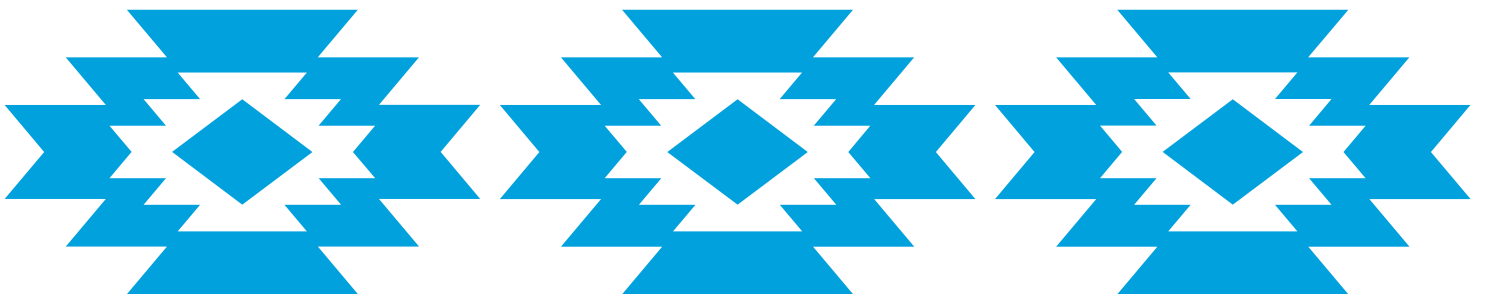


act
one **VR**

ARTS IMMERSION



Weaving Our Story

Season Two

Curriculum Extensions



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Weaving Our Story

Season Two Curriculum Extensions

Objectives and Discussion Questions

- Objectives
- Essential Questions
- Discussion Questions

Curriculum Connections and Activities

- English/Language Arts
- Geography/History/Social Studies
- STEAM
- Physical Education

Questions? Email vrfieldtrips@act1az.org.

Objective for the Weaving Our Story VR Experience

Compare and contrast the ways that Indigenous artists entertain, teach, heal, create community, and tell stories through art. Explore the contributions of various cultures to the historical and artistic narrative of Arizona.

Essential Questions

- What is art? How is each chapter in the series a representation of art?
- What is culture? How do artists represent and share their culture through art?
- How does each artist contribute to the story of present-day Arizona as well as the historical narrative of Arizona?
- How does an artist carry their history in one hand while finding their own path with the other?

Discussion Questions

Chapter 1 (Tyrrell Tapaha)

- Did you notice a symbol that surprised you? It is the swastika, or the “whirling log,” and is an ancient native symbol for protection and good luck. It has been appropriated or taken by other cultures.
- How does Tyrrell find moments of joy? How do you find them?
- Tyrrell describes shepherding as “nonverbal camp counseling.” What does he mean?
- What makes Tyrrell’s work unique?

Chapter 2 (The Duncan Family)

- What does hoop dancing symbolize?
- How do you think the family and community are impacted by their art forms?
- What stories did the Duncan family tell? What stories do you, your family, or your culture tell?

Chapter 3 (Janelle Stanley)

- How do you “do you?”
- How is each artist’s journey similar and different?
- What inspires Janelle’s art? What inspires you from the artists you’ve seen today?

You are the expert in judging the appropriateness and difficulty of lessons for your students, and we encourage you to modify lessons accordingly. Look for opportunities to connect these activities to other subjects your students are learning and the content they learned in previous grade levels, particularly Arizona 3rd grade standards.

English/Language Arts

Author/Artist's Purpose

When we read text, we explore why authors write (Persuade, Inform, Entertain). What reasons do the artists you just watched share for creating their art (Heal, Teach, Entertain, Create Community)? Examine each artist's purpose individually—research other artists to discover their purpose. It could be combined with the Artist Correspondence idea above and students reach out to the artist to discuss the artist's purpose further.

Compare/Contrast Typical Days

Tyrell describes his typical day, which often includes cording, spinning, prepping skeins, carding, spinning, processing herbs, making tools, weaving, and herding while in his home on the reservation. Compare and contrast a typical day with Tyrell's and yours.

Correspond with Artists

Choose one of the artists featured in "Weaving Our Story" to communicate with - as an individual or as a class. Ask a question or compliment them!

Tony Duncan is on Instagram @Tonyduncan and his website is tonyduncanproductions.com



