

Diné Seminar: Twentieth-Century and
Contemporary Native North American Art

“Navajo and Native American Clothing and Adornment”

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Diné Institute for Navajo Nation Educators (DINÉ)

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Author Note:

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Introduction

Tillie Begay was my Navajo maternal grandmother. She shared with me her art, beauty and appreciation for the three-tiered Navajo traditional gathered skirts and Navajo blouses. Often such clothing was made of cotton, due to lack of funds. Silk and velveteen were utilized only if the family budget allowed.

As a child, I watched how my grandmother's hands touched the fabric she admired and how the nap of the velveteen fabric moved to the side as she ran her hands over it. She would look closely at the color of the fabric and determine in her mind if that was the one she wished to use to make a new skirt or blouse. Once she matched the fabric, she took it to her sewing area and started the measurements for a skirt by using her hands to measure from her waistline to the bottom of the skirt. If she wished to measure for another person, she would use the same technique, measuring from the waistline to the bottom of the skirt (near the ankle) by using her hand (extending her whole hand and measuring, using the thumb to pinky fingers as one measurement length). Once she figured out the measurement, she used her hand to calculate the equal distances between each tier and made a cut into the selvedge edge of the fabric. Then she continued to pull on the fabric by tearing it apart with her hands along the cut edges, a technique which works well for cotton and silk materials. Very carefully, she planned the construction of the gathered skirt and sewed it together into a beautiful garment.

For her blouse, she used a former Navajo blouse she had made as her pattern and followed it as her guide for making a new shirt for herself or to change the size for another person by estimating the measurements for that person. When she was done she always had a smile of contentment and accomplishment on her face. My maternal grandmother never wore store-purchased blouses or skirts. She always made them herself. But when she became an elderly woman, myself and others made her new clothing for her.

Any Native American garment, traditional or contemporary, or regalia made for a special occasion or event is truly a work of art by the seamstress who made it.

Rationale

Navajo Tribe

“When you dress traditionally, it is as if you are being reminded of your language. If we all dress in our traditional clothing, then we will probably walk back into our language” (Yazzie, 2007, p. 94).

The youth of today view the Navajo way of life as old-fashioned. For example, in some schools when “Native American Dress Up Day” or “Traditional Navajo Dress Up Day” for Native American Month are observed, students dress for that particular day only and then go back the very next day to their modern clothing. The Navajo elders view this as an indication that Navajo

youth are ashamed of their identity and as merely dressing up only on days set aside for them to recognize their tribal affiliation.

As a Navajo language teacher, elder and grandparent, I feel it should be our responsibility to empower our Navajo youth with stories about cultural knowledge. These should include stories affiliated with Navajo clothes and the adornments that accompany the traditional clothing of the Navajo people. The following passage, taken from the Office of Diné Culture, Language, and Community Services publication *Am I Sani d00 Achei Baahane'* (2005), strongly affirms the revitalization of the Navajo language and enhancement of Navajo youths' cultural knowledge, and encourages our teachers and elders to share Navajo stories. The report's authors assert that such activities, which introduce students to the cultural heritage stories that must be passed on to future generations, lead to stronger generational connections between young and old:

“Each time a story was told, it reflected a personal version of the storyteller. We didn't mind listening to it more than one time. Depending on how interesting a story is told and/or conveyed, many forms of curiosity and questions arise from children just as we did in our time.

It is through heritage culture and language that we need to instill the sense of self, self-respect, the appreciation for origin, and descendant of being the Diné people in our children, so that they too can become aware of their history and place in society as people of character; as lifelong thinkers (binits1h1'kees nineez doo), lifelong planners (binahat'1'nineez doo) with great minds, wealth of knowledge, wisdom, and teachings of language and heritage culture” (Murray, 2005, p. 3).

This curriculum will share readings, the Navajo language, Navajo cultural teachings and values, Navajo stories, and historical information regarding Winter Origin storytelling (which should be shared out of respect only during the winter season) and the Long Walk time period. It is intended to revitalize and renew among present-day youth an appreciation of the fact that clothing and adornment that accompany the clothing are important—and nearly lost--art forms of today.

First Power Point Presentation:

Navajo Clothing with Adornments and Navajo Contemporary Wear

The first Power Point shared with the students will be created by the teacher. It will include:

- A timeline of the history of Navajo clothing, from the Origin Story to the present day. The timeline is a part of the scaffolding with a graphic organizer to teach about the historical aspects of the traditional to contemporary clothing and the adornments.
- Traditional Navajo clothing (rug dress, gathered skirt, velveteen blouse, etc.).

- The traditional teachings, values and Navajo vocabulary terms for the clothing and the additional adornment that accompanies Diné formal wear (e.g. turquoise jewelry).

Included in my presentation of twentieth- and twenty-first century clothing will be slides of Navajo fashions and fads, and current Navajo fashion designers will be discussed to showcase their artistic ability and skills as clothing designers (e.g. Orlando Dugi). Students will discuss and make their own inferences regarding contemporary fashion designers.

Native American Tribe

“Originally, there were many different traditional Native American clothing styles in North America. Nearly every tribe had its own distinctive style of dress, and the people could often tell each other’s identities by looking at their tribal clothes, headdresses and ornamentation” (www.native-language.org).

In *Native Fashion Now*, the exhibit catalog for a 2017 Peabody Essex Museum exhibition of the same title, museum director Dan L. Monroe and chief curator Lynda Roscoe Hartigan state:

“With advances in anthropological, cultural, and visual studies, we know that contemporary societies have undergone centuries of artistic evolution because culture is fundamentally creative, which means that culture is always changing. Our world, therefore, is comprised of diverse and independent artistic traditions, each of which has undergone centuries of independent and sometimes intersecting evolution.”

(Monroe & Hartigan, 2014, p. 8)

Second Power Point Presentation:

Coeur d’Alene (Skitswish) Tribe Native American Traditional Wear with Ornamentation and Contemporary Clothing

The second Power Point will be created by the teacher to compare and contrast the clothing of another tribal affiliation. In this Power Point presentation, I will identify, describe and compare and contrast the ways in which people of other Native American tribal affiliations (e.g. the Coeur d’Alene, or Skitswish, tribe) think about their traditional clothing, language, traditional values, teachings, history, cultural knowledge and self-respect. This Power Point presentation will include a time line to be used as a teacher modeling tool for a student-driven Power Point presentation which will be created by the students. The type of teaching method that students will use is known as a Project Based Learning style, in which students gain knowledge and skills by working for several weeks individually to research and create a Power Point presentation which will be meaningful, original, and creative. Students will apply and demonstrate facility with Bloom’s Taxonomy for creating an original work in creation and presentation of content on

other tribes' clothing. Contemporary Native American clothing and ornamentation of the assigned tribes (e.g. the Coeur d'Alene tribe) may be included in this Power Point presentation.

Karen Kramer, the curator of *Native Fashion Now*, offered this comment in the exhibition's catalog:

“With fashion, everything comes full circle. What is old is new again, and what is new now will soon be old. And so it goes. Native designers will continue to reach back to the past and forward to the future, creating clothing that reflects their personal, cultural and aesthetic identities.” (Kramer, 2014, p. 33)

Third Power Point Presentation is the Student-Driven Project:
Native American Traditional Wear with Ornamentation and Contemporary Clothing

The third Power Point will be created by the individual student, who will research and explore another Native American tribes' traditional or contemporary clothing. The student will create and include in his or her presentation a timeline representing the history of the tribes' clothing from the past to the present day. Allowing students to create Power Point presentations using the Project-Based Learning style will motivate them and their partners to engage in a new world of information, and they will acquire a deeper understanding of the tribal groups covered in other students' presentations. Project-Based Learning is also a wonderful way for the audience to be engaged alongside the presenters, and it's a positive illustration of the Formative Assessment.

Native American Tribal Connection Activity for Gifted Students

Students researching a specific Native American tribe will locate a tribal member at another school by sending them an email message or writing a letter mailed to their school's address and asking that they become the student's pen pal. If the student they contact agrees, they will send them a paper doll to dress in their tribe's traditional clothing. They will be asked to use fabric, construction paper, markers, etc. to create the clothing. The Native American participant/pen pal will return to the student information about the clothing they have provided for the paper doll, including historical information about the tribe's style(s) of dress.

Context

Kayenta is in the northeastern corner of Arizona, just 25 miles south of Monument Valley, which is one of the natural wonders of the world with a valley of sandstone rock formations that is surrounded by mesas, buttes, and a desert environment. According to the Navajo Nation, Monument Valley is sacred ground.

