

Native Americans

an interactive virtual workshop

Digital Learning
Puppet Templates
& Study Guide
3rd-6th Grade

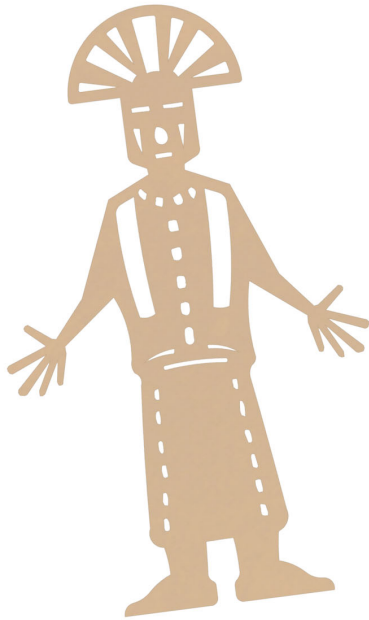


Digital Learning
at **The Center for Puppetry Arts**

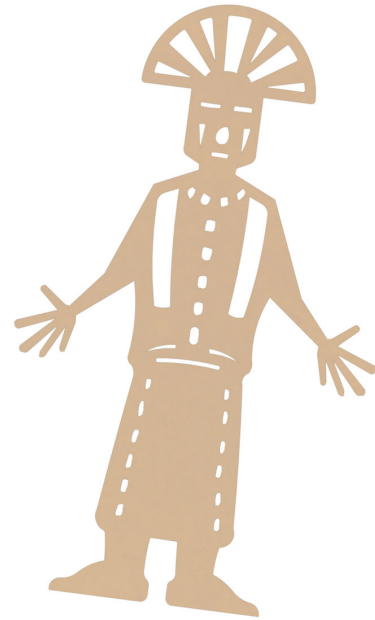
presents

Native Americans

an interactive virtual workshop



**Puppet Templates
& Study Guide***
Grades 3 - 6



****List of Academic Standards
supported by this program on final page***

The Center for Puppetry Arts is a non-profit, 501(c)(3) organization and is supported in part by the National Endowment for the Arts; the Georgia Council for the Arts through the appropriations of the Georgia General Assembly (the Council is a Partner Agency of the National Endowment for the Arts); and contributions from individuals, corporations and foundations. Major funding for the Center is provided by the Fulton County Board of commissioners under the guidance of the Fulton County Arts Council. Major support is provided by the City of Atlanta Bureau of Cultural Affairs. The Center is a constituent of Theatre Communications Group and a member of the Atlanta Coalition of Performing Arts. The Center also serves as headquarters of UNIMA-USA.

The Center for Puppetry Arts

1404 Spring Street, NW at 18th • Atlanta, Georgia USA 30309-2820

www.puppet.org

Dear Educator,

We are scheduled for a **Native Americans** videoconference with your group. Below are the directions for preparations required to participate in the program:

1. Review the materials list on the next page of the study guide. Each student needs these materials.
2. Trace all templates (except face) onto construction paper and cut out. We will be making a representation of the Making Thunder Kachina. The colors associated with this particular Kachina are reds, oranges, yellows, and turquoise/blue-green
3. The smaller headdress design should be traced onto a different color from the larger, actual headdress.
4. Trace the dotted lines onto the head dress.
5. Photocopy the Kachina face onto white paper and cut out.
6. Please bring all pre-cut pieces and other materials to the program. It is helpful if each student has a bag with their own puppet parts. Paper lunch bags or plastic sandwich bags work well.
7. Pass out all materials before the program begins, including glue, tape and scissors. It is helpful if each student has their own glue stick or bottle. Have four strips of tape about the size of a bandaid pre-cut for each student on the edges of the desks or attached to a yardstick for instructor-monitored tape distribution.
8. We will lead all students through the puppet building steps and learning activities. **The program does not allow time for students to cut out materials.**

The additional activities in the study guide are for you to use at your discretion either before or after the program. We will be doing different activities with the students during the program. Please let us know if you have any technical questions or need more info about how to prepare. You may contact us via email or at the phone number below.

We look forward to connecting with you!