Violet Duncan is on Instagram @Violetduncan and her website is violetduncan.com

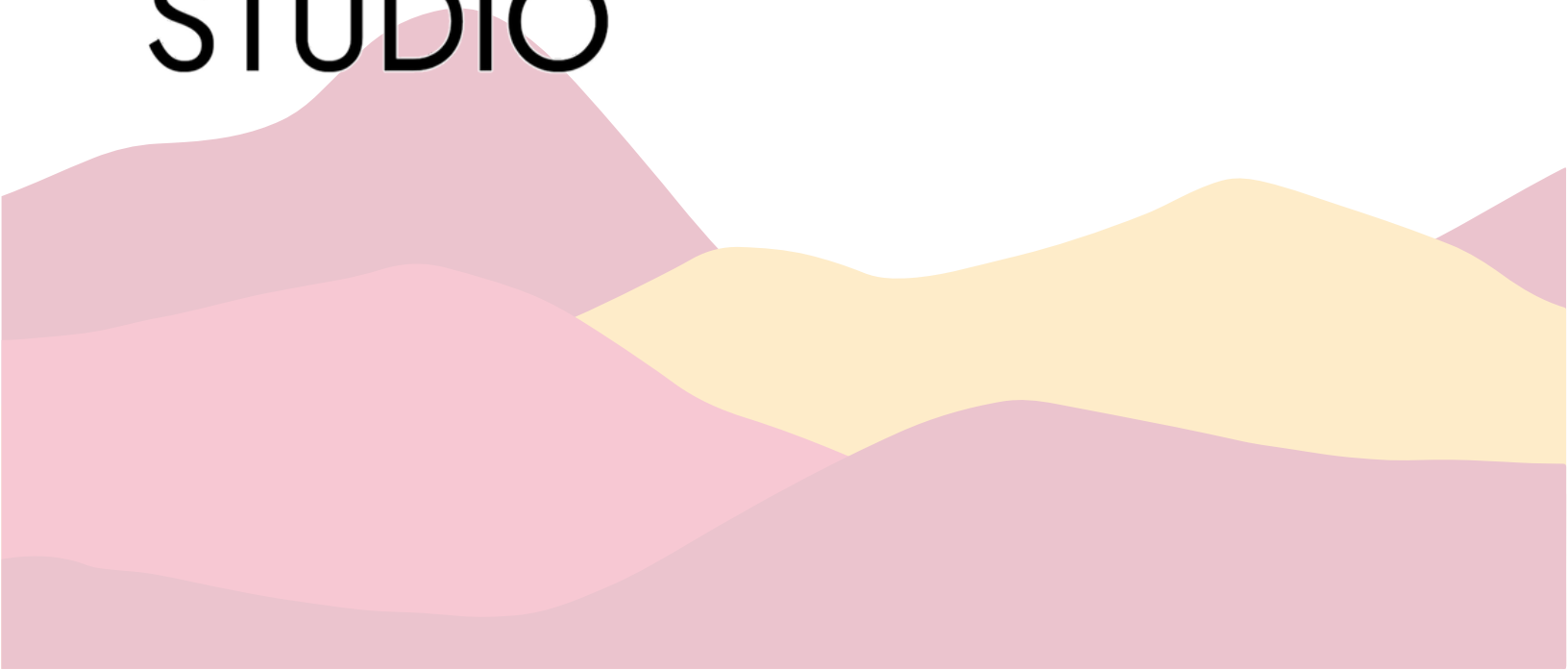


Janelle Stanley is on Instagram @jlanestanley and her website is janellestanleydesign.com



ASU's Meteor Studio is on Instagram @meteorstudio_asu and their website is meteor.ame.asu.edu

METEOR
STUDIO



Careers in the Arts

Research the job of a curator and/or other jobs in the arts that don't require artistic talent, just a love of the arts. Consider: conservationist, advertising, typographer, costume design, historian, art buyer, food product designer, appraiser, music producer, graphic designer, stage manager, grant writer, or teacher!

Navajo Creation Story

Research the Navajo Creation Story and explore how the artists in the VR series represent or connect to the Creation Story. What elements or evidence of that do you see in the chapters? Research the Creation Stories of other Indigenous cultures, what similarities do you see? What differences?

Navajo Words

You heard some Navajo or Dine' (pronounce as "Di Nay") words in "Weaving Our Story." The Navajo language, also known as Diné bizaad, is a complex and fascinating language spoken by the Navajo people of the southwestern United States. The word Dine' is from their own language and means "the people." It is an Athabaskan language, which means that it is related to other languages spoken by indigenous peoples of the North American continent, such as Apache, Tlingit, and Haida. The Navajo language has a rich history, and it has been spoken in the region for thousands of years. It is the most spoken Native American language in the United States, with over 170,000 speakers. The Navajo language is a living language that is still spoken by many people today, and it is an important part of the Navajo culture. However, the language is also facing challenges, such as the loss of speakers and the influence of English. Nevertheless, the Navajo people are working to preserve their language and culture, and there are many efforts underway to teach the Navajo language to young people.

During World War II, the Navajo language played a vital role in the war effort. The Navajo Code Talkers were a group of Navajo men who used their native language to send coded messages over the radio. The Navajo Code was so complex and difficult to break that the enemy never deciphered it. The Code Talkers played a key role in many Allied victories, and they are credited with saving countless lives. Visit the website for the National Museum of the American Indian to learn more.

Storytelling

Tell a story about your culture, traditions, or family.

The Jingle Dress Story

Here is the story of the Jingle Dress that the Duncan family shares:

The jingle dress is a Native American ceremonial dress that is worn by women during healing ceremonies. The dress is made of colorful cloth and adorned with metal cones that jingle as the dancer moves. The jingle dress dance is a powerful and emotional performance that is used to heal both the dancer and the audience.

The story of the jingle dress begins with a young Ojibwe woman named Maggie White. Maggie was very sick, and the medicine men were unable to help her. One night, she had a dream in which she was visited by a spirit who told her to make a dress out of metal cones. The spirit said that the dress would heal her and that she would be able to use it to heal others.

Maggie made the dress and wore it during a healing ceremony. The dress worked its magic and she was healed. She then began to use the dress to heal others, and she became known as a powerful healer.

The jingle dress dance is a beautiful and inspiring sight. The dancers move with grace and power, and the jingle of the cones creates a mesmerizing sound. The dance is a reminder of the power of healing and the importance of community.

For more information on the current Jingle Dress Healing Project, visit <https://www.tapahe.com/project>

Thank You...to Yourself!

Janelle Stanley says, "You've got to thank yourself!" What would you thank yourself for? Write yourself a thank you letter.

Geography/History/Social Studies

Arizona Tribal Profiles

Explore the maps to learn more about the tribes and tribal lands in Arizona. Research the history of one or more Native American tribes in Arizona.

