Date:

Dear: ____________________________

We are looking forward to your visit to the Heard Museum. Your group #__________ is Scheduled for ____________ on _____________.

Please contact the Museum Tour Scheduler at 602.251.0268 as soon as possible if you find the need to change or cancel your visit. By keeping the museum informed of any changes, the Museum and its volunteer guides are better able to serve you and the many other groups requesting tours. Enclosed in this packet is a checklist, class preparation activities, word games and art activities. The activities are appropriate for both prior and post visit.

Please take a moment to share some of the following Museum manners with your class. The Tour Guides will review these as well:

1. No gallery object should be touched without permission by Guide.
2. The guides enjoy the children's questions. Please ask students to raise their hands and wear their name tags.
3. The class must remain together as there will be other groups touring the galleries.
4. Teachers and chaperones are responsible for discipline of the group. Adults must remain with the group.
5. Unless you have arranged for a Highlights Tour, it is not possible for your class to see the entire museum. Groups are required to follow the tour selected for the group.

We welcome your comments and suggestions concerning your visit. Attached is a survey, please take a moment to complete and return following your tour.

We look forward to providing you and your class an engaging experience.
Heard Museum
Bus Parking Information

Enter: Enter the Heard Museum grounds from the main entrance at 2301 North Central Avenue entrance.

Drive: Proceed to the bus bay is on the side of the Dorrance Education Center, first building on the right.

Unload: All students should exit the bus in this area. Your guide will meet you at the black iron gate. Students will enter the Education Center and leave all lunches, backpacks, water bottles, etc. in the cubbies provided. There are rest rooms and drinking fountains in the Center.

Parking: There is room for at least two buses to park in the bus bay. If the area is occupied, please pull up a little, let the students off, and then proceed to the main lot for parking.

Picnic: Students planning to picnic on Museum grounds will be directed to the Center's cubbies to retrieve their lunch sacks. The Amphitheater is a lovely space in nice weather.

Return: The guides will return students to the Education Center to collect all their belongings and re-board buses at the north side of the Education Center. Buses should be in the bus bay or pull up to this area for loading of students.

Bonus Tours: All Bonus Tours take place in the Education Center.
# Heard Museum — Teacher Check List

- Address: Heard Museum is located at: 2301 North Central Avenue, Phoenix, AZ
- Telephone: 602.252.8840

**Touring Information:** Have you provided the Museum with the following:
1. Number of students
2. Confirmed date and selected gallery for tour _________ **
3. Assigned touring time _________ *
4. Arrange to have buses arrive on time *
5. Canceled/reschedule trip _________; Contact: Tour Scheduler: 602.251.0268

- Has a Las Guias guide contacted you to confirm plans?
- Have you informed the museum of any special needs?
  - Physical disabilities
  - Emotional disabilities
  - English as a second language _________
  - Other ___________________________

- Have you provided at least one adult for every eight students and reminded chaperones they must be actively involved with supervising your group?
- Have you reviewed Museum manners with your group?

**Please Note:**
*Due to scheduling of other groups in the museum, allotted tour time must be strictly adhered to by your guide – 45 minutes. If you are late in arriving, your tour must be shortened so that we can tour those groups arriving after you time period.

**You have selected a particular part of the museum to tour with your students. Due to other scheduled gallery tours, Touring Guides will NOT able to take your students into unscheduled galleries.
Your

Tour Badge

Please make a copy of this badge for each student who is coming to the museum for a tour. Be sure that each person prints his or her name clearly and in large letters so that the guides can refer to each child by name. Our docents prefer to interact with the students in this more personal manner. Your guide or guides will also be wearing a name badge.

The badge features three different vegetables that are the staple of the American Indian diet; corn, beans and squash. Often referred to as the “Three Sisters” your students will learn about the importance of each plant. They will also see symbolism of each plant in basketry, jewelry, clothing, pottery, rugs, etc.
Heard Museum — Contemporary Native Peoples

The map provided identifies the current location of the Native peoples of the Southwest. During the guided tour, your class will view artifacts from some of the tribes listed below:

**Desert:**
- Tohono O'odham (formerly Papago)
- Akimel O'odham (Pima)
- Yoeme (Yagqui)
- Maricopa
- Quechan (Yuma)
- Cocopah
- Mojave

**Uplands:**
- Indé (Apache, White Mountain and San Carlos)
- Yavapai
- Havasupai
- Hualapai

**Colorado Plateau:**
- Hopi
- Diné (Navajo)
- Zuni Pueblo
- Laguna Pueblo
- Other Rio Grande Pueblos
Environmental Regions of the Southwest
Heard Museum
2301 N. Central Ave.
Phoenix, Arizona 85004
602.252.8840

Heard Museum School Tour Evaluation

In order to maintain the quality experience we offer at the Heard Museum, we ask you to take a few minutes to fill out the following questionnaire. Please return this to the address above c/o Education Department.

Quality
How many times have you brought your class to the museum?
☐ More than 5 times
☐ 2-5 times
☐ First time

What tour did you take?
☐ BONUS TOUR (Tour + Bonus activity)
☐ 45 minute tour
☐ other

If this is your first tour with us, how did you learn of us?
☐ colleague
☐ Heard Museum website
☐ Teachers event
☐ You are on our mailing list
☐ Newspaper article or ad
☐ Other

How would you rate the experience?
☐ 1 - bad
☐ 2 - poor
☐ 3 - satisfactory
☐ 4 - good
☐ 5 - excellent

Service
How easy was it to book your tour?
☐ 1 - impossible
☐ 2 - could have been easier
☐ 3 - okay
☐ 4 - fine
☐ 5 - no problems

Did you use any of the provided materials before your visit?
☐ yes
☐ no

Did you find these materials helpful?
☐ yes
☐ no

Would you return to the Heard Museum?
☐ Yes
☐ no

If you are not on our teacher's mailing list, would you like to be?
☐ Yes
☐ No

Email address: ____________________________

Additional Comments
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

About You
Name ___________________________________________ E-mail _____________________________
Address ________________________________________ Phone ____________________________
City, State, ZIP Code ___________________________ ___________________________

Thank you for your participation!
HOME: Native People in the Southwest

Your Guided Tour

When there are more than 20 students in a class, we frequently ask that you divide the students into smaller groups. Be sure to discuss group size with the guide who contacts you before you visit. The museum will provide guides for each group. Each group will experience the same tour, but in a different sequence.

Your guided tour will be in the long-term exhibit featuring the permanent collections of the Heard Museum, HOME: Native People in the Southwest. The students will view material from Ancestral Pueblo as well as the prehistoric Hohokam. The will view and discuss contemporary work by the Hopi, Navajo, Apache and O'odham peoples. Items on exhibit include pottery, rugs, jewelry, baskets, Katsina dolls, clothing and paintings. Tours will see a Hopi piki room and Navajo Hogan.

Your tour will be about 45 minutes in length. Please remember that each group of students and adult chaperones must stay with their assigned guide throughout the tour. Students and chaperones who wander from their group interfere with other tours and will not be able to enjoy the tour planned for them. Due to heavy scheduling demands, school groups must exit the museum following their tour. School groups may not visit other galleries after their tour unless additional per person fee is paid. We encourage students who wish to see more of the museum to return with their families.
Your

HOME: Native People in the Southwest

Tour Badge

Please make a copy of this badge for each student who is coming to the museum for a tour. Be sure that each person prints his or her name clearly and in large letters so that the guides can refer to each child by name. Our docents prefer to interact with the students in this more personal manner. Your guide or guides will also be wearing a name badge.

The badges show three different basketry designs found in Tohono O’odham baskets. When your class visits the museum they will hear that the black design in the basket is made from a natural material called “devil’s claw” and that it is a natural black, not dyed. Further, since devil’s claw is very strong, black is usually found in the center of the basket (where there would be most wear).

Tohono O’odham basket weavers continue to make baskets such as these. But students will see more new types of baskets as well: miniatures made from horsehair, wire baskets made from bailing wire, and baskets shaped like animals and people.
Mix and Match

HOME: Native People in the Southwest
at the Heard Museum

Fill in the blank with the letter next to the word that best completes the sentence.

