<b>Integrating Processes</b> Reading Writing Speaking Listening	<b>Application</b> Hands on Meaningful Linked to objectives Promotes engagement	<b>Assessment</b> Individual Group Written Oral

### Arizona English Language Proficiency Standards

#### Grade 3

##### Basic

##### Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-3: identify key details that support the main idea or message.

##### Listening, Speaking, Reading, and Writing

Standard 8 By the end of each language proficiency level, an English learner can analyze and critique the arguments of others orally and in writing.

B-3: use general academic and domain-specific words and phrases.

#### Grade 4

##### Basic

##### Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-2: recount a text including specific details and information.

B-4 utilize visual information to understand the text

##### Listening, Speaking, Reading, and Writing

Standard 8 By the end of each language proficiency level, an English learner can analyze and critique the arguments of others orally and in writing.

B-5: use academic words and phrases to express ideas and phrases.

## 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

# Weaving a Story of Cooperation: The Goat in the Rug

## SESSION ONE

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

## Key Vocabulary

**weave** – to make cloth by interlacing thread

**dye** – a substance used to color material

**goat** – an animal with hollow horns that is raised for wool, milk and meat

**yucca** – a desert plant

**loom** – an apparatus used to weave

**Navajo** – Native American from a tribe in the Southwest

**Dine** – Navajo people

## Materials

- *The Goat in the Rug* by Geraldine as told to Charles L. Blood & Martin Link ISBN 0-689-71418-1 or YouTube video (6.28 min)  
<https://www.youtube.com/watch?v=FTXli-ZRndU>
- 12" x 18" light colored construction paper
- Scissors
- Glue
- Southwestern U.S. map  
<http://geoalliance.asu.edu/sites/default/files/maps/SWRES.pdf>
- The Goat in the Rug Vocabulary List
- How Much Can You Make Per Hour Weaving a Navajo Rug?
- How Do You Make a Navajo Rug?
- Picture Cards worksheet (Storyboard)
- 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.)
- Vocabulary Cards

## 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.*

1. Ask the students what they know about the Navajo reservation and its people. Write their responses on the whiteboard. (**Preparation: Linking to background**)
2. Project and discuss the Southwestern U.S. map found at:  
<http://geoalliance.asu.edu/sites/default/files/maps/SWRES.pdf> Locate the Navajo reservation.
3. Project and discuss the Vocabulary Cards. If possible, bring in extra pictures to show of the Navajo culture and the Navajo's physical environment.
4. Show an example of a Navajo rug. Discuss what it could be made from and how it could be made. Return to the Vocabulary Cards if necessary. (**Scaffolding: Comprehensible Input**)
5. Project and read the story *The Goat in the Rug* to the students or show the YouTube video (6.28 min). After reading the book, again discuss the book's illustrations of the process of rug making. (**Scaffolding: Comprehensible Input**)
6. Use the vocabulary list to identify each picture found at the front of the book. Choral read the words with the group (**Grouping: Whole Group**), followed by calling on a few students at random to read from the Vocabulary List as you point out pictures. (**Scaffolding: Guided Practice; Integration of Reading, Writing, and Listening; Application: Meaningful, Linked to Objectives, Promotes engagement**).
7. If the actual materials are available, have the students line up with the materials in the sequence of making a rug. (**Application: Promotes engagement**)

## SESSION TWO

*Note: If there are time limitations, have students cut out the illustrations included in the lesson or choose the most important steps to sequence and label.*

1. Project *How Much Can You Make Per Hour Weaving a Navajo Rug?* 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

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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*

2. Project How Do You Make a Navajo Rug? and explain 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.
3. Pass out the Picture Cards worksheet. *Project 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 or draw your own 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.*
4. Explain to the students they are to draw pictures of the vocabulary words that would help them explain how to make a rug.
5. Project the illustrations on the front and back inside covers of the book and the illustrations within the book.
6. Choose one step as a model of how to storyboard. **(Scaffolding: Modeling)**
7. Allow students to work with a partner but they must each have their own storyboard. **(Grouping: Partners)**

## Assessment

### 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/or juniper.

### ELA

To measure reading and writing, the sequence of events should be correct. The storyboard should have 12 cards minimum in the proper order.

- 2 pts per card- = 24 points in total
- 1 pt for title

Mastery will be 18 points or higher.

The 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. Additional cards are pin, batten, comb, and sacking needle which all go between loom and Navajo rug.

Students should be able to say each picture card word or sentence to a partner.

## 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](http://www.heard.org)