Cultures in Arizona

In Janelle Stanley's chapter, she references the public art project being built in downtown Phoenix, the Phoenix Downtown Hub. Specifically, it references the cultural people from the Asian community, the ranchers/cowboys, and the Hispanic communities, as well as the Hohokam Indigenous community. Students choose one of these cultures to research and create a slide deck highlighting their history and contributions to Arizona.

Public Art Archive Interactive Map

Students can use WSTAF's interactive map to learn more about selected public artworks. The map includes 144 artworks across all 50 states created by over 175 artists and studios within the last 10 years. Public art projects vary in type (outdoor sculpture, mural paintings, wall pieces, etc.), placement (universities, parks, municipal buildings, transportation spaces, etc.), media (steel, paint, wood, etc.), theme, and budget and demonstrate a mixture of both permanent and temporarily installed works. The map can explore the breakdowns and analyses of the artworks chosen for the project. Students can also download a digital copy of the map.

The History of the Swastika or “Whirling Log:” An Ancient Human Symbol

Symbols are an important part of every culture. They can represent various things, such as religious beliefs, national identity, or family values. Symbols can be found in art, literature, music, and even everyday objects. They can be used to communicate ideas, to evoke emotions, or to create a sense of community. For example, the American flag is a symbol of the United States and its values. The Christian cross is a symbol of the Christian faith. And the yin-yang symbol is a symbol of the balance of opposing forces in the universe. Symbols can be powerful tools for communication and understanding. By learning about the symbols of different cultures, we can gain a deeper appreciation for the diversity of human experience.

Cultural appropriation is the adoption or use of elements of one culture by members of another culture, often without the original culture's consent. It can involve the use of clothing, music, language, or other cultural practices. Cultural appropriation can be harmful because it can lead to the commodification and trivialization of another culture's traditions. It can also lead to stereotypes and misunderstandings about the culture being appropriated.

It's important to respect other cultures and understand the difference between cultural appropriation and cultural exchange. Cultural exchange is the sharing of cultural practices between two cultures with the consent of both parties. It can be a positive experience leading to increased understanding and appreciation of different cultures.

The swastika, once a revered symbol in many cultures, was appropriated by the Nazis in the 1920s and 1930s, transforming it into a symbol of hatred and terror. This appropriation has had devastating consequences, associating the swastika with the atrocities committed by the Nazi regime. It has deeply hurt and offended people worldwide, particularly those who have suffered or lost loved ones during the Holocaust. Cultural appropriation can be harmful and disrespectful, and it is essential to understand and reject the misuse of symbols associated with such tragic events. This appropriation has overshadowed the traditional meaning of the swastika, and it is important to remember that the swastika has a long and rich history that is not associated with the Nazi regime. In some native cultures, the swastika symbolizes good luck, prosperity, and protection.

Here are a couple of resources that explore the history of the swastika - the first from the Holocaust Encyclopedia - the second more specific to the Indigenous history of the swastika:

- [The History of an Ancient Human Symbol](#)
- <https://encyclopedia.ushmm.org/content/en/article/history-of-the-swastika>
- http://www.utahrockart2.org/pubs/proceedings/papers/09-04_Bush_-_The_Swastika_-_A_Native_American_Symbol.pdf

