

Navaho ceremonial, or Place of appeal to the gods.
yebetcai, house: Large, square hogan.

Land painting: Made on the floor every morning during ceremony.

Masks: Worn during dance at night.

Summer time: Women erect looms in it and weave.

4. What the Navaho Indians Ate

Slide or Stereograph No. 20

A Navaho Indian with His Flock of Sheep

Discussion

Where did the Navaho Indians get their sheep?
How did the coming of sheep change the lives of these Indians?
Why are they so careful of their sheep?
What do the sheep find to eat on the desert?
Where do they keep their sheep at night?
Who weaves the blankets in this tribe?
Tell how the wool is prepared and dyed.
Aside from their wool, for what are the sheep raised?
Name some other occupations of the men.
Why can Navaho Indians ride horses so well?

Food

Plants: Pinon nuts, acorns, seed-bearing plants, mush, cacti, yucca, corn, pumpkins, squashes, beans, peaches, watermelons, and muskmelons.

Animals: Sheep, beef cattle, goats (milk), porcupines, prairie dogs, deer, antelopes.

Prepared: Mutton -- stewed.
Corn-mush dumplings -- rolled, wrapped in corn husks, and boiled.
Corn -- roasted.
Dried peaches -- stewed.
Green corn -- ground on metate, worked into stiff dough, embedded in layers of corn leaves, baked in a fire called "tl'og."
Dried yucca roots -- made into cakes.

Pinon nuts -- roasted.
 Acorns -- boiled or roasted.
 Jerked meat -- thin strips stretched and dried.
 Paper bread -- corn meal mixed with water,
 cooked on hot stones, stored for future use.

Cooking utensils: Earthen bowls, gourds, sticks.
 Flat stone heated and used for frying, and baking
 paper bread.
 Modern pans in some use now.

Drinking vessels: Gourds, earthen cups, stones hollowed to con-
 venient size.

5. What the Navaho Indians Did

Slide or Stereograph No. 21

A Navaho Indian Hogan

Discussion

What are these Navaho Indian women doing?
 Why was the loom put inside the hogan?
 Tell how the blankets are made.
 For what do they use their blankets?
 Draw some designs used in Navaho blankets.
 How old are the girls when they begin to make blankets?
 Why are their blankets known all over the world?
 What makes them last so long?
 How do the Indians make their dyes?
 What furnishings do you see inside the hogan?

Slide or Stereograph No. 22

A Navaho Indian Woman Weaving a Rug

Discussion

Why are the old Navaho blankets priceless?
 Tell how they are made so that they will hold water.
 How is the wool prepared?
 What design is being woven in this rug?
 Notice the designs in the finished blanket.
 Is this a winter hogan or a summer hogan? Give reasons for your
 answer.
 Name the furnishings you see on the ground.

For what purpose is each used?
 How do the Indians make their winter hogans?
 Tell what each family does when it moves.

Slide or Stereograph No. 23

A Navaho Silversmith

Discussion

What modern tools are these Indian silversmiths using?
 Where did they procure their coin silver?
 Tell how they make their bracelets.
 Name the articles they make from silver.
 How are the patterns put on?
 Tell what some of their geometrical designs mean.
 What stones do they use?
 How are they polished?
 What tools did they use long ago?
 Why is the jewelry that they make today not so fine as that they made long ago?
 Notice the beautiful blankets covering the Indians shoulders.

Occupation

Man's work:	Builds hogans and corrals; raises horses; gardens; makes silver articles; makes songs; takes part in ceremonials; makes tools and weapons; hunts; fishes; gathers fruits; makes the travois.
Sheep and goat raising:	Flocks cared for carefully. Goat herds increasing. Can live where sheep starve. Have more kids. Hair in demand. Meat good to eat.
Silver work:	Jewelry made by Navaho Indian silversmiths is much in demand on account of its beauty and original designs and because there are no two pieces alike. Skillful work done with primitive tools.
Material:	Coin silver, hand-hammered or cast; designs stamped on with handmade dies.
Bead jewelry:	Broken bits bored and strung.

Rolled till smooth.
Made uniform.

Silver articles: Bow guards (for boys).
Concho belts (for men).
Brass-mounted saddles, rings, bracelets, earrings, arm bands.

Woman's work: Cocks, chops wood, cares for lambs, herds
flocks, weaves, gardens, sews.

Weaving: Long ago wild cotton, fiber of yucca, down of
birds, hair of animals were used. Since the
introduction of sheep by the Spaniards, wool
has taken their place.

Preparation: Wool is sheared from sheep and goats, sorted,
washed, carded, wound upon a distaff until desired
firmness is reached, spun, dyed, woven.

Loom: Upright type. Used indoors in winter; out-
doors, in shade, in summer.

Dyes: Some of the most beautiful textiles that the
world has produced came from these Indians.
Fabrics of the most harmonious color combinations
have been found -- quite as fine as the old
Persian carpets.
The Indian colors were soft, combined with an
artistic skill, never glaring. Civilized traders
came with European goods and dyes and gave them
gaudy colors.
Cochineal -- red.
Pinon gum and alum -- black.
Yellow aster -- yellow.
Gray -- black and white woven together.
They chopped and pounded bark, leaves, roots,
and flowers; strained and boiled them; set the
colors with salt; then hung the huge skeins to
dry.

Ceremonial
colors: White -- early dawn.
Blue -- blue twilight.
Yellow -- yellow twilight.
Black -- darkness.
Red -- halos, rainbows.
Tan -- desert.

- Blankets: Navaho blankets are known throughout the world for their unexcelled quality and design. They are famous for their gay colors. Their colors were limited to dull red, black, and yellow, with effective combinations.
- Rugs: For saddles.
To sit on at fireside.
- Baskets: Few woven by Navaho Indians.
- Pottery: Utensils for household use.
- Children's work: Boys begin to help at seven years.
Initiated to ceremonials by medicine man at twelve years.
Girls begin to work at six years.
Weave first blankets at eight years.
Care for lambs and horses.
- Boy's training: Jeweler's craft.
Hunting lessons.
Riding wild horses.
Learning the songs.
Gardening.

6. What the Navaho Indians Believed

- Belief: Had ceremonies to ask gods for temporal blessings.
- Length: A few hours, a day, or nine days.
More songs than dancing.
- Music: Instrumental and vocal.
- Instruments: As an accompaniment to songs.
Many chants required music.
- Rattles: Hoof rattles)
Gourd rattles) -- for star chants
Hide rattles)
Buffalo-hide rattles -- for mountain and witch
chants
Badger-hide rattles -- for beauty chants
Hoof (deer or antelope) rattles -- for knife
chants

- How made: Rawhide shaped and sewed when moist.
Handle plaited -- decorated with animal designs.
Small pebbles or white shells, pieces of turquoise, cannel coal, red or white stones are inserted to produce a rattling sound.
Gourd rattles made from hollow gourds and decorated.
- Drum: Only used at certain ceremonies.
Basket turned down and beaten with a drumstick made of plaited yucca.
Sometimes a notched stick drawn over the drum.
Cooking pots, covered with goatskin, used during war dance.
- Flute: Used at war dance.
Made of stalk of sunflower.
Used during bead chant.
Made from leg bone of jack rabbit.
- Songs: Every song had a purpose.
Careless songs brought bad luck.
Studied, remembered, and sung accurately.
- Moon songs: Moon brought help.
- Sun songs: Sun aided Indian.
- Navaho Indians sang songs to everything.
Most songs sung in choruses.
They brought the Indians in harmony with all living things.
- Minor ceremonies: Planting, harvesting, building, birth, rain, travel, death, and marriage.
- Songs for special occasions: Travel -- every stage of the journey.
Building -- every stage
Must be sung in order.
Two hundred songs sung in some ceremonies.
Must be letter perfect.
- Painting: Colors obtained from berries or roots.
- Brush: Made of yucca fiber.

Palette: Clam shell.

Symbols: Sun to cause growth.
Thunderbird to fly far and carry news of crops
to rain and sun.

Yebiski: The biggest celebration of the year.
Nine days in length.
Sand paintings made every day.
The art has reached its greatest perfection
among the Navahos.
Destroyed every night.
Picture of their prayers, good weather, health,
good fortune for their people.
Men masked.
Clowns the last night.

Other ceremonies: The Night Chant.
The Mountain Chant.
The Rainmakers.

7. How the Navaho Indians were Governed

War chief: Gained on merit.
Held on merit.
Changed frequently.
No class born to lead.

Men: Each a free warrior.
Acknowledging no ruler or law.

8. How the Navaho Indians Cared for Their Sick

Medicine man: Leader of people.
Leader of ceremonies of healing.
Dignified, courteous, honest, maker of good
jokes.

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Changes: Brought about by contact with the white man.
Supported on reservations.
Provided with schools.
Given health supervision.
Supplied with homes, clothing, tools, utensils.

Slide or Stereograph No. 24An Indian Trading Post, Navaho ReservationDiscussion

- What are trading posts?
- Why do the Indians need trading posts?
- What do they have to trade?
- What name is given to the Indian belt of silver plates?
- Why do some have a few silver plates on their belts while others have many?
- Can you tell why the Indian's moccasins have their toes upturned?
- Name as many things as you can that are inside the trading post.
- How often do the Indians come here?
- Where are some Indian trading posts located today?
- Can you tell some interesting incidents about Indian trading?

Slide or Stereograph No. 25Artistic Handwork of the IndiansDiscussion

- Who do you suppose comes here to see this beautiful handwork?
- What would you like to see if you came?
- Why do you suppose this house was fixed up in this way?
- Is this a Navaho Indian's house?
- Name the articles you see on the floor.
- Notice the designs in the baskets and blankets.
- Who do you suppose made them?
- What articles are around the walls?
- Can you find a squaw's shawl?
- Name the articles that are typical of each Indian tribe you have studied.

PART IV

ACTIVITIES

1. If it is possible a large village may be made on the floor; if not, the teacher's desk or the sand table may be used.
 - A. Build a pueblo from cardboard or orange crates.
 - B. Furnish the Indian home.
 - C. Make the different kinds of hogans of adobe or boxes covered clay.
 - D. Construct a kiva from boxes or clay.
 - E. Make an oven.
 - F. Weave --
 - small blankets.
 - a rug of simple designs.
 - Draw and design a rug.
 - a. plaque.
 - a basket.
 - C. Out of clay make --
 - cooking utensils.
 - water jars.
 - tiles.
 - rain gods.
 - Cut the pattern, make the design, mold the bowl, paint the design on the bowl, fire the bowl.
 - H. Experiment with dyes.
 - Animal
 - Vegetable
 - Mineral
 - Dye yarn, raffia, cloth, and sand.
 - Make paint and a sand painting.
 - I. Make Indian costumes.
 - Ceremonial
 - Leggings and moccasins
 - Belts of beads and concho (made of tin)
 - Masks for the dance
 - J. Dress dolls.
 - Like Indians
 - Kachina dolls ("School Arts Magazine,"
March, 1931; September, 1933)
 - K. Mix and grind corn.
 - Make piki (bread)

- L. Dress a rabbit skin.
- M. Make beads
 - of clay, string, and paint.
 - of shells rubbed smooth on stones.
- N. Start a museum.
- O. Have a trading post.
- P. Make tools.
- Q. Make musical instruments.
 - Rattles of gourds or boxes
 - Drums of covered round boxes
 - Whistles of hollow branches

2. Booklets may be written and illustrated by the children on --

- A. The Indian Village.
- B. Indian Costumes.
- C. Indian Designs.
- D. Indian Songs.
- E. Indian Dances.
- F. Indian Musical Instruments.
- G. Indian Names.
- H. Indian Legends.
- I. The Painted Desert.
- J. Plants of the Desert.
- K. Animals of the Desert.
- L. Uses of Yucca.
- M. Indian Dyes.
- N. Indian Ceremonies.
- O. Indian Foods.
- P. Indian Farms.
- Q. Indian Weaving.
- R. Indian Pottery.
- S. Indian Transportation.
- T. Indian Reservations.

3. Plays may be written by the children and acted out.

They may have puppet shows, shadow pictures, radio programs, dances, songs, games, dedication ceremonies, or moving pictures that have been made up by the children. Ceremonial dances, as the Snake Dance or the Dance of the Kachinas, may be given for the parents, or visitors.

4. Speeches or short talks may be prepared, and given as each slide is shown.

5. Excursions may be made to museums to see Indian displays, to the

library for books and pictures, and, to the woods for branches,
bark, clay, sticks, or stones.

PART V

CHECKS

Language Checks

1. Games

A. Memory Game (Touch)

Have the children touch the objects in the village or museum and give the Indian names. This is a good vocabulary test.

B. Riddles

Have the children make up riddles.

I am small.
I have copper-colored skin.
I sleep in a cradle.
What am I?

I look like paper.
I am made out of corn meal and water.
I was cooked on a hot stone.
What am I?

C. Objects

Hold up an object or picture and have the children tell three interesting things about it.

The Navaho Indians wore concho belts.
The conchos were made of silver.
Some Indians had only a few and some
had their belts filled with conchos.

2. Tests

A. Meanings

Have the children draw pictures showing the meanings of the Indian terms:

Oven
Olla
Concho
Headband
Moccasin

- B. Have the children draw pictures of the different Indian designs.

Sun
Thunderbird
Lightening
Rain
Clouds

- C. Write the Indian name for --

baby.
tableland.
sandy country.
small donkey.
paper bread.

D. Matching

Write the Indian names and the meanings in columns, and have the children connect the correct ones by lines.

1. belt	a. mesa
2. tableland	d. concho
3. baby	c. papoose
4. Indian woman	b. squaw

E. Completion Tests

The medicine man had _____.

Indians like to eat _____.

F. True and False Tests

G. Multiple Choice Tests

- H. Copy the sentences and omit all the words that tell what is not true.

Rattles were made of gourds, pumpkins, melons.
Indians liked feathers and diamonds.

- I. Classify the Indian's food as to meats, fruits, vegetables.

J. Draw a plan showing where everything was placed inside an Indian home.

K. Make a chart of Indian pictures.

PART VI

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