

# Minnesota Writing Project

## --- Demonstration Lesson Template ---

**Title of lesson: Navajo Sand/Dry Painting**

**Suggested grade/age: 7th-8th**

**Approximate time needed to complete lesson:  
2+ days**

**Learning objective(s) and significance of lesson:**

(Why is this lesson important in the development of your students' skills or knowledge? What do you want students to learn or be able to do? What "best practice" does this lesson incorporate?)

**Students will create their own story/journey incorporating symbols that represent them.**

**•ELA 8.7.2.2**

**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection.**

**•Social Studies Standard 5**

**The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.**

**•Arts Standard**

**Compare and contrast the connections among works in media arts, their purposes and their personal, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.**

**Brief summary/outline of lesson:**

(What steps do you take to implement this lesson in your classroom? Where is this lesson located in the school year or unit—beginning, middle, end? Does this lesson scaffold or build to a culminating assessment or demonstration of learning?)

*This will occur the during the final 6 weeks of school during MCA pull out testing time.*

*Earlier in the year, students were exposed to a lesson on figurative language and symbolism in text. At this point, students learned about the importance of symbolism. What the definition is and how it connects historically. During this Unit, students are asked to access their prior knowledge about symbolism.*

**They will begin with a writing prompt:**

How is elementary school you different than you now? What did you like to do then and what are you interested in now? What classes, sports, activities do you participate in now? What ones are you looking forward to in high school?

After sharing in pairs or small groups, students will brainstorm some symbols that they are familiar with (smiley faces, good luck symbols, hearts, etc.).

They will be given a hand out of some common Native American symbols.

Students will be reminded of the medicine wheel - having four parts - symbolizing 4 directions, 4 races, 4 elements and 4 stages of life.

Students will be given the choice of a medicine wheel in 4 parts or a circle in 2 parts (since they are only in the 2nd stage of their lives).

Students will create a sand painting “draft” using color pencils.

**Related Resources:**

(What technology, articles, books, or supplies do you recommend?)

Kayla Snider Navajo Presentation:

<https://www.youtube.com/watch?v=soT6UhmimFY>

Medicine Wheel pdf:

<http://www.nd.gov/dhs/services/mentalhealth/prevention/pdf/medicine-wheel-all.pdf>

More about the Ojibwe Medicine Wheel:

<http://ojibweresources.weebly.com/medicine-wheel.html>

Native American Symbols & Descriptions:

<https://s-media-cache-ak0.pinimg.com/736x/d9/fb/06/d9fb0628bc3e6e5d86eb45c661cb0431.jpg>

Sand, tempura paint, glue and brushes (for the final sand painting)

**Possible extensions or adaptations for different purposes/student needs:**

**2 or 4 part circle**

**They can incorporate Native American symbols, but they do not have to.**

**For additional information, contact:**