There are three public schools under the Kayenta Unified School District: Kayenta Elementary School (kindergarten to 4th grade), Kayenta Middle School (5th to 8th grade) and Monument Valley High School (9th to 12th grade). The 2018-2019 Kayenta Unified School District's student enrollment from kindergarten to 12th grade was about 1700 students. The Kayenta Community School is a boarding school serving dorm students and day students (kindergarten to 8th grade) under the Bureau of Indian Education. Kayenta is the only town on the Navajo Nation that has a municipal-style government, which is called the Kayenta Township. The township is managed by a five-member elected town board and a township manager. The Kayenta Chapter is represented by elected delegates who belong to the governing body of the Navajo Nation Council. Meetings are held with chapter members to maintain interest in community planning. It serves as a local government and it provides events for the community.

Monument Valley High School's Mission Statement asserts: "Our actions will prepare students to be responsible citizens who are capable of making informed decisions in a changing world. We will provide innovative and culturally relevant educational opportunities."

Kayenta Unified School District's Mission Statement reads: "It is the individual's responsibility to attain a successful life. Thinking, planning, learning, working together. This is what we want for you. Through guidance we will get there together."

At Monument Valley High School, I am the only Foreign Language teacher and I teach the Navajo language 1 and 2 courses. Each Navajo 1 and 2 course usually has a capacity level of 25 students, but more students enroll into these two courses, which are a part of the Foreign Language department. Currently, periods 1, 2, 3 and 4 are scheduled in the fall school year and periods 5, 6, 7 and 8 are scheduled for the spring. The classes are on a block schedule of 95 minutes per class period. Navajo language courses are offered to the 10th – 12th graders and are required for Navajo high school students applying to the Chief Manuelito Scholarship and/or for those who are planning to attend a post-secondary institution after graduation.

This summer of 2019 the theme for the Awards Ceremony at the Twin Arrows Casino Resort for the Chief Manuelito Scholarship Recipients was "N7diid1 1h! T'1adoo i[hoshih7! T'1adoo t'00 sinitinih! Ch'in7lyeed! Sodizin 1ni144h!" The English translation is "Wake up before sunrise and go outside to say your prayers! Don't be incompetent!" (Allen, 2019, p. 4)

Content Objectives

The Navajo process of learning new content material is comprised of four stages. It is believed by Navajo elders and educators that the four-part planning process of the Navajo way of knowing can best be explained through the cardinal directions learning style. It begins with the process of thinking (*Nits1h1kees*), followed by the second process of planning (*Nahat'1*), then the third process of applied learning to bring it to life (*Iin1*), and the fourth process of becoming experienced or an expert (*Sihasin*). A teacher or student using this four-part plan develops strategies to implement a lesson by bringing it to life, and completes this process by creating a

lesson that could be very beneficial to the teacher and the learner. This type of learning style will increase the student's cultural knowledge to a higher level of enrichment, respect and appreciation for their own Native American culture and for other Native American tribes.

Applying the Four-Part Learning Process

Thinking skills (Nitslhlkees): Teacher will provide a list of areas to be researched and explored for the Power Point presentations. When students are working on their Power Points in their partner settings, they will brainstorm together on the areas about which each will gather information on the traditional and contemporary clothing of the tribe they are researching.

Planning (Nahat'1): Students will keep a notebook of their researched information with the quotes from their resources and any pictures on a jump drive. Along with the resources or pictures, students will keep an entry log of citations.

Applied Learning (Iin1): Students will develop their Power Point slides to bring their presentations to life for the audience. Students may attach YouTube clips as long as they provide citations. Students will check the list of areas to be covered for the clothing presentation and follow the guidelines from a Rubric for an Oral Presentation.

Evaluation of Product (Sihasin): Students will share the final Power Point presentation with their audience. The audience will listen and be respectful to the presenters. Audience (students) will also be graded by a Rubric for Listening Skills.

Teaching Strategies

As a Navajo Language Teacher of this curriculum, I will provide students with a language-rich environment, and the students will encounter the need for some assistance with the translations of Navajo terms or phrases from home as well as from the classroom. They will view films, online resources and websites that will help them grasp an understanding of the Navajo world and the Navajo language (the target language).

In the Project-Based Learning for their Power Point presentation, students will research on their own through textbooks, online resources and websites, and send letters through the U. S. mail or via e-mail to other schools that include members of the Native American tribe the student's selected research topic will be about for this curriculum unit on traditional and contemporary Native American clothing.

What is Project-Based Learning? I was first introduced to Project-Based Learning by my Northern Arizona University Professor, Dr. Louise Lockard as a new teaching method through which students gain knowledge and skills by working for an extended period of time to investigate and engage them in the higher level of thinking on Bloom's Taxonomy. In this student-driven method, the teacher is there to model and demonstrate alongside their students.