1. The Ancestral Pueblo made blankets and socks using _________ feathers.  
a. black

2. Helen Cordero, a potter from Cochiti Pueblo, started making _________ dolls.  
b. Hohokam

3. The Hopi make _________ bread from blue corn, water and ash.  
c. beargrass

4. Indian jewelers use silver, turquoise, _________, coral and black jet.  
d. storyteller

5. O'odham baskets are woven using _________, yucca and devil's claw.  
e. violin

6. Hopi katsina dolls are made out of _________ tree roots.  
f. piki

7. The Apache _________ is made out of the dried stalk of the agave or century plant.  
g. turkey

8. The prehistoric _________ made clay figurines.  
h. cottonwood

9. Maria Martinez, a potter from San Ildefonso Pueblo, made _________ pottery.  
i. shell
Word Search

HOME: Native People in the Southwest
at the Heard Museum

Try to find the hidden words.

M X E S Q B A V T U J E B Z D M G
S T O R Y T E L L E R R W F R F U W
G K H G Q J E W E L R Y K C N B R
A C Z D U S R J R V I B U Z H F N
Y Y O V P X G B L P L O P Q E S J
Q L K P G S T L A T X L H Q V I V
B E X I I N A T V E T E R A N F E
A Q K K H O R N O A E D K E Z J A
S A U I O Z O P D C J A H G R U C
K W U P T G S Z Q P O W T K U T Z
E P A H T C E N F V A E S G Z N Y
T R P L B Q R U G T C I J H Z H C
U Z K E A I G A A H A Y N C I O H
I V K F S X R X M M C N N T N G F
O W V D A R D K R A W X X S I A O
R Z B T J X G D U T H C Z U A N C
O G G Y G N R C U J E T T U G H G

Select from the following words:

Basket, Sandpainting, Horno, Storyteller
Piki, Jewelry, Veteran, Hogan
Fill in the Blank

HOME: Native People in the Southwest
at the Heard Museum

Fill in the blanks in these sentences with the word that fits.

1. ________________________ is a Spanish word meaning "town."

2. The Ancestral Pueblo people lived on the Colorado ________________________.

3. The Hohokam dug miles of ________________________ to bring water to their villages and their crops.

4. The Ancestral Pueblo people made pottery using the coil and ________________________ method.

5. The Hohokam made pottery using the ________________________ and anvil method.

6. The three most important foods of Indian people are ________________________, beans and squash.

7. Prehistoric people used ________________________ fibers as a paintbrush.

8. The prehistoric Hohokam lived in the ________________________ Desert.

Select your answers from the following words:

yucca canals
Sonoran paddle Pueblo corn Plateau scrape
Art Activities

Make an Apache Pouch

The Apache people used small pouches for many things including personal grooming items, tinder for starting fires, sinew for repairs, etc. Once glass beads became available, the pouches were decorated. Sometimes a pouch shows different designs on each side. Pouches are made from tanned leather and were hung on the wearer’s belt.

To make this pouch, copy the pattern on index weight paper. Color the design and then cut out both parts. Use a hole punch to punch out the black dots. Use one piece of yarn to stitch the two pieces together. The flap should fold down over the front decorated area. An additional piece of yarn is attached to make a strap for carrying. If you wish short lengths of yarn may be attached to the bottom of the pouch to simulate fringe.

Your students will see Apache pouches on the tour of HOME: Native People in the Southwest.

Make a Navajo Wrist Guard or Kétoh

The Navajo made and used the kétoh as a form of protection for the wrist. Later, the kétoh was used as a decorative element like a bracelet.

Copy this pattern on index weight paper. Color the design: on the original, the turquoise stone in the center is surrounded by cast silver. This decorative piece is then attached to a leather band.

Students will also need a hole punch and short piece of yarn to complete the project. Detailed instructions are included on the sheet.
Make an Apache Pouch

Color and then carefully cut out the two pieces.

Then, using a hole punch, put holes where there are black dots.

Place the pieces back-to-back and use a piece of yarn to "stitch" the pieces together.