The Digital Learning Team

Center for Puppetry Arts

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Atlanta, GA 30309-2820 USA

<https://puppet.org/digital-learning/>

Program Activity:

Hopi Kachina Hand Puppet

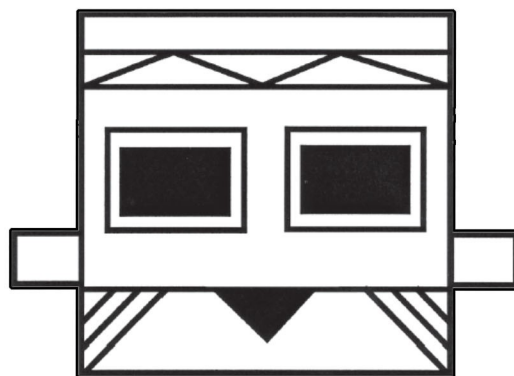
Materials List:

Each student will need the following materials*:

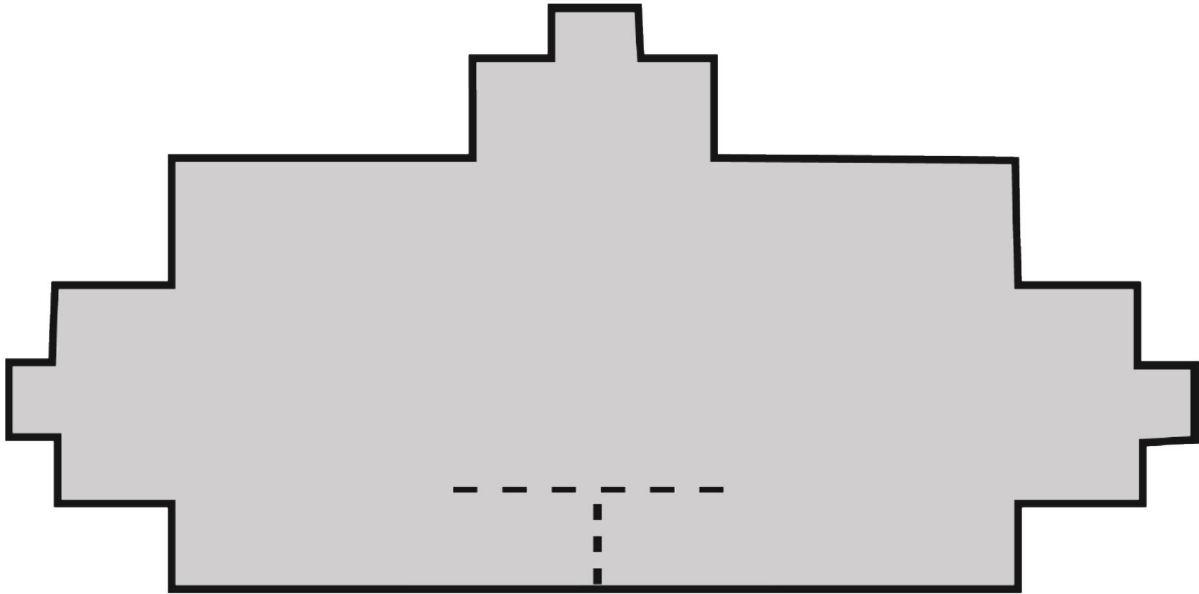
- 1 toilet paper or paper towel tube
- 1/2 sheet of construction paper cut 6" x 9"
- 2 arms (cut from template)
- 1 strip of yellow construction paper cut 2" x 6" (cut from template; head strip)
- 1 head dress (cut from template)
- 1 head dress decoration (cut from template)
- 1 Making Thunder Kachina face (photocopied for each student and cut out)
- Extra construction paper
- Scissors
- Glue
- Tape

**Reminder: Templates must be pre-cut before the program.*

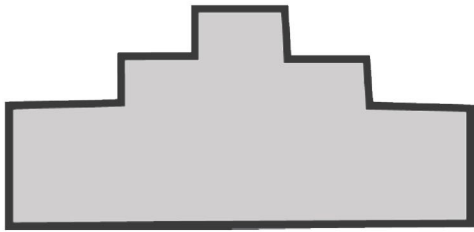
Kachina Puppet Templates



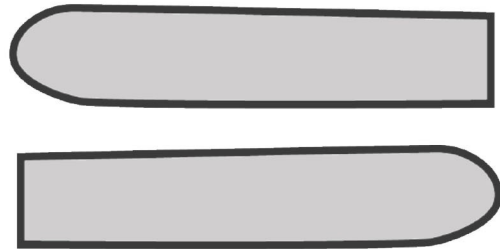
Making Thunder Kachina Face (1)



Head Dress (1)



Head Dress Decoration (1)



Kachina Arms (2)



Head Strip (1)

Classroom Activities

Activity 1: Identifying Native American Cultural Regions

Objective:

Students will define culture and use a map of the United States to identify the geographic cultural regions frequently assigned to Native American tribes.