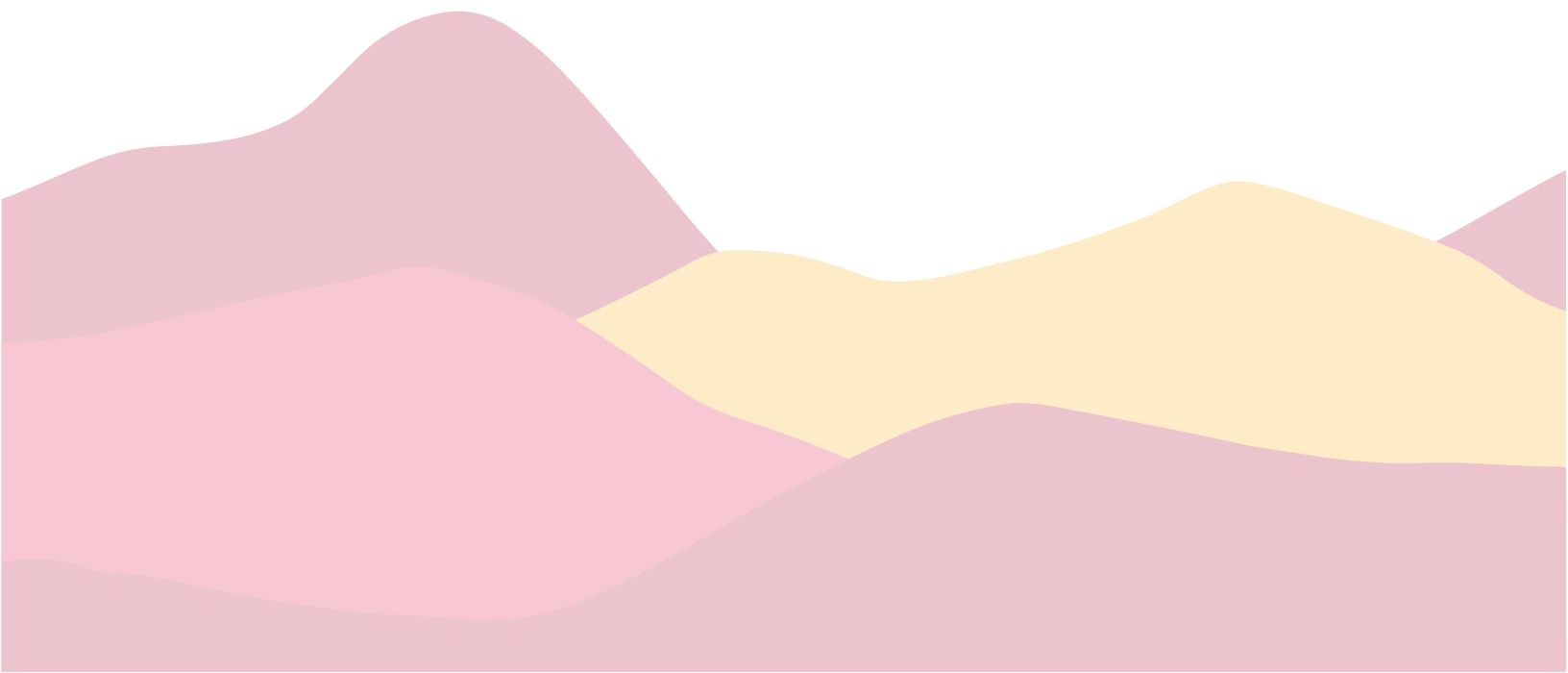
The History of Navajo Weaving

The history of Navajo weaving is a long and rich one. The Navajo people have practiced weaving for centuries, and it is an important part of their culture and identity.

Traditional Navajo weaving is done with hand-spun yarn, and the patterns are often inspired by nature or Navajo mythology. Navajo weaving is also used to create ceremonial items, such as blankets and rugs. In the 1800s, Navajo weavers began to incorporate new materials into their work, such as wool and cotton. They also began to create new patterns, and their weaving became more popular among non-Navajo people. Today, Navajo weaving is still a thriving art form, and Navajo weavers, like Tyrrell and Janelle continue to create beautiful and unique pieces of art.

Here are a few links for more information:

- [Arizona State Museum](#)
- [History of Navajo Weaving](#)



STEAM

Science:

Solar Dyeing

Supplies:

- Clean glass jar: 1 per person or group or class
- Piece of fabric to dye (handkerchief-size, wool and silk do better for this method than cotton)
- Natural dyes - from berries, flowers, leaves, or bark - good Arizona local choices include eucalyptus, pomegranate, marigolds, creosote, goldenrod, cochineal, native indigo, oak, sweet acacia, and Texas ebony

Instructions:

- Pack the bottom half of the jar with plant material.
- Add water to top of jar.
- Place the jar in the sun for a few days.
- The sun will heat the water, extracting colors and allowing fabric to be dyed.
- Make observations every day. Compare fabrics and jars.
- Experimenting with different natural materials and techniques can create unique and one-of-a-kind dyed fabrics.

The Science of Dye Experiment: Natural Dyes

Objective:

- To explore the use of natural materials as dyes
- To create a colorful piece of fabric using natural dyes

Materials:

- White fabric (cotton, linen, or silk)
- Natural materials (such as berries, flowers, leaves, bark, or spices: good Arizona local choices include eucalyptus, pomegranate, marigolds, creosote, goldenrod, cochineal, native indigo, oak, sweet acacia, and Texas ebony)
- Vinegar
- Water
- Pots or jars
- Strainer
- Spoon
- Newspaper or plastic wrap

Instructions:

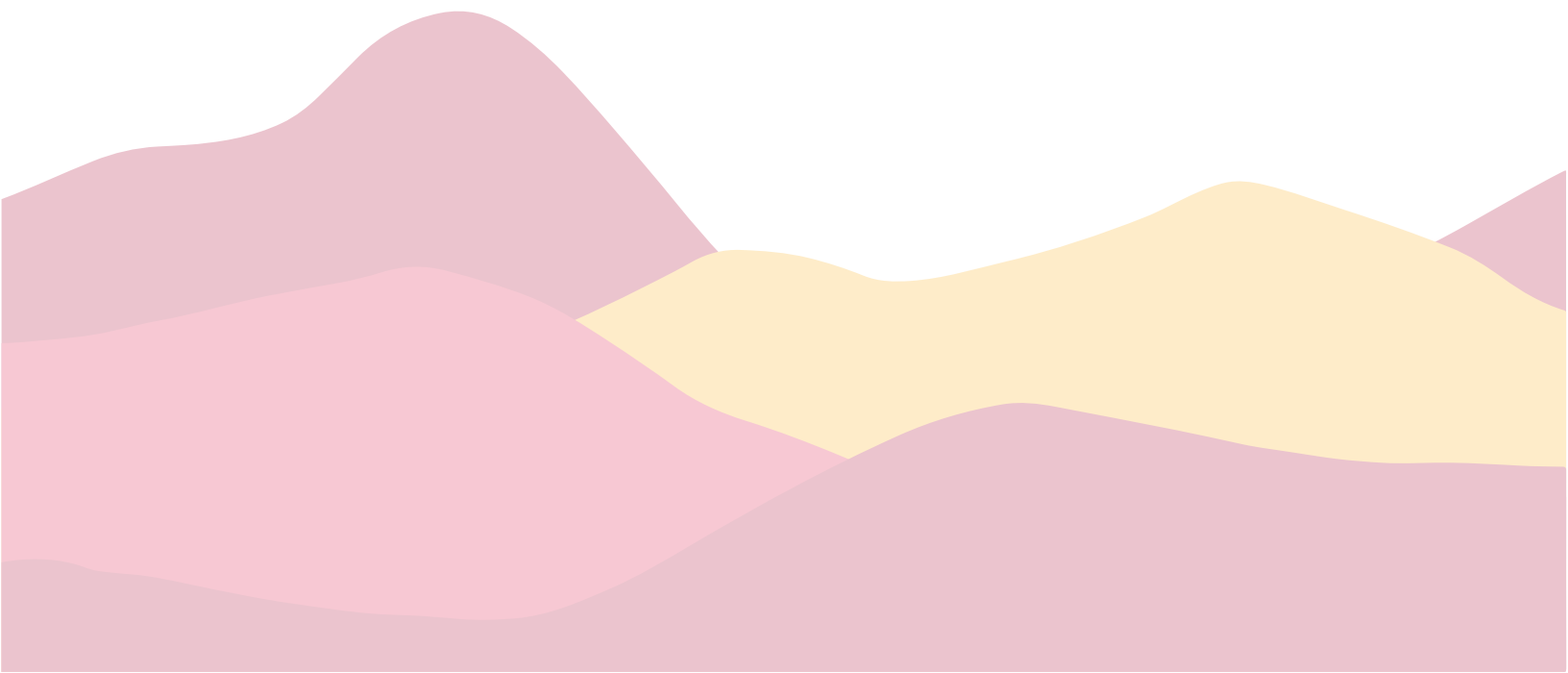
- Prepare your natural materials. Wash the berries, flowers, leaves, bark, or spices to remove any dirt or debris. If using bark, grind it into a powder.
- Create a dye bath. Fill a pot or jar with water and add the desired amount of natural material. Bring the mixture to a boil, then reduce heat and simmer for 30 minutes to 1 hour.
- Add vinegar to the dye bath. The vinegar will help the dye to bind to the fabric.
- Strain the dye bath. Pour the dye bath through a strainer to remove any solids.
- Immerse the fabric in the dye bath. Stir the fabric gently to ensure that it is evenly coated with the dye.
- Let the fabric soak in the dye bath for 1 to 2 hours. The longer the fabric soaks, the more intense the color will be.
- Remove the fabric from the dye bath and rinse it thoroughly with cold water.
- Hang the fabric to dry. Once the fabric is dry, iron it to remove any wrinkles.

