



Topic: Navajo

Grade: 9-12

An integrated lesson plan covering 1 session of approximately 1 hour.



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Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

After viewing the slide program introducing them to Navajo culture, students will work with a partner or small group to create a collage of images related to Navajo history and culture by conducting an Internet search to locate appropriate images, copying and pasting images into a Word document, then printing the document.

Lesson Objectives

Project Objectives: When students complete this session, they will be able to...
Identify significant aspects of Navajo culture.

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to...

- Teamwork:* work as a member of a team to accomplish an assigned task,
Research skills: locate information images on the Internet relative to a specific topic, and
Technology: use the Internet as a research tool, create a Word document, and print a document.

State/National Standards

Colorado State Standards for History

Standard 3.1: Students know how various societies were affected by contacts and exchanges among diverse peoples.

Websites

Required:

- <http://www.navajo.org/>
- <http://navajorugs.spma.org/map.html>
- <http://etext.lib.virginia.edu/VAR/collier/collier5.html>
- <http://waltonfeed.com/peoples/navajo/sheep.html>
- <http://www.geocities.com/Baja/Dunes/2319/navrugs.html>
- <http://www.lapahie.com/Creation.cfm>

Support:

- <http://www.navajo.org/>
- <http://www.geocities.com/Baja/Dunes/2319/native.html>
- <http://www.geocities.com/Yosemite/Forest/2485/photogallery.html>
- <http://www.curtis-collection.com/tribe%20data/navaho.html>
- <http://www.csulb.edu/projects/ais/dine.html>
- <http://www.tobeturpens.com/products.html>

Pre-requisites

Students should be acquainted with the culture areas of Native North America and the Southwest culture area.

Required Equipment/Technology

- Internet connected computer with Word for every 2-3 students
- Printer(s) linked to computers
- LCD projector for class display of slide show

THE LESSON

Note: Students do not learn from what you do but from what you have them do.

Preparation

Activity	Instructor Notes
Discuss the topic. (10 mins.)	Read or tell a Navajo story. Ask students to identify elements of the story that suggested it was a story of Navajo origin.

Presentation

Show the PowerPoint presentation "The Navajo: Walking in Beauty." (20 mins.)	Review the content of the PowerPoint presentation with students. Supplement the content as appropriate. Allow for questions. Clarify as needed.
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Performance and Practice

Instructions for students	Teacher notes
Take notes as the teacher delivers information while you view the PowerPoint presentation "The Navajo: Walking in Beauty." (Same 20 mins. as above)	Require students to make notes of the content of the PowerPoint presentation, or create a handout of the presentation with blanks for key words that students will complete during the presentation.
Working with a partner or small group, create a collage of images from the Navajo culture by copying at least 6 graphics from the Internet and pasting them into your work. Be sure to use images that illustrate location or place, housing, adaptations, economy, art, and religion. (30 mins.)	Demonstrate how to do an Internet search and how to cut and paste as necessary. Provide encouragement and assistance as needed.

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectations for the class clear from the beginning?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. How many learning intelligences am I addressing?
5. Are students “connecting” to lesson objectives? How?
6. How is this lesson “integrated?”

Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. Are all students participating in the activities either by active observation or by voicing their thoughts?
3. Am I identifying the strengths of each student and pairing/grouping people accordingly? What results am I getting?
4. How are students performing? Are all of them able meeting 80% of the lesson objectives? If not, what am I doing to help them achieve more?

Technology

1. Is the technology working?
2. How are students reacting to the technology, and what do I need to remember when I teach this lesson again?
3. How are students applying or wanting to apply their technical skills in other areas?

Activity Checklist

1. Read or tell a Navajo story.	
2. Display the slide show: “The Navajo: Walking in Beauty.”	
3. Have students make notes on the content of the slide show.	
3. Have students work with a partner or small group to search the Internet for appropriate images of Navajo history and culture, copy and paste images, and print them in a Word document.	

Technology Checklist

- Internet connected computer with Word for every 2-3 students
- Printer(s) linked to computers
- LCD projector for class display of slide show

Lesson Rubric

Item => Score	0	1	2	3
Taking Notes	Did not make any notes	Wrote few notes	Wrote a set of notes with few omissions or inaccuracies	Wrote complete and accurate set of notes
Creating collage	Did not locate appropriate images, did not copy, paste or print collage	Located appropriate images, but did not copy, paste and print collage	Located appropriate images, copied and pasted images, but did not print collage	Located appropriate images, copied and pasted images, and printed collage