Materials:

A copy of the map of the United States (attachment A, below), pencils, crayons, or color pencils

Procedure:

- Write the word "CULTURE" on the board. Draw a circle around it with radiating lines.
- Ask students to define culture and give examples. Write examples beside the radiating lines. Be sure to include the following examples: clothing, language, shelter, food.
- Explain to students that Native American tribes are often assigned to different regional culture groups. The cultures of the various tribes have been influenced over time by the geographical regions in which they live.
- Hand out copies of the map of the United States.
- Students will need to code the map key with colors, then label and color the regions on the map based on the map key.
- Have the students identify the region of your area. What are your area's local tribes?

(find out your area's tribal history at <https://native-land.ca/>)

Activity 2: Internet Research and Reading Comprehension

Objective:

Students will use the Internet to access a website, conduct research, and answer content- related questions.

Materials:

Computers with Internet access, printer, paper, pencils.

Procedure:

- Assign, or allow students to choose, specific tribes from the list at this link:
<http://www.native-languages.org/kids.htm>
- Distribute copies of the worksheet (attachment B, below) to all students.
- Instruct students to answer each of the questions about the histories of their assigned tribes. Students will conduct their research by visiting:
<http://www.native-languages.org/kids.htm>
- Students should scroll down the page to locate the name of the tribe and read the linked information to conduct their research.
- Have the students present the information they gathered and discuss the similarities and differences between the different tribal histories. Remind the students that though they researched the histories of a few tribes, there are more than 570 federally recognized Native American tribes, each with its own culture, language, and traditions that are still alive and thriving today.



Activity 3:

Oyate Ta Olowan (Song of the People): Native American Songs

Objective:

Students will listen to Native American songs to identify instruments and themes.

Materials:

Computer with Internet access, printer, device/speakers for music playback, pencils, paper, copies of the linked encyclopedia entry.

Procedure:

- Teachers review & print the encyclopedia entry on Native American music at this link: <https://www.factmonster.com/encyclopedia/arts/performing/music-history/native-american-music>.
- Teachers go to <http://www.oyate.com/>. Preview the audio samples. (*The audio samples are the artists speaking in their own words and should be used as the primary sources for this activity, rather than relying on the biographies that were written by outside observers*). Choose one or two artists from different regions.

Suggested artists:

Ferdinando Cellicion, Zuni tribe (New Mexico) – discusses themes, translates song, students hear voice and drums

Michele Stock, Seneca tribe (New York) – describes longhouse gatherings, students hear voice and drums

Linda Yamani, Rumsian Ohlone tribe (California) – explains songs were used for “doctoring” (healing), students hear a clapper stick and voice

Walker Calhoun, Eastern Cherokee tribe (North Carolina) – reference to Trail of Tears, Cherokee language, students hear voice and drums

Wilmer Mesteth, Lakota tribe, Pine Ridge Reservation (South Dakota) – translates a song line referencing Wounded Knee, explains use of song as oral history to Lakota, students hear voice and drum

- Distribute the printed encyclopedia entry on Native American music for students to read.
- Write the following questions on the board and ask students to take notes for each music sample played: What instruments are used? What patterns do you hear? If mentioned, how is the song used by this tribe? Does the song include historical references?
- Play the audio samples and discuss the answers to the questions above as a class.

Other Resources

Websites to Explore

<http://native-land.ca/>

This website has interactive maps of Indigenous territories, languages, and treaties throughout the world, as well as educational resources for Indigenous representation.

<http://www.native-languages.org/>

Native Languages of the Americas: Preserving and promoting American Indian Languages– Website for preservation of Indigenous languages and cultures throughout the Western Hemisphere.

<http://www.native-languages.org/kids.htm>

Native American Facts for Kids (from Activity #2)

www.muscogeenation.com

Official website of the Muscogee Nation. The Center for Puppetry Arts is located on Muscogee land.

<https://americanindian.si.edu/>

Website for the National Museum of the American Indian (Smithsonian Institute, Washington D.C.). This site has educational resources and examples of traditional and modern Native American art.