Finally, attach another piece of yarn in the top two holes to act as a strap.

Heard Museum
2301 North Central Avenue
Phoenix, AZ 85004
www.heard.org
Make a Wrist Guard or Ketoh.

The Navajo (Diné) made and used the ketoh as a form of protection for the wrist. It kept a bow string from hitting against the wrist. Later, the ketoh was used as a decorative element like a bracelet.

This ketoh was fashioned after one that had been made by a Navajo silversmith sometime before 1930. It was originally made by casting silver and adding leather as a backing or support.

1 Color the curved butterfly-like design and the turquoise stone in the center. Then color the outside band area.

2 Cut ketoh out by following along the bold line.

3 a) Place ketoh around the wrist, making sure that the band with black dots overlaps the other band.

b) Adjust the band to your wrist size making sure that it is loose. Then mark the end of the band with a crayon or pencil.

c) Remove the ketoh from the wrist and line the edge up to your marked line. Then, punch two holes through both the upper band and lower bands in one full motion of the paper punch.

4 Place ketoh back around your wrist and tie with a piece of string or yarn.
Your WE ARE! ARIZONA'S FIRST PEOPLE Tour

This gallery space is limited to 30 students at one time. If you are visiting with more than 30 students, you are asked to divide your group in half.

If your group is larger than 30 students,
OPTION A: half of your group will visit We Are! Arizona's First People. The other group will be in another gallery you have selected when you booked the tour. After 45 minutes, the groups will change places. Be sure to discuss group size with the guide who contacts you before your visit. The Museum will assign guides to each group. Each of the groups will experience the same tour, but in a different sequence.
OPTION B: half of your group will visit We Are! Arizona's First People. The other group will participate in the Bonus Tour Activity in the classroom of the Dorrance Education Center. After 45 minutes, the groups will trade places.

The tour you have selected exhibits information about all 21 federally recognized Native American communities. Each has equal attention. There are some interactive activities in this gallery, but no more than two students at a time can be accommodated. We recommend that you discuss with your guide what activities you can take back to your classroom for a follow-up to your museum experience.

The learning objectives for this gallery are:
* Not all Native American peoples are the same. There are many differences among them. To use the word “Indian” or “Native American” is to overlook these differences.
* There are many different Native American groups now living in the state of Arizona. This exhibit familiarizes you with all of them, but you are not expected to be able to recite all the names when you leave the gallery!
* Native American people are not living in the past nor are they “gone” or “extinct.” They are a part of our state today. That's why we use the title: WE ARE! And each section of the exhibit starts with the statement; "We are ..."
* There are three themes that are repeated throughout the exhibit that are of importance to Native Americans: the importance of the land; the importance of native languages; and the importance of the family.

Please note: Guides prefer to address children by their first name, rather than by pointing. Please make sure that each child is wearing the enclosed nametag upon arrival at the Museum. Please photocopy for each child the nametag provided. Children may color or decorate the tags as they wish. The nametag identifies the student as a member of a specific tour.

Your tour of the gallery will be approximately 45 minutes in length. Please remember that each group of students and adult chaperones must stay with the assigned guide throughout the tour. Students or chaperones who wander from their own group interfere with other tours and will not be able to enjoy all the activities planned for them. Due to heavy scheduling demands, school groups must exit the Museum following their tour(s). School groups may not visit other galleries on their own after their tour. We encourage children who wish to see more of the Museum to return with their families.
WE ARE! ARIZONA’S FIRST PEOPLE Tour Name Badge: 
A Map of the State of Arizona

We live in a remarkable state. Arizona has a rich history – and an even more exciting and
diverse present and future. Today, there are 21 federally recognized Native American
Reservation communities within the boundaries of the state. Each of these communities has a
unique history. Each community continues to maintain the traditions that have sustained them as
a people since they came into being. Many Arizonans know the names of only a few of these
communities. This exhibit features all 21.

Since Native Americans (Indians) are frequently portrayed in the past, Americans often make the
mistake of thinking that there are no more Native Americans or that the traditions have been lost.
This is why the exhibit is titled: WE ARE! Arizona’s First People. Each section of the exhibit
begins with the statement: “We are...”

Visitors discover that there are three themes that are found in the exhibit: the importance of the
land; the importance of native languages; and the importance of the family.
We Are! Arizona’s First People
Activity Sheet

Fill in the crossword puzzle by using the clues.
Across

1. Many people of the southwest used a mano and ___ ___ ___ ___ ___ to grind corn into cornmeal.

2. The Apache call thems the ___ ___ ___ !.

3. A ___ ___ ___ ___ ___ is an outside shade structure where people can eat, work and sleep in the hot weather.

4. A ___ ___ ___ ___ ___ ___ is a section of land set aside by the U.S. government for exclusive use by a group of people.

Down

1. A ___ ___ ___ ___ ___ ___ ___ ___ is a branch or a small arm of a river which flows into and becomes a part of the larger river.

2. A ___ ___ ___ ___ ___ ___ ___ School is a school where children live and go to school.

3. Many Navajo women are ___ ___ ___ ___ ___ ___.

4. A ___ ___ ___ ___ ___ ___ ___ ___ is a custom or belief that has been handed down by word of mouth from generation to generation.

5. A ___ ___ ___ ___ ___ ___ ___ is a large, flat uplifted area of land.

6. ___ ___ ___ ___ is the main food crop of the Hopi people.

Select your answers from the following words:

Boarding  Reservation  weavers  tradition
plateau    Inde       tributary  metate
ramada    Corn
We Are! Arizona’s First People
Activity Sheet

Try to find the hidden words.

W N V C S A K I M E L O O D H A M T
J E F C A Z O T R N G Q K N J X G Q
E C G A G D H S U L C H H G U T F U
X R Y B E X I A Y T F R O I P I V K
M K N A V A J O V L R Q P H Q Z F O
A X F L P U W M V A T M I H G B V Q
R I G C B A B M X W S C B Z F T X Z
I E S L T O I Z D Q Y U O X T B O R
C N K G V S W U U U K J P C P K E A
O I L L U G V X T F F X F X A O T Q Q
P Q P G E D O K M E H H Y G I P R U
A M H Q I Z S G K Y J Z R H O R A C
Y I O K D C T P T A A J X L I I H H
N N A H I V X C N Q U E C H A N V X
M D A E A S I H S U Z R Y D U C L X
H E N Y A V A P A I V O X Q X S G L
J L H V W E E E F J S J B D Z S N Z
I Q K G M E A P K Q C O I S O X F J

Select from the following words:

Yaqui                Akimel Oodham             Mohave          Paiute
Inde                 Navajo                   Havasupai       Cocopah
Quechan             Maricopa                 Yavapai         Hopi
We Are! Arizona’s First People
Activity Sheet

Fill in the blank with the letter next to the word that best completes the sentence.

1. Many Yaqui people live near Phoenix in the town of _________. a. cotton
2. The Native Americans who live at the bottom of the Grand Canyon and on the North Rim are the _________. b. Navajo
3. The _________ Reservation is very large, about the size of the state of West Virginia. c. Colorado
4. In the past, before the dams were built across it, the Quechan and Mohave people were able to catch many different kinds of _________ in the Colorado River. d. Guadalupe
5. The Apache people call themselves _________. e. Havasupai
6. The _________ are Native Americans who traditionally live along the Colorado River. f. saguaro
7. The Hopi men grow corn, beans and squash using a method known as "_________ farming." g. fish
8. The Hopi live in communities that look like adobe apartment buildings called "_________," the Spanish word for "town." h. pueblos
9. The Tohono O'odham celebrate the New Year when the _________ cactus fruit ripens. i. turquoise
10. The Navajo and Hopi Reservations are both on the _________ Plateau. j. Inde
11. Before sheep were brought into the Southwest by the Spanish missionaries, the Native Americans wove their clothing out of _________ . k. Quechan
12. Navajo silversmiths make jewelry using silver and _________. l. dry
We Are! Arizona’s First People
Activity Sheet

Decode the word in each sentence.

