

DINÉ (NAVAJO) ART AND CULTURE CURRICULUM

Alignment To

IDAHO SOCIAL STUDIES CONTENT STANDARDS K-5

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The objective standards in green font are proposed topics related to Native America.

► HISTORY

◇ Goal 1.1: Build an understanding of the cultural and social development of the United States.

Kindergarten Objectives

- K.SS.1.1.1 Share stories, pictures, and music of one's own personal life, family and culture. (372.01a)
- K.SS.1.1.2 Describe how families celebrate in many different ways.
- K.SS.1.1.3 Describe how individuals have similarities and differences.
- K.SS.1.1.4 Describe how each person is special and unique within the classroom. (372.01i)

Grade 1 Objectives

- 1.SS.1.1.1 Recognize that each person belongs to many groups such as family, school, friends and neighborhood. (388.01a)
- 1.SS.1.1.2 Compare differences in the ways American families live today to how they lived in the past. (386.01b)
- 1.SS.1.1.4 Compare personal histories, pictures, and music of other selected times and places in America's past. (388.01f)

Grade 2 Objectives

- 2.SS.1.1.1 Discuss different groups that a person belongs to such as family and neighborhood and how those roles and/or groups have changed or stayed the same. (404.01a)

Grade 3 Objectives

- 3.SS.1.1.2 Investigate the history of your community.
- 3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions. (420.01c)
- 3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.

Grade 4 Objectives

- 4.SS.1.1.1 Describe ways that cultural groups influenced and impacted each other. (436.01b)

Grade 5 Objectives

- 5.SS.1.1.1 Describe that American Indians were established societies before the coming of the European settlers. (452.01d)

◇ Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Grade 3 Objectives

- 3.SS.1.2.1 Share the origins of classmates' ancestors. (417.01a)
- 3.SS.1.2.2 Describe how migration and immigration are continuous processes. (417.01b)
- 3.SS.1.2.3 Identify reasons for voluntary immigration and involuntary movement of people. (417.01c)

Grade 4 Objectives

- 4.SS.1.2.1 Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho. (433.01c) Compare w/Arizona.
- 4.SS.1.2.2 Describe the role of the discovery of gold and other minerals in the settlement of Idaho. (433.01d) Compare w/Arizona.
- 4.SS.1.2.3 Analyze and describe the immigrant experience in Idaho. Compare w/Arizona.
- 4.SS.1.2.4 Analyze and describe how the westward expansion impacted the American Indians in Idaho. Compare w/Arizona and the Navajo.

Grade 5 Objectives

- 5.SS.1.2.4 Analyze and discuss the motives of the major groups who participated in the western expansion by leaving the East and heading west. (449.01d)
- 5.SS.1.2.5 Discuss the significant American Indian groups encountered in the Western Movement. (449.01e)
- 5.SS.1.2.6 Discuss the significant individuals who took part in the western expansion. (449.01f)

◇ Goal 1.3: Identify the role of American Indians in the development of the United States.

Grade 4 Objectives

- 4.SS.1.3.1 Identify American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries. Compare w/Arizona and the Navajo.
- 4.SS.1.3.2 Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state. Compare w/Arizona and the Navajo.
- 4.SS.1.3.3 Identify characteristics of American Indian tribes and other cultural groups in Idaho. Compare w/Arizona and the Navajo.
- 4.SS.1.3.4 Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago. Compare w/Arizona and the Navajo.
- 4.SS.1.3.5 Identify how American Indian tribes in Idaho governed themselves. Compare w/Arizona and the Navajo.
- 4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life. Compare w/Arizona and the Navajo.
- 4.SS.1.3.7 Identify current issues related to American Indians in present day Idaho. Compare w/Arizona and the Navajo.

Grade 5 Objectives

- 5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.
- 5.SS.1.3.2 Identify examples of American Indian individual contributions and influences.
- 5.SS.1.3.3 Define the terms treaty, reservation and sovereignty.
- 5.SS.1.3.4 Explain that reservations are lands that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
- That both parties to treaties were sovereign powers.
 - That Indian tribes had some form of transferable title to the land.
 - That acquisition of Indian land was solely a government matter not to be left to individual colonists.

◇ **Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

No objectives at grade levels K-5.

◇ **Goal 1.8: Build an understanding of the cultural and social development of human civilization.**

No objectives at grade levels K-5.

► GEOGRAPHY

◇ **Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth’s surface.**

Kindergarten Objectives

- K.SS.2.1.4 Recognize a map of the United States of America and know it is the country in which we live. (378.01d) Identify Navajo land on the map in the context of the Navajo Cultural Lessons.

Grade 1 Objectives

- 1.SS.2.1.5 Name and locate continent, country, state, and community in which the class lives. (394.01e) Identify Navajo land on the map in the context of the Navajo Cultural Lessons.