I am in the 4th year of doing tri-folds as a means of exciting the students from the Navajo Language 2 courses through this type of Project-Based Learning method. It's a challenging, long and lengthy project with many hours of research in the high school library. Students speak and communicate with their elders or other Navajo teachers who help to mentor them through their project as their elder representatives. By sharing their final project with an audience of peers and other teachers, students experience firsthand the creation and delivery of a college-level presentation in the real world. Many students have commented in the past that the Project Based-Learning method has instilled in them the power to take ownership of their own presentation and feel proud of their academic success. Expansion of students' cultural and heritage knowledge base and development of facility with the Navajo language have real-life meaning to them. This is an example of a type of Project-Based Learning method that I was successful with in the secondary level (grades 9-12). I would like to continue this type of learning method but apply it to this curriculum using technology in the classroom, by having the students create a Power Point Presentation using the similar Project-Based Learning method used with the tri-fold presentations. Researching through books, websites and communicating with family members will still be included in this curriculum. The outcome of these student-driven Power Point presentations will be just as successful as the tri-fold presentations.

According to the website on Project-Based Learning retrieved from Amidon, Monroe & Ortwein, teachers are provided with information about this type of learning style:

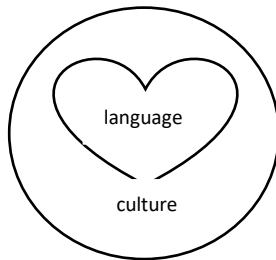
- “Project-based learning is a pedagogical strategy in which students produce a product related to a topic.
- Teacher sets the goals for the learner, and then allows the learner to explore the topic and create their project.
- The teacher is a facilitator in this student-centered approach and provides scaffolding and guidance when necessary.
- Proponents of project-based learning cite numerous benefits of these strategies, including a greater depth of understanding of concepts, broader knowledge base, improved communication and interpersonal/social skills, enhanced leadership skills, increased creativity, and improved writing skills.
- When students use technology as a tool to communicate to others, they take on an active role vs. a passive role of transmitting the information by a teacher, a book, or broadcast. The student is constantly making choices on how to obtain, display, or manipulate information” (retrieved from <https://courses.lumenlearning.com/educationx92x1/chapter/project-based-learning/>).

Through participation in this Curriculum on Navajo and Native American Clothing and Adornment, and completion of student-driven research of the clothing and adornment of other tribes, students will gain a stronger sense of cultural heritage and knowledge and realize that the revitalization of the Native American language and culture are tied together for the survival of

the mother language. Dr. Evangeline Parsons Yazzie, co-author of *Din4 Bizaad B7n1hoo' aah*, writes:

“The Navajo language is the heartbeat of the Navajo culture. Navajo Nation officials, Navajo language teachers, Navajo elders, and linguists have declared that the Navajo language is now becoming an endangered language. They say that a key to the revival of a language is to ensure that parents of the next generation transmit the language and culture to their children” (Parsons Yazzie, 2007, p. xiv).

As a Navajo language teacher, I share the following drawing to illustrate the idea of Navajo language being the heartbeat of the Navajo culture to the students.



As stated by Native American Studies Professor Gary Witherspoon, author of several scholarly studies on Navajo life and culture and an advocate for the Navajo language and culture:

“Teachers in Navajo schools find that nearly all Navajo students take a special interest in and have an unusual proficiency in the graphic arts. Navajos are also very eloquent and often poetic in their use of language.

Navajo artistic interests and talents are enhanced by, if not derived from the emphasis on the creative nature of thought and the compulsive power of speech. Art is a nondiscursive form of expression, but it involves many of the same processes of symbolic transformation that are found in discursive symbolism. Professor A. D. Richie has noted that the essential act of thought is symbolism (1936:279), and art is a symbolic transformation of experience, and, as such, it invests and imbues experience – thus life – with beauty and aesthetic value and meaning.

Navajo culture is not just a food-gathering strategy; it is an artistic way of life. One is admonished to walk in beauty, speak in beauty, act in beauty, sing in beauty, and live in beauty. All things are to be made beautifully, and all activities are to be completed in beauty.” (Witherspoon. 1977. p. 153.)

Classroom Activities

Navajo Clothing and Adornment – Lesson Plan

SUBJECT	TEACHER	GRADE	DATE
Navajo 2	Cheryl Singer	11th-12th	Fall Semester 2019

OVERVIEW FOR THE NAVAJO POWER POINT PRESENTATION

Navajo dress and adornment are expressions of the Navajo people's cultural heritage. They embody and perpetuate traditional teachings communicated orally through storytelling. Such stories convey our people's history and perpetuate the Navajo philosophy of life. The Navajo term "1d44hoj7lzin" is defined as self-identity, or knowing who you are and where you come from. It can be physically observed in the traditional clothing and adornment that the Navajo people still wear with pride, strength and resilience.

EDUCATION STANDARD ADDRESSED

Division of Diné Education Standards: *SIC E3. PO4. Students will compare and contrast traditional and contemporary family value practices, mobility, clothing and language structure of ethnic groups (e.g. Navajos, Alaskan Natives, Apache, Utes, etc.).*

Arizona's ELA Standards: *11-12.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

Phases Teacher Guide Student Guide

Objectives	<p>The students will be able to watch and listen to a Power Point presentation about Navajo clothing and adornment from various time lines of history and storytelling.</p> <p>The teacher will model and share the NAVAJO Clothing and Adornment Power Point she has created as a sample for the student's Power Point Presentation. (A copy of this Power Point presentation will be enclosed with this curriculum for viewing by the</p>	<p>Following along with the Power Point slides and printed copies made for ELL students/ESS students.</p> <p>Students will respond to teacher questions or ask questions while viewing the Power Point.</p> <p>Students will walk to the high school library, check out a laptop for website research or look in the Navajo Collection area for information pertaining to Navajo clothing and they will write down the citation information for quotes</p>
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Phases

Teacher Guide

Student Guide

	reader).	taken from the textbook or website.
Information	<p><u>Essential Question:</u> Why does the traditional Navajo clothing, including jewelry, sash belts, moccasins and additional adornments, still exist today in Navajo land?</p>	Teacher will be listening and writing the responses the students give to the Essential Question about traditional Navajo clothing and will write the responses on the blackboard.
Verification	<p>Step 1: Question to ask during the Power Point presentation by the teacher</p> <p>A. What are some teachings from each of the slides about traditional Navajo clothing origin storytelling? And are there some taboos?</p> <p>Step 2: Questions to ask after the Power Point presentation for a whole classroom discussion</p> <p>B. Is a Rug Dress traditional clothing?</p> <p>C. What is your opinion about: (1) the velveteen blouse and gathered skirt as traditional clothes? (2) historical accounts that say these clothing styles came from Mexican styles?</p> <p>D. Should women wear a different colored hair bun tie?</p> <p>E. Is it okay to wear a legging moccasin with pants? How would the elders view this?</p>	<p>Step 1: Teacher listening to student responses to the questions about the Power Point presentation. Having an open classroom discussion.</p> <p>Step 2: Students reflecting as a class about their own stories or sharing of information pertaining to Navajo clothing and adornment</p>

Phases

Teacher Guide

Student Guide

	F. Is it okay to blend traditional clothing with contemporary wear?	
Activity	Students will research from the internet or from the Navajo collection area in the high school library about additional Navajo teachings that apply to the clothing or the adornment of the Navajo people (e.g. stones, sash belt, silver belt/concho belt, jewelry, moccasins, hair tie, etc.)	While in the high school library, students will write sentences or paragraphs from the textbook or internet and include the citations or in-text citations using the APA style. Students will use the Step-Up-To-Writing Citation Guide for assisting them to write proper in-text citations for quotes taken from textbooks or citations for quotes taken from a website.
Summary Writing	Students will write a 1 - 2 page paper in the Narrative Writing style about Navajo dress and adornment, incorporating the citations into their writing.	In the Step-Up-To-Writing school wide implementation by the KUSD Assessment and Implementation Guide, students will be able to follow the following recommended strategies: Steps for Writing a Research Report, Purposes of Research Reports and Narrowing or Broadening a Research Topic.

MATERIALS NEEDED

- Power Point Presentation
- Paper & Pencil
- Highlighter
- Step-Up-To-Writing Worksheet guides

RESOURCES

- High School Library
- Navajo Collection Area and Cultural Center Library
- Laptop/Technology
- Power Point Templates

NOTES

Set up the Projector and Power Point for presentation days

Student Assessment Plan

Students will be able to deliver a well-organized Power Point presentation from their student-driven Project-Based Learning product. At least 10-12 classroom days will be allotted for the students to gather their research information, to create a timeline and to keep an entry page of their citations, before organizing their historical information on Native American clothing from the traditional to the present day contemporary clothing in a timeline. The final product will be shared through a Power Point presentation that will be shared orally by the learner with his/her audience of peers.