Observations:

- What colors did you create using the natural materials?
- How did the different natural materials affect the color of the fabric?
- Did the amount of time the fabric soaked in the dye bath affect the color?

Conclusion:

- Natural materials can be used to create a variety of beautiful colors on fabric.
- The type of natural material used, the amount of time the fabric soaks in the dye bath, and the addition of vinegar will all affect the final color.
- Experimenting with different natural materials and techniques can create unique and one-of-a-kind dyed fabrics.



Technology:

What Is VR?

Read and or listen to this article in Science News for Students. Discuss the definition of Virtual Reality and ask students about their experiences with VR. Ask students how VR can be used to do good in the world (soothe pain, conquer fear, etc.) Allow students to use the links in the article to do further research on a chosen VR topic or write about what they would like to see or do in VR.

Engineering:

Hoop Making

Objectives:

- Students will be able to create their own hoop for hoop dancing using natural materials.
- Students will be able to identify the different parts of a hoop.
- Students will be able to work cooperatively with others to create a hoop.

Materials:

- Branches or twigs (10-12 feet per hoop)
- Twine or jute
- Scissors
- Decorations (optional, such as feathers, beads, or flowers)

Procedure:

Introduction

- Begin by discussing the history and culture of hoop dancing.
- Show students pictures and videos of hoop dancers.
- Ask students if they have ever tried hoop dancing before.
- Explain that in this lesson, students will be making their own hoops for hoop dancing using natural materials.

Assembly

- Demonstrate how to assemble the hoop by bending the branches or twigs into a circle and securing them with twine or jute.
- Have students work in pairs or small groups to assemble their hoops.
- Make sure the hoops are sturdy and can withstand being danced with.
- Allow students to decorate their hoops with natural materials such as feathers, beads, or flowers.
- Encourage students to be creative and come up with their own unique designs.

Hoop Dancing

- Once the hoops are assembled and decorated, have students try hoop dancing.
- Teach students some basic hoop dancing moves by making animals and natural elements, like Tony Duncan does.
- Encourage students to be creative and come up with their own moves.

Arts:

Costumes

The history of Native American costumes is rich and varied, with each tribe having its own unique traditions and designs. Native American costumes were traditionally made from natural materials such as animal skins, feathers, and shells, and were often decorated with intricate beadwork and embroidery. Today, Native American costumes are still worn for traditional ceremonies and powwows. There are many places where you can learn more about Native American costumes, including museums, libraries, and online resources. Some popular museums with Native American costume collections include the Smithsonian National Museum of the American Indian in Washington, D.C., and the Denver Art Museum in Denver, Colorado. Be sure to visit the Heard Museums Contemporary Fashion Icons exhibit in person or <https://heard.org/collection/fashion/>

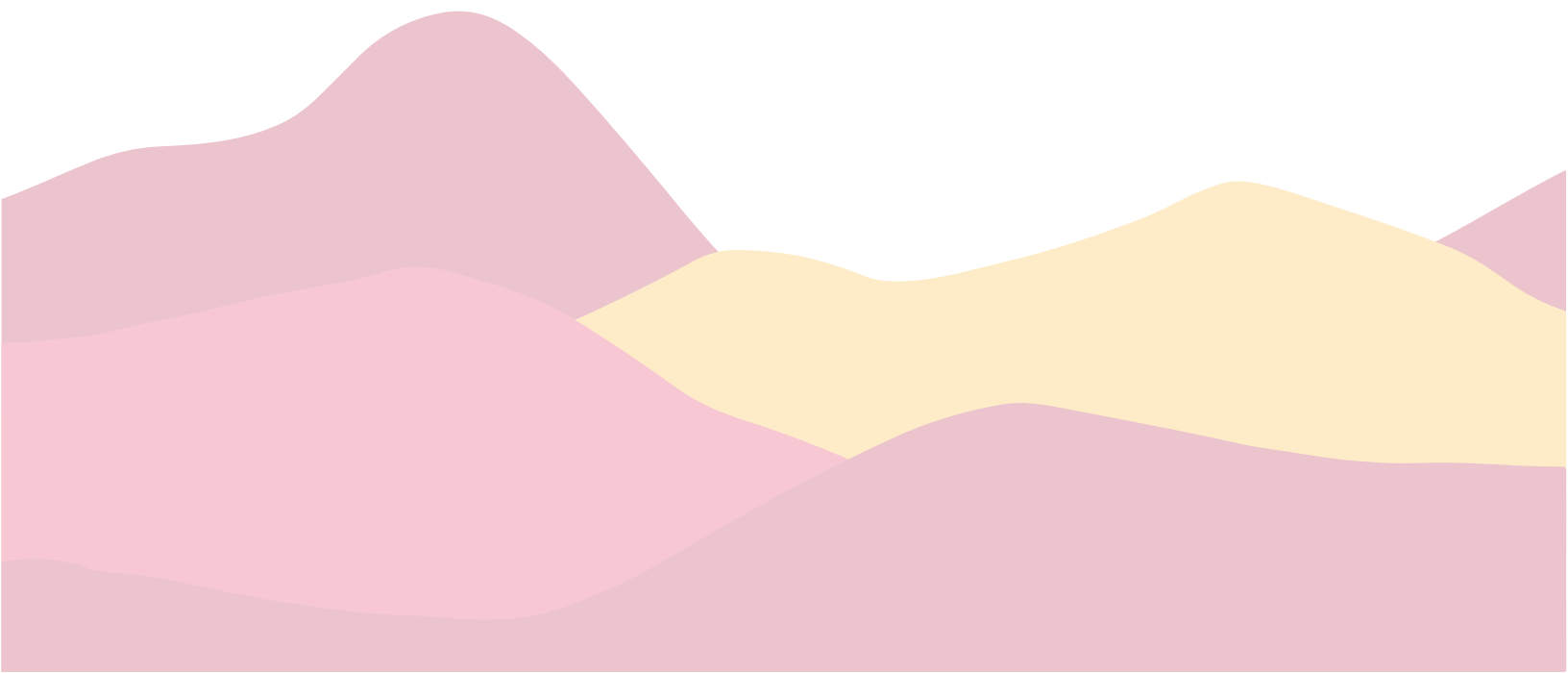


Fiber Arts

Fiber arts encompass a wide range of artistic practices that use fibers, threads, and fabrics to create functional and decorative objects. Native American fiber arts hold a significant place in the cultural heritage of the indigenous communities of North America. One of the most well-known examples is Navajo weaving, a centuries-old tradition that produces intricate and colorful blankets, rugs, and textiles. Navajo weavers use hand-spun yarn and natural dyes to create patterns and designs inspired by nature, mythology, and personal experiences. Each piece is a unique work of art that reflects the creativity and skill of the weaver. Other examples of Native American fiber arts include basket weaving, quillwork, and beadwork, each with its own distinct techniques and cultural significance. These art forms not only serve practical purposes but also carry stories, traditions, and identities of Native American communities.

Take a Virtual Tour of other Native Fiber Arts at the Arizona State Museum's exhibit:
Woven Through Time: American Treasures of Native Basketry and Fiber Art

- [Virtual Tour of Woven Through Time Exhibit](#)
- [150 Years of Navajo Weaving news story](#)
- [Textiles Collection at the Heard Museum](#)



Tile Design

Learning Objectives:

- Students will be able to identify different native tile design symbols.
- Students will be able to explain the meaning of different native tile design symbols.
- Students will be able to create their own native tile design using symbols.

Materials:

- Pictures of different native tile design symbols
- White tiles or paper squares
- Sharpies or paint
- Paintbrushes (optional)
- Clear sealant (optional)

Procedure:

Introduction

- Begin by showing students pictures of different native tile design symbols.
- Ask students if they recognize any of the symbols.
- Explain that these symbols are used by Native Americans to represent different things.
- Some common native tile design symbols include: the sun, the moon, stars, mountains, rivers, animals, plants

Discussion:

- Lead a discussion with students about the meaning of different native tile design symbols.
- Ask students what they think each symbol represents.
- Share some of your own interpretations of the symbols.

Activity:

- Have students create their own native tile design using symbols.
- Provide students with white tiles or paper, Sharpies or paint, paintbrushes, and clear sealant.
- Encourage students to be creative and to use their imaginations.

Public Art:

- Imagine a place (real or fictitious) where you could create public art. What would it be? Where would it be? Draw it or draw other public art you've seen.

Weaving

Materials:

- Drawing pencils, ruler, tape, looms (7x10 cardboard), scissors, and colored yarn.

Instructions:

- Show images of weavings and discuss and analyze the use of pattern and contrast in art.
- Explain the directions and do a demonstration of the techniques of the project.
- Students should practice creating a simple pattern. They will warp the loom with yarn and weft five lines of a basic weave. They will change colors to create the design and pattern and contrast to complete your project.

Vocabulary:

- Pattern: a type of theme of recurring events or objects. A repetitive creation.
- Contrast: created by using elements that conflict with one another. Often, contrast is created using complementary colors or extremely light and dark values. Contrast creates interest in a piece and often draws the eye to certain areas. It is used to make a painting look interesting.