<https://www.factmonster.com/encyclopedia/arts/performing/music-history/native-american-music>

Link to the encyclopedia entry on Native American music (from Activity #3)

<http://www.oyate.com/>

Oyate Ta Olowan– The Songs of the People/ An American Treasure. Public radio series by a husband and wife team who traveled into Indian Country to gather and document the stories and songs of the people, and show the amazing diversity and wonders of America's First Nations. (from Activity #3)

Other Resources

Books

- Child, Brenda J. *Bowwow Powwow*. Minnesota Historical Society Press, 2018.
- Courlander, Harold. *People of the Short Blue Corn*. Henry Holt and Company, Inc., 1st edition, 1996.
- Lazo, Caroline Evensen. *Wilma Mankiller*. Silver Burdet Press, 1st ed., 1994.
- Malotki, Ekkehart. *The Magic Hummingbird: A Hopi Folktale*. Kiva Publishing Inc., 1st ed., 1996.
- O'Dell, Scott. *Island of the Blue Dolphins*. BDD Books Youth, 1971.
- Smith, Cynthia Leitich. *Jingle Dancer*. Morrow Junior Books, 2000.
- Swamp, Jake. *Giving Thanks: A Native American Good Morning Message*. Lee & Low Books, Inc., 1997.
- Tingle, Tim. *When Turtle Grew Feathers: a Folktale From the Choctaw Nation*. August House LittleFolk, 2007.



Attachment A: Map for Activity 1

Instructions:

1. Create a map key by assigning a color to each culture group listed.
2. Color the map of the United States using this map key.



Attachment B: Worksheet for Activity 2

Answer the following questions about the history of your assigned tribe. Use the Native Americans Facts for Kids website at:

<http://www.native-languages.org/kids.htm>

1. Describe the daily activities of the people in the tribe.

2. What were the tribe's main foods?

3. What natural resources were used to construct shelter?

4. What types of art did they produce?

5. How did their traditional ways of life change after the arrival of Europeans?

Academic Standards supported by this program:

Reading Standards: Key ideas and details

CCSS.ELA-LITERACY.RL.3.2

Speaking and Listening: Comprehension and collaboration

CCSS.ELA-LITERACY.SL.3.1

CCSS.ELA-LITERACY.SL.3.1.B

CCSS.ELA-LITERACY.SL.3.1.C

CCSS.ELA-LITERACY.SL.3.2

CCSS.ELA-LITERACY.SL.3.3

CCSS.ELA-LITERACY.SL.4.1

CCSS.ELA-LITERACY.SL.4.1.B

CCSS.ELA-LITERACY.SL.4.1.C

CCSS.ELA-LITERACY.SL.4.1.D

CCSS.ELA-LITERACY.SL.4.3

CCSS.ELA-LITERACY.SL.5.1.B

CCSS.ELA-LITERACY.SL.5.1.C

CCSS.ELA-LITERACY.SL.5.1.D

CCSS.ELA-LITERACY.SL.5.3

Speaking and Listening: Presentation of knowledge and ideas

CCSS.ELA-LITERACY.SL.3.5

CCSS.ELA-LITERACY.SL.3.6

CCSS.ELA-LITERACY.SL.4.6

CCSS.ELA-LITERACY.SL.5.4

CCSS.ELA-LITERACY.SL.5.6

Mathematics

CCSS.MATH.CONTENT.4.G.A.3

Next Generation Science Standards

2-LS4 Biological Evolution: Unity and Diversity

K-2-ETS1-1 Engineering Design

3-LS3-1 Heredity: Inheritance and Variation of Traits

3-LS3-2 Heredity: Inheritance and Variation of Traits

3-LS4-1 Biological Evolution: Unity and Diversity

Next Generation Science Standards, Cont.

3-LS4-2 Biological Evolution: Unity and Diversity

3-LS4-3: Biological Evolution: Unity and Diversity

3-ESS2-2 Earth's Systems

4-ESS2-1 Earth's Systems

4-ESS2-2 Earth's Systems

4-ESS3-1 Earth and Human Activity

ISTE Standards

Empowered Learner

Digital Citizen

Knowledge Constructor

Innovative Designer

Computational Thinker

Creative Communicator

Global Collaborator

Visual Arts: Creating

Generate and conceptualize artistic ideas and work.

Organize and develop artistic ideas and work

Refine and complete artistic work.

Visual Arts: Presenting

Select, analyze, and interpret artistic work for presentation.

Develop and refine artistic techniques and work for presentation.

Convey meaning through the presentation of artistic work.

Visual Arts: Responding

Perceive and analyze artistic work

Interpret intent and meaning in artistic work

Apply criteria to evaluate artistic work

Visual Arts: Connecting

Synthesize and relate knowledge and personal experiences to make art.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding