

LESSON PLAN

Where Culture, History & Education are woven together.

GRADES 2-12

DURATION: 2 - 5 class periods

PROJECT: Are YOU Culturally Aware?



- ◆ Present information about the traditional aspects of the Navajo people and trading in the 1880s and early 1900s.
- ◆ Students will compare this to current lifestyles and ideas.
- ◆ Students can then write an article or do an oral presentation about their culture, comparing it to the traditional culture of a certain time period.
- ◆ Students will explore the origins of different artifacts used by their culture.

Learn suggested vocabulary

Cultural diffusion, Dine', trading, goods, wants and needs, transportation, culture, language, globalization, compare, contrast, values, and boundaries

OBJECTIVE:

Student will be able to:

Demonstrate knowledge of Navajo Culture

Demonstrate understanding of the origins of words, ideas, and objects and cultural diffusion

Compare avenues of commerce and relate this to cultural diffusion

Develop literacy, spelling and keyboarding or writing skills

Demonstrate the ability to compare and contrast in a written presentation.

RESOURCES:

Lizzie's Morning

<http://www.nationalgeographic.com/xpeditions/activities/11/lizzie.html>

Exploring Diffusion in your Community

http://education.nationalgeographic.com/education/multimedia/exploring-diffusion-your-community/?ar_a=1



Hubbell Trading Post

NATIONAL HISTORIC SITE Ganado, AZ



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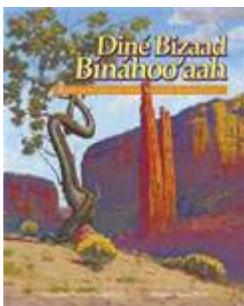
BACKGROUND INFORMATION:

The word culture comes from the Latin root colere (to inhabit, to cultivate, or to honor). In general, it refers to human activity; different definitions of culture reflect different theories for understanding, or criteria for valuing, human activity. A good basic definition of culture is a particular set of customs, morals, codes and traditions from a specific time and place. When ideas spread from one group to another, this is an example of cultural diffusion. Using your dictionary you can research the origins of many words and that can help to demonstrate how ideas travel from one culture to another.

Modern science characterizes our world as a set of interconnected physical, biological, and social systems. These systems create, move, and transform resources. For example, in economic systems, people transform natural resources into objects with economic value, which can be transported, used, traded, and sold. Human decisions are affected by these systems and have effects on them. Today more than ever, every place in our world is connected to every other place. To understand the far-reaching implications of decisions, one must understand how human and natural systems connect places to each other.

ACTIVITIES:

Read a book or watch a video about the Navajo culture. Discuss the trading posts and their influence on the Diné people. Discuss the main cultures that were involved in trading at Hubbell Trading Post in the 1880 – 1920 time period.



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Ask students if they have ever traded one thing for another thing. Suggest they think about trading one type of food for another, trading cards, or money for an item they bought. Invite volunteers to give examples. Make sure all students understand the concept of trade. Explain that people will make a trade when they want something they think is valuable. As a project, have students make items that they would like to trade. These can include study guides for a test completed art projects, jewelry, art “kits”, special stationery, even snacks. Have a class trading day. Discuss the values placed on the items and how students feel about trading their creations. Discuss trading things with monetary value. How is value determined? Consider wants and needs in determining whether you might want to make a trade.

People will travel great distances to get valuable trade goods. Use a map to introduce the concept of trade from the eastern United States to the west. Look at the influence of the railroad (transportation) on trade. Discuss the time required to get an item today and compare that with 1878, 1890, 1920, and even 1960. Compute the mileage from Ganado, AZ to Boston, Massachusetts. Research the train route and look at other locations of textile mills in the East that used Navajo wool.





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Using product labels research the places where clothing, food, and other items were produced. Plot these locations on a map. Discuss how these items came to your community. Research the different languages and lifestyles that might be involved. Also consider ways products are adapted for use in different locations with different climates and people.

For younger students:

- Find the product labels from 5 products at home and find the places where they were produced on a map or globe. Write about how you think these items reached your home.
- Present a report about your family and the cultures represented in your background. Include favorite foods and games that different family members prefer. Be prepared to explain why you think we like different things.

EVALUATION:

Have students plot on a map the locations of production of items they have used in the past week.

Have students give a presentation about the influence of different cultures on their lives. This can be oral, written, or done with visuals.

EXTENSION:

- ◆ Have students do an oral history investigative report, talking to family members about products that were “new” to them. What products were learned about from trading at a trading post?
- ◆ Write about the impact of the internet on cultural diffusion.

APPENDIX:

Lizzie's Morning <http://www.nationalgeographic.com/xpeditions/activities/11/lizzie.html>

You may not have known it, but you interact with other cultures every day. You might wear clothing made in Asia, eat candy imported from Europe, or watch movies produced in Australia. Perhaps you like Latin American food or African music. In any case, you're part of what geographers call cultural diffusion—the spread of items and ideas across boundaries.

Lizzie's Morning

7 a.m. The clock radio blasts **Jamaican** reggae into Lizzie's room in Washington, D.C., and the music wakes her. As she comes to life, she thinks about school and the day ahead. She doesn't think about Guglielmo Marconi of **Italy**, who patented the radio. And she doesn't know that the first experimental radio broadcast took place in **Massachusetts** in 1906.

Lizzie gets dressed, heads to the kitchen, and makes a pitcher of orange juice, using frozen concentrate that was preserved by a process developed in **Florida** during the 1940s. The very same round, golden fruit was popular in ancient **China**.

Lizzie's mom uses an electric appliance to grind coffee beans from **Brazil**. The first version of this machine was invented in **Ohio** in the 1930s. (Before then people used manual grinders, which date to the 1800s.) Her mom pours the ground beans into a cone-shaped filter invented in **Germany** around 1900.

For breakfast, Lizzie eats a bowl of Kellogg's corn flakes, named after the **American** family that developed the cereal in the 1890s. As she eats, she glances at the newspaper. (The first regular weekly newspapers appeared in **Germany** in the early 1800s.)

After breakfast, Lizzie brushes her teeth. (The [Chinese](#) claim they invented the toothbrush in the 1400s.) She then says good-bye to her father, who is shaving with a safety razor—patented in 1901 by a salesman from [Wisconsin](#). The earliest safety razors date from [France](#) in the late 1800s. Centuries ago, people used shells and sharks' teeth as razors.

Lizzie gathers her stuff for school, including her saxophone—invented in [Belgium](#) by Adolphe Sax in the 1840s. She puts on her Walkman, developed in [Japan](#) in the 1970s. Then, when her mom isn't looking, she pops some gum into her mouth. People have enjoyed gum since ancient times, and the Indians of [Mexico](#) and [Central America](#) chewed chicle, a substance from wild sapodilla trees. Chicle was introduced to the [United States](#) in the 1860s.

Rain begins to fall as Lizzie leaves the house. She races back inside for her umbrella, which was made in [Taiwan](#). Umbrellas have a long past. They appear in artwork from ancient [Egypt](#), and they've been used in various cultures—both practically and ceremonially.

Back outside, Lizzie dashes across the street once the traffic light turns green. The first working traffic signal was installed outside the Houses of Parliament in London, the capital of the [United Kingdom](#). Modern traffic lights were invented in the early 20th century.

The smooth, solid road that Lizzie crosses is paved with macadam, a surface developed in part by [English](#) engineer John McAdam. Lizzie waits a few minutes for the bus that will take her to school. The first bus line was established in Paris, [France](#), in the 1600s, but it didn't last long. Not until the 1800s were horse-drawn buses a regular part of life in cities such as Paris, London, and New York.

Lizzie climbs aboard the bus, pays her fare, and heads off to school.

Hubbell Trading Post Recipes

<i>Food</i>	<i>Where produced</i>	<i>Distance</i>
Arbuckle's Coffee	Tucson, AZ. <i>formerly from New York</i> <i>Imported from South America</i>	_____
Enamelware Coffee Pot	Terre Haute, IN	_____
Navajo Frybread	Navajo Nation	
1 cup Blue Bird flour	Cortez, CO	_____
1/4 teaspoon salt	Zuni Reservation, NM	_____
1 teaspoon baking powder	Terre Haute, IN	_____
1/2 cup water	nearest spring	_____
<i>Knead and shape into tortilla shape and fry in hot oil or lard</i>		
Lard for frying	Cincinnati, OH	_____
Cast Iron Skillet	South Pittsburg, TN	_____
Mutton Stew		
1 Navajo-Churro arm	Navajo Nation	_____
1 onion	Farmington, NM	_____
4 potatoes	Farmington, NM	_____
4 carrots	Bakersfield, CA	_____
3 stalks of celery	Kalamazoo, MI	_____
3 small yellow squash	Hubbell Trading Post Garden	_____
Granite Ware Stock Pot	Lake Zurich, IL	_____
	<i>(or your local garden!)</i>	



The prairie dogs in the sheep pen are watching and suggest that you check the labels of the clothing you are wearing and the school supplies you use. See where your cultural trail has traveled today. Dig down and find out the places and cultures that are connecting with you today. Also make a chart like the one above using the foods and preparation tools that you used this morning for breakfast or this evening for your dinner.

PS Prairie dogs are found throughout most of the western United States from Canada to Mexico -- Montana, the Dakotas, Nebraska, Kansas, Oklahoma, Texas, New Mexico, Colorado, Arizona, Utah, and Wyoming -- including higher elevations of the Mojave, Great Basin and Chihuahuan deserts. They were noted on the Lewis and Clark Expedition in 1804.

More information of interest:



Arbuckle's Coffee Story

Yuban is an inexpensive brand of South American coffee. Its discovery is attributed to John Arbuckle, famous coffee roaster of the 1860s. Arbuckle patented the first national brand of coffee -- ARIOS--- and was said to be the greatest coffee roaster of his generation. According to Arbuckle Coffee Roasters, until 1865, coffee beans were sold "green" or unroasted. Coffee beans had to be roasted over a wood stove or campfire in a skillet before they could be ground by hand and brewed. Hand roasting was a tricky process, often resulting in burned beans that ruined the coffee's flavor. In 1865, brothers John and Charles Arbuckle patented a roasting process using a sugar and egg glaze on the beans that sealed in the flavor of the beans and shielded them from being burned. The new roasting process led to ARIOS's popularity and the Arbuckle Coffee Roasting Company's success.

Read more: What Is Yuban? | eHow.com

http://www.ehow.com/about_5114335_yuban.html#ixzz22lwEm25Q

To find out more about Navajo-Churro sheep look at the Hubbell Trading Post NHS brochures at our website:

<http://www.nps.gov/hutr/planyourvisit/brochures.htm>

Then click on Churro Sheep.

Much cooking is still done over an open fire at a cookout, sheep camp, or ceremony.





Something to do:

Cultural diffusion includes information and ideas as well as objects. Write a story of your visit to Hubbell Trading Post National Historic Site and find the places and cultures that are part of your visit.



Think about the date 1883, after the railroad reached Gallup. Think about the cultural diffusion that occurred here at Hubbell Trading Post during that early time. We often look at the objects that were traded by Mr. Hubbell. What information and ideas were traded?

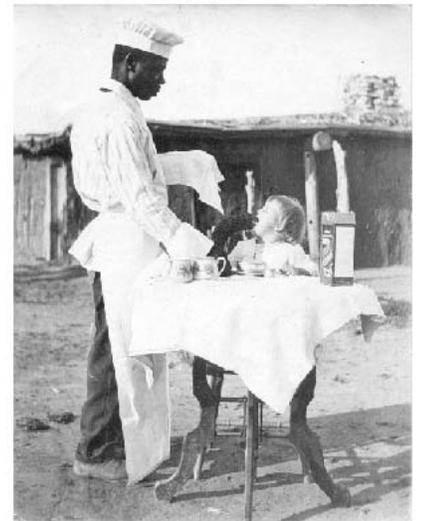


Now think of another period in the history of Hubbell Trading Post. Talk to your parents, grandparents, or other families and ask, "What was trading like in 1950, or 1960, or 1925?"





Cultural influences: exchanging ideas with Euro-Americans, Hopi, religions, and those who came to trade; bringing back ideas through education and travel; working with people from other places.



**For additional information, Fieldtrips, Traveling trunks and support materials,
Contact Director of Interpretation, Hubbell Trading Post National Historic Site,
PO Box 150 Ganado, AZ 86505 928-755-3475**

NPS.GOV/HUTR for additional info and resources.

Please email your lesson plans and finished designs to hutr_ranger_activities@nps.gov

nps.gov/hutr