Native American Indian – Lesson Plan

SUBJECT	TEACHER	GRADE	DATE
Navajo 2	Cheryl Singer	11 th -12 th	Fall Semester 2019

OVERVIEW FOR THE NATIVE AMERICAN POWER POINT TO BE PRESENTED BY THE NAVAJO LANGUAGE STUDENT

EDUCATION STANDARD ADDRESSED

World and Native Languages Standards

Cultural Competencies

Cultures (CUL)

Use the target Language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied. The student can:

Novice 2. Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances; recognize products of culture (e.g. clothing).

Connections (CON)

Build reinforce, and expand knowledge of the other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving. The student can:

Novice 1. Identify and use familiar vocabulary and phrases in the target language supported by resources (e.g. power point, visuals) to reinforce prior knowledge and make connections to new knowledge of familiar topics in other content areas (e.g. arts).

Arizona’s ELA Standards: *11-12.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

State Standards: Presentational Writing (PW)

Present information, concepts, and ideas to inform, explain, persuade, and narrate a variety of media and adapting to various audiences of readers or viewers. The student can:

- 1. Novice, Mid: Write lists and practiced phrases on familiar topics.*

Phases	Teacher Guide	Student Guide
Objectives	<p>The student will be able to follow the guidelines, overview sheet on the weekly investigation of their Native American tribal information, the oral presentation rubric and presentation day preparation for presenting in front of an audience.</p> <p>The teacher will be a guide, assistant and mentor to the students, who will take control of their student-driven Power Point presentation.</p>	<p>Students will be given an overview for their Power Point slide presentations and follow the worksheets that were printed from the Step-Up-To-Writing on a Research Report.</p> <p>Students will walk to the high school library, check out a laptop for website research or to look in the Native American textbooks on the selected Native American tribe’s clothing and ornamentation.</p>
Information	<p>Teacher will outline the requirements each week, providing the students two class hours a week for six weeks for the student’s Native American Indian Traditional Wear with Ornamentation and Contemporary Clothing.</p>	<p>Week 1: Prewrite by Developing a Research Plan</p> <p>Week 2: Prewrite and Conducting the Research (Notetaking)</p> <p>Week 3: Planning the Presentation by Synthesizing information from Sources</p> <p>Week 4: Draft (Teacher and Student checking in with each other on the Draft)</p> <p>Week 5: Revising, Editing and Finalizing the Research Report</p> <p>Week 6: Final Draft (Teacher and Student checking in with each other</p>

Phases

Teacher Guide

Student Guide

		on the Final Draft)
Verification	Teacher and student are checking in with each other throughout the Research Report	Student is making revisions and editing along the way, as well as writing proper citations for their sources of information in the APA style.
Activity	Students will create a Power Point presentation with the gathered research information. An Oral Presentation Rubric will be given to students to follow as their guide for their Power Point Presentation day.	Students will be engaged in creating a Power Point presentation on their Native American Tribal Clothing and Ornamentation.
Summary	Teacher will grade student work according to the Oral Presentation Rubric. Audience will be active listeners and give the presenter verbal feedback or ask questions after the presentation.	Students will present to the audience their Power Point presentation.

MATERIALS NEEDED

- Power Point Presentation
- Paper & Pencil
- Highlighter
- Step-Up-To-Writing Worksheet guides
- Oral Presentation Rubric

RESOURCES

- High School Library
- Navajo Collection Area and Cultural Center Library
- Laptop/Technology
- Power Point Templates

NOTES

Set up the Projector and Power Point for presentation days

Student Assessment Plan

Students will be able to deliver a well-organized Power Point presentation from their student-driven Project-Based Learning product. At least ten or more classroom days will be allotted for the students to gather their research information, create a timeline and keep an entry page of their citations, before organizing their historical information on Native American tribal clothing from the traditional to the present-day contemporary clothing in a timeline. Another two or more days will need to be allotted for students to put their Power Point presentations together. Students may also need to work on their Power Points at home. The final product will be shared orally with their audience of peers, other adults, and/or to some middle school students.

Alignment with Standards

State Standards: Reading Standards for Informational

Integration of Knowledge and Ideas, Grades 11-12

RI. 7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.

State Standards: Writing

Text Types and Purposes, Grades 11-12

W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

State Standards: Listening and Speaking Skills

Comprehension and Collaboration, Grades 11-12

SL.5: Presentation of Knowledge and Ideas: Making strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.

State Standards: Language

Vocabulary Acquisition and Use, Grades 11-12

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

State Standards: Presentational Writing (PW)

Present information, concepts, and ideas to inform, explain, persuade, and narrate a variety of media and adapting to various audiences of readers or viewers. The student can:

2. Novice, Mid: Write lists and practiced phrases on familiar topics.

World and Native Languages Standards

Cultural Competencies

Cultures (CUL)

Use the target Language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied. The student can:

Novice 2. Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances; recognize products of culture (e.g. clothing).

Connections (CON)

Build reinforce, and expand knowledge of the other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving. The student can:

Novice 1. Identify and use familiar vocabulary and phrases in the target language supported by resources (e.g. power point, visuals) to reinforce prior knowledge and make connections to new knowledge of familiar topics in other content areas (e.g. arts).

Department of Diné Education Standards

Diné Character Building Standards (Grades 9-12)

Concept 4 – I will express gratitude in everything.

PO 1. I will show appreciation for my Diné language and customary practices.

PO 2. I will practice my language and culture by using it to plan and teach others.

PO 4. I will express and be grateful for cultural wisdom.

Culture Standards (Grades 9-12)

Concept 1 – I will recognize and value my thoughts and personality.

PO 1. I will apply and practice what I have learned about self-respect and awareness.

PO 2. I will care for my belongings and teach accordingly.

PO 3. I will present and explain cultural items and jewelry.

Resources

Teacher Background Reading

Allen, K. (2019, July 25). Chief Manuelito Scholars Inspired by President, AG. *Navajo Times: Diné binaaltsoos*, p. A4.

Under the heading of Context in the Curriculum paper, a small section of the Navajo Times was quoted to explain that some of the high school students at Monument Valley High School take the Navajo Language courses for the Chief Manuelito scholarship requirements.

Amidon, J., Monroe, A., & Ortwein, M. (n.d.). Planning & Teaching Strategies. Retrieved from <https://courses.lumenlearning.com/educationx92x1/chapter/project-based-learning/>

In the Teaching Strategies heading of the Curriculum paper, I inserted a quote taken from this website to further explain the need for student-driven projects and the benefits by having students create projects.

(2010, July). Debate: Traditional clothes or western trends? Retrieved from

<https://www.dawn.com/news/884791>

In the Navajo Clothing and Adornment Power Point Presentation created by the teacher as a model for students to view, two of the slides have quotes taken from this website to illustrate the debate regarding traditional clothes vs. current contemporary clothing.

Jacka, Lois. (1995). *Navajo Jewelry: A Legacy of Silver and Stone*. Flagstaff, AZ: Northland Publishing Company.

A quote was taken from this book to share information about the origin of the Navajos' work with metal to open up the world of silversmithing.

Jackson, S., James, I. K., Attakai, M., Attakai, M. N., & Begay, E. F. (2005). *AmI Sani d00 Achei baahane'/The Office of Din4 Culture, Language, and Community Services*. Window Rock, AZ: Office of Din4 Culture, Language, and Community Services.

Several quotes about Navajo clothes and adornment from this books were used in the Navajo Clothing and Adornment Power Point presentation.

Kramer, K., Calderin, J., Kropa, M. M., & Metcalfe, J.R. (2015). *Native Fashion Now: North American Indian Style*. Salem, MA: Peabody Essex Museum.

Native designers create new fashion from the old traditional wear to a new type of wear and produce clothing that reflects Native American culture and identity. Quotes from this publication were used for two areas of the curriculum paper.

L. Maxx, lecturer, June 25, 2019.

Lorenzo Maxx shared his cultural knowledge about the Navajo necklace, the Navajo songs, the history and Navajo terminology of the related terms to the teachings, history and songs. He shared his insights with an audience of educators at the week-long summer session on the Diné Institute's Intensive Session.

Parsons-Yazzie, E., Speas, M., Ruffenach, J., & Yazzie, B. (2007). *Din4 Bizaad B7nIhoo'aah - Rediscovering the Navajo Language: An introduction to the Navajo language*. Flagstaff, AZ: Salina Bookshelf.

Evangeline Parsons-Yazzie and Dr. Margaret Speas published this textbook of cultural lessons and teachings to emphasize the importance of family ties and respect for self and others, and to show the strength of the Navajo people in continuing to carry on these cultural lessons and teachings into the future alongside the Navajo language.

Roessel, R. (1981). *Women In Navajo Society*. Rough Rock, AZ: Navajo Resource Center.

In the Navajo Clothing and Adornment Power Point presentation, I have included some quotes from Roessel's study and used them to explain the clothes and adornment for Navajo women.

Witherspoon, G. (1977). *Language and Art in the Navajo Universe*. Rexdale, Canada: University of Michigan Press.

Gary Witherspoon has written several Navajo language and cultural books. He

has also lived among the Navajo people for years. He has worked with many educators and Navajo people.

Student Reading

Parsons-Yazzie, E., Speas, M., Ruffenach, J., & Yazzie, B. (2007). *Din4 Bizaad B7nIhoo'aah - Rediscovering the Navajo Language: An Introduction to the Navajo Language*. Flagstaff, AZ: Salina Bookshelf.

Evangeline Parsons-Yazzie and Dr. Margaret Speas published this textbook of cultural lessons and teachings to emphasize the importance of family ties, respect for self and others, and to show the strength of the Navajo People to continue to carry on these cultural lessons and teachings into the future alongside the Navajo language. Chapter 9 in the textbook is about Clothing (\$4') and Chapter 19 is about Weather (T['0o'di '!dahoot'4h7g77) and information pertaining to girls' and women's hair. Chapter 9 is about the verb terms for "putting on" clothes and the motion verbs to describe the motions for "putting on" the clothes.

Materials for Classroom Use

Laptop computers available in the high school library

Power Point online templates and themes available on the laptop computers in the high school library

E-Board available within the classroom for students to view each other's Power Point presentations. Listeners can follow along with the presentations given by the presenter and on the large screen students can see each other's Power Points.

Step-Up-To-Writing (Kayenta Unified School District Writing for a strategy based program implemented district and school wide.)

- T7-3 Steps for Writing a Research Report
- T7-2 Elements of Research Reports
- T7-1 Types and Purposes of Research Reports
- T7-5 Narrowing or Broadening a Research Topic
- T7-15 Avoiding Plagiarism
- T2-36 Formatting Quotations and Paraphrases
- T7-18 Research Report Scoring Guide

Laptop computers for website readings

Reading materials available from the Navajo Collection Area in the library

Reading materials available from the Cultural Center for checking out and for returning

Notebook and/or File folder containing collected research items, notes, etc.

Pencil/pen and highlighters for reminders (highlighters are for personal reminders and not for highlighting in the reading materials)

Google Mail for sending email messages between teacher and student

Project Rubric for the Power Point presentation and another for the oral presentation on an assigned given Project Presentation Day by the student presenter will be provided to guide the student through their project as a guide and for the project expectations.

Synopsis: “Navajo and Native American Clothing and Adornment”

As a Foreign Language teacher of the Navajo language and as an instructor of the Diné language in the forms of reading, writing and conversational Navajo in the town of Kayenta at Monument Valley High School in the secondary educational field, I feel it is important for our Navajo youth to understand that the Navajo language is not a foreign language where we live. The traditional language of our Navajo elders, it is a living language still in existence across our Navajo Nation and is still used in the Navajo Nation Government. Presently the Navajo elders are the guardians and protectors of the Navajo language, which is still fluently spoken in conversation and at social gatherings. The elders hold the key to relearning the true essence and meaning of the Diné language. As a Navajo language teacher, I share with students the need to rekindle and revitalize the Diné language as an important part of our Navajo culture and society. Navajo youth need to reconnect with their language, stories, teachings, values, meanings of Navajo phrases, history, cultural knowledge, values, and communication in order to perpetuate a resilient, strong and unified society for future generations.

By developing this curriculum on Navajo clothing as a traditional art form through sewing and by studying its history, I will offer our youth the hands-on opportunity to relearn the values of traditional clothing or to create contemporary clothing as an art form. The art form of Navajo clothing could become extinct to our future generations if we don't share our knowledge with the youth of today.

To engage the students with this curriculum, I will present and model the student-driven project referred to as a “Project Based Learning style.” Two Power Point presentations will be given by the teacher for students to view. One will use Navajo clothing from throughout history, from the early years to the present day, and the other will use the Couer d'Alene (Skitswish) tribal clothing. The Project Based Learning style of the student-driven project will be researched and students will construct and create a third Power Point presentation, for which they will select a tribe to research. They will create a Power Point time line of the selected tribe's clothing from the past to the present day. Students can also connect with other tribes in other parts of the

Native American country to learn from them and to share the newfound knowledge of stories, teachings, values, language, history, etc. of another tribal affiliation by writing to people of the selected tribe. Through being engaged in the Navajo language, students will become aware of the importance of their Native heritage. They will also develop an appreciation of the similarities and differences between the various Native American tribes.