Grade 2 Objectives

- 2.SS.2.1.1 Identify landforms, bodies of water, and human made features such as cities and dams on a map and globe. (410.01a) Identify Navajo land on the map in the context of the Navajo Cultural Lessons.

Grade 3 Objectives

- 3.SS.2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map. (426.01d) Identify Navajo land on the map in the context of the Navajo Cultural Lessons.
- 3.SS.2.1.5 Use a number/letter grid to find specific locations on a map. (426.01e) Identify Navajo land on the map in the context of the Navajo Cultural Lessons.

Grade 4 Objectives

- 4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data. (442.01a) Identify Navajo land on the map and obtain information in the context of the Navajo Cultural Lessons.

Grade 5 Objectives

- 5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. (458.01a) Identify Navajo land on the map and obtain information in the context of the Navajo Cultural Lessons.
- 5.SS.2.1.2 Identify the regions of the United States and their resources. (458.01b) Identify Navajo land on the map in the context of the Navajo Cultural Lessons.
- 5.SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map. (458.01c) Identify Navajo land on the map in the context of the Navajo Cultural Lessons.

◇ **Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.**

Grade 1 Objectives

- 1.SS.2.2.1 Describe ways people adjust to their environment. (394.02a)
- 1.SS.2.2.2 Identify the ways people modify their environment.

Grade 2 Objectives

- 2.SS.2.2.1 Compare how environmental conditions affect living styles and clothing in different parts of the country. (410.03a)
- 2.SS.2.2.2 Describe how humans depend on the environment to meet their basic needs. (410.03b)

Grade 5 Objectives

- 5.SS.2.2.1 Identify ways the land has been changed by people, technology, and natural forces. (458.03a)

◇ **Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.**

Grade 3 Objectives

- 3.SS.2.3.1 Analyze past and present settlement patterns of the community. (426.02a) Compare w/Arizona and the Navajo.
- 3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community. (426.02b) Compare w/Arizona and the Navajo.

- 3.SS.2.3.3 Compare and contrast city/suburb/town and urban/rural. (426.02c) Compare w/Arizona and the Navajo.

Grade 4 Objectives

- 4.SS.2.3.1 Analyze past and present settlement patterns in Idaho. (442.02a) Compare w/Arizona and the Navajo.
- 4.SS.2.3.2 Discuss the impact of settlement in Idaho on American Indian tribal lands, such as aboriginal and/or ceded territories, and the Treaties of 1855 and 1863. Compare w/Arizona and the Navajo.
- 4.SS.2.3.3 Identify the geographic features of Idaho. (442.02b) Compare w/Arizona and the Navajo.
- 4.SS.2.3.4 Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry. (442.02c) Compare w/Arizona and the Navajo.

- ◇ **Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

No objectives at grade levels K-5.

- ◇ **Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

No objectives at grade levels K-5.

► GLOBAL PERSPECTIVES

- ◇ **Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

Kindergarten Objectives

Students in Kindergarten build an understanding of multiple perspectives and global interdependence

- K.SS.5.1.1 Name family traditions that came to America from other parts of the world. (372.01f) --And traditions that were already here (Navajo and other Indigenous traditions) before America was formed.

Grade 1 Objectives

Students in Grade 1 build an understanding of multiple perspectives and global interdependence.

- 1.SS.5.1.1 Compare family life in other parts of the world. (388.01e)
- 1.SS.5.1.2 Discuss family structures and daily routines of various cultures around the world. (388.01e)—And with Indigenous American cultures.

Grade 2 Objectives

Students in Grade 2 identify the importance of respecting multiple perspectives and global interdependence.

- 2.SS.5.1.1 Compare neighborhoods/communities in various parts of the world. —And with Indigenous American cultures.
- 2.SS.5.1.2 Compare traditions practiced in other parts of the world. (404.01b) —And with Indigenous American cultures.

Grade 3 Objectives

Students in Grade 3 build an understanding of multiple perspectives and global interdependence.

- 3.SS.5.1.1 Explore connections that the local community has with other communities throughout the world.
- 3.SS.5.1.2 Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique. (420.01c)

Grade 4 Objectives

Students in Grade 4 build an understanding of multiple perspectives and global interdependence.

- 4.SS.5.1.1 Analyze the roles and relationships of diverse groups of people from other parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.
- 4.SS.5.1.2 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from different parts of the world. (433.01c)

Grade 5 Objectives

Students in Grade 5 build an understanding of multiple perspectives and global interdependence.

- 5.SS.5.1.1 Explain that the world is divided into many different nations and that each has its own government.
- 5.SS.5.1.2 State that a nation consists of its territory, people, laws, and government.
- 5.SS.5.1.3 Explain that the United States is one nation and how it interacts with other nations in the world.
- 5.SS.5.1.4 Discuss why it is important that nations try to resolve problems peacefully.