Resources:

- Navajo Rug weaver
 - <https://www.youtube.com/watch?v=DeAllgHhPAE>
- Instructions:
 - https://www.youtube.com/watch?v=UaMz6wdq_Tw
 - <https://www.youtube.com/watch?v=nQdObcf78OA>
 - <https://www.youtube.com/watch?v=-ByYj5G4-Hc>

What's Your Story?

The artists we meet in “Weaving Our Story” tell their personal and cultural stories through their art. What is your story? Choose an art form and create it.

Mathematics:

Exploring Math through Navajo Weaving Tradition (Created with the help of MagicSchool AI)

Objective:

Students will be able to calculate geometric patterns and shapes using mathematical concepts inspired by Navajo weaving tradition. Students will demonstrate their understanding by designing and coloring their own Navajo-inspired geometric pattern, explaining the mathematical principles behind their design.

Key Points:

- Understand the geometric shapes and patterns used in Navajo weaving tradition
- Apply mathematical concepts such as symmetry, angles, and proportions to create their own designs
- Analyze and explain the mathematical reasoning behind their creations

Opening:

- Show students images of Navajo weavings and ask: "How do you think math can be incorporated into creating these intricate patterns?"
- Discuss the significance of weaving in Navajo culture and its connection to mathematics

Direct Instruction:

- Introduce geometric shapes and patterns commonly found in Navajo weavings
- Discuss how symmetry and angles play a role in creating these patterns
- Misconception: Students may think that weaving and math are unrelated, address this by emphasizing the mathematical precision required in creating the designs

Guided Practice:

- Provide students with simple geometric shapes to manipulate and create basic patterns
- Scaffold questioning from identifying shapes to combining them to form more complex designs
- Monitor student performance by circulating the classroom, providing immediate feedback, and guiding struggling students

Independent Practice:

- Instruct students to design and color their own Navajo-inspired geometric pattern
- Encourage them to incorporate mathematical concepts learned during the lesson
- Monitor and support students as they work independently

Closing:

- Have students share their designs and explain the mathematical principles they applied
- Summarize key learnings about the connection between math and Navajo weaving tradition

Physical Education:

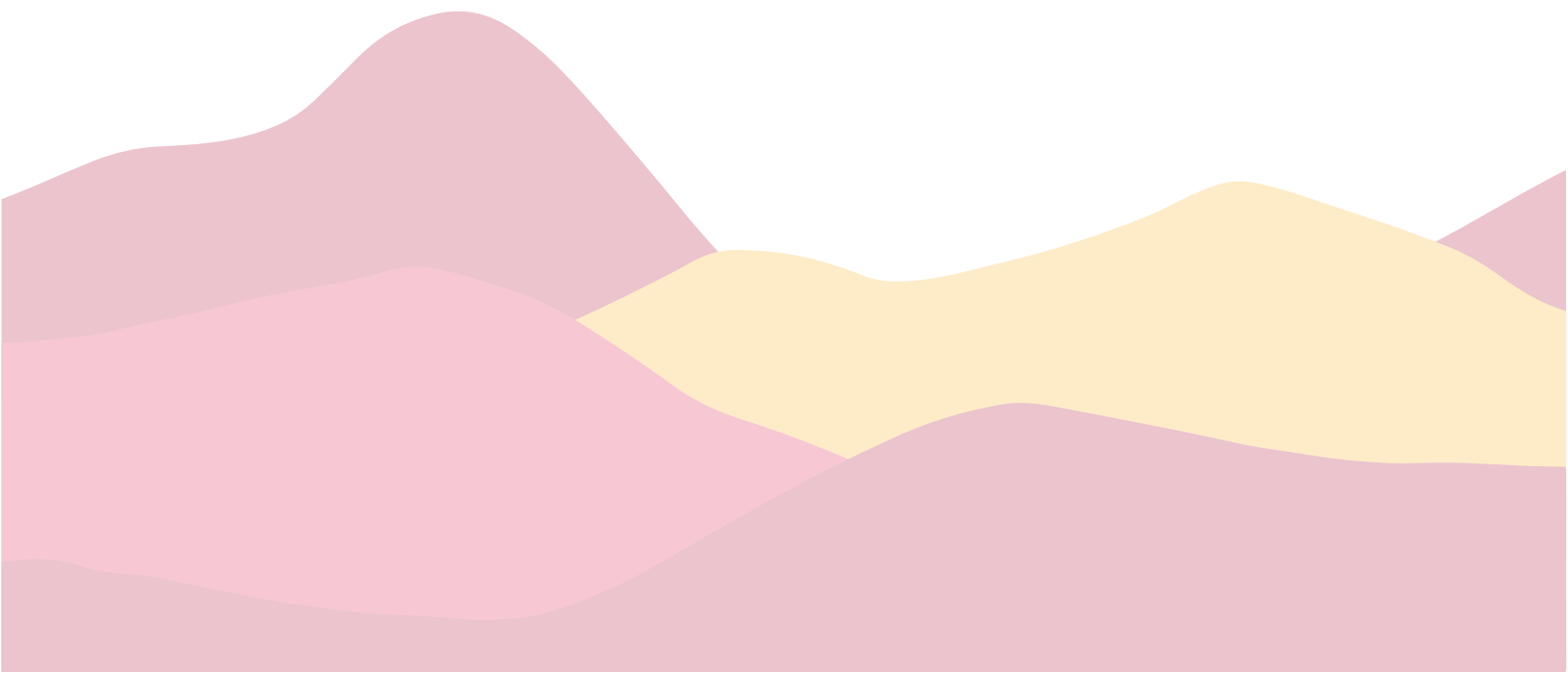
Hoop Dancing

Students use hula hoops or other hoops available to play with some of the elements of dance/choreography that Tony Duncan shares (e.g. wind, butterfly). Students can create a hoop-style dance that tells the story of their family or their culture.

- [What's Hoop Dancing? This Navajo TikToker Explains](#)
- [Healing through Hoop Dance | Tony & Violet Duncan | TEDxASUWest](#)

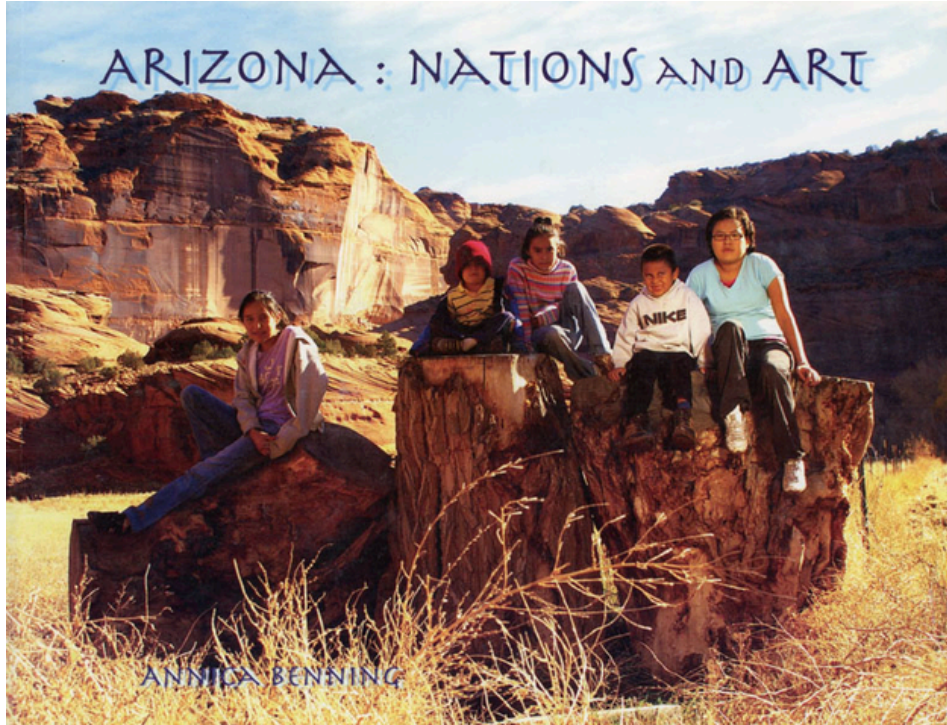
Performing Arts

Participating in the performing arts can have a number of positive impacts on your physical health. For example, singing can help to improve your lung capacity and strengthen your diaphragm. Dancing can help to improve your cardiovascular health, flexibility, and coordination. Playing a musical instrument can help to improve your fine motor skills and hand-eye coordination. In addition, participating in the performing arts can help to reduce stress, which can have a number of negative effects on your physical health. Studies have shown that people who participate in the performing arts are less likely to suffer from heart disease, stroke, and other chronic diseases. They are also more likely to be physically active and have a healthy body weight. So, if you're looking for a way to improve your physical health, participating in the performing arts is a great option.



Recommended Books:

Arizona: Nations and Art by Annica Benning



For Teachers of Indigenous Students: Our World Our Schools by the Arizona Educational Foundation

Workshops for Arizona schools are provided free of charge via Zoom. This 3-hour introductory workshop for teachers and administrators provides a foundational understanding of Indigenous people and the historical and racialized constructs that sometimes lead to misunderstanding. Designed by First Nations educators, participants will discover factors impacting the educational experience of Indigenous students in the United States - and specifically in Arizona; learn how to have more confidence in their knowledge of the experience of Indigenous students in education; and acquire ideas for integrating Indigenous-focused content into curriculum and learning spaces (session is 3 hours and free if provided over Zoom).

Thank you!

Act One acknowledges that we are on the traditional territory of O'odham Jewed, Akimel O'odham, and Hohokam peoples.

Thank you to the Act One Teacher Ambassadors:

Aaron Abbott
Erika Adelman
Julie Andrews
Robert Encila
Jen Estrada
Ciara Goulette
Candace Greene
Jillian Hernandez
Rebecca Oravec
Chach Snook
Holli Taylor
Taryn Tidwell
Lynette Stant
Elaine Veatch
Chris Will

Thank you to our Teacher Advisor, Royd Lee.

Royd Lee - 2023 Ambassador for Excellence

Tuba City Elementary | Tuba City Unified School District #15

K-5th grade Navajo Language | Total Years Teaching: 9

Royd Lee is a member of the Navajo Nation. Royd is from Shonto/Inscription House, Arizona. Royd has worked as a Navajo Language Teacher at Tuba City Elementary School within the Tuba City Unified School District for the past 11 years. Royd made history at the state level to be considered the first indigenous language teacher in Arizona's history as a 2023 Ambassador of Excellence Top 5 educator by the Arizona Educational Foundation. Royd has been a strong advocate for Native American students at Federal, State, and Tribal levels by advocating with elected leaders and providing testimony at both Congressional hearings and the Arizona State Senate Education Committee.

Thank you to our Cultural Advisor, Jacob A. Meders, Mechoopda - Maidu Associate Professor, Interdisciplinary Arts and Performance, Arizona State University, New College of Interdisciplinary Arts and Sciences, School of Humanities, Arts, and Cultural Studies