1. Navajo children are often responsible for taking care of large flocks of ___ ___ ___ ___.
   kreeo

2. Navajo weavers create beautiful rugs and blankets using a ___ ___ ___ ___.
   fssu

3. In the Spring, the Navajo shear the sheep for their ___ ___ ___ ___.
   gssf

4. During Worl War II, Navajo men formed a special, secret unit called the Navajo ___ ___ ___ Talkers.
   asme

5. In the past, the Navajo people on the reservation had to get all their supplies at a ___ ___ ___ ___ Post.
   vzqmnnjp

6. The door to a Navajo home always faces ___ ___ ___ ___.
   eqkv

7. The capital of the Navajo Nation is ___ ___ ___ ___ ___ Rock.
   gnjmsg

8. A traditional Navajo home is called a ___ ___ ___ ___.
   rspqj

9. A Navajo artist who makes jewelry is called a ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.
   knfyekunvr

10. The Navajo people call themselves ___ ___ ___ ___.
    mnje

Secret Code:

a b c d e f g h i j k l m n o p q r s t u v w x y z
q i a m e c p r n w t f u j s o h z k v d y g l x b

Select your answers from the following words:

silversmith  wool  sheep  Dine  Window  Trading
East  loom  Code  hogan
Your EVERY PICTURE TELLS A STORY Tour

This tour is limited to a maximum group size of 30. There is not enough room to allow more than that number in gallery, and because of concern for safety, we must strictly enforce this rule.

If your group is larger than 30 students,
OPTION A: half of the youth will go into the gallery and half will be guided on a sculpture tour of the grounds. After 45 minutes, the groups will trade places.
OPTION B: half the youth will go into the gallery and half will participate in the Bonus Tour Activity in the classroom of the Dorrance Education Center. After 45 minutes, the groups will trade places.

The tour you have selected will focus on the special exhibit Every Picture Tells a Story. The message of the exhibit is that artists usually tell a story about their environment, their lives and their experiences in their art. The exhibit focuses on several environmental zones of the United States and Canada: The Southwest, the Woodlands, the Northwest Coast, the Arctic and the Plains. In each section, there are artifacts and stories to be discovered. There are a limited number of hands-on activities to be experienced.

Your tour will last approximately 45 minutes. The group will be kept together for the first 20 to 25 minutes of the tour. Your guides will work with the group in directed looking exercises and, in the Arctic area, there will be two stories told. For the final portion of the tour, students should be divided (by you) into groups to do the activities. A chaperon should supervise each group.
We recommend that you concentrate on doing the activities that can only be done in the gallery and ask to take back to school those activities which can be done elsewhere. This is especially important if your group is larger than 15 students.

Please note: Guides prefer to address children by their first name, rather than by pointing.
Please make sure that each child is wearing the enclosed nametag upon arrival at the Museum. Please photocopy for each child the nametag provided. Children may color or decorate the tags as they wish. The tag for your class has a leaf on it. Wearing it will identify each child as a member of the tour.

Your tour will be approximately 45 minutes in length. Please remember students and adult chaperones must stay with the assigned guide throughout the tour. Students or chaperones who wander from the group interfere with other tours and will not be able to enjoy all the activities planned for them. Due to heavy scheduling demands, school groups must exit the Museum following their tour. School groups may not visit other galleries on their own after their tour. We encourage children who wish to see more of the Museum to return with their families.
Your EVERY PICTURE TELLS A STORY Tour Badge

Please make a copy of this badge for each student who is coming to the museum for a tour. Be sure that each person prints his or her first name clearly and in large letters so that the guides can refer to each child by name. Our docents prefer to interact with the students in this more personal manner. Your guide or guides will also be wearing a name badge.

There is a maple leaf to color on the badge. Students will see leaves like this in the Forested Great Lakes area of the exhibit. Remember that the name of the exhibit is Every Picture Tells a Story and all the artifacts that your students will see tell us about where the artist lives and some of the plants, animals and natural phenomena that are important to their community.

Maple leaves are beautiful in the autumn when the leaves turn yellow, orange and red. But the maple tree also is an important source of sweetening and was used by the Native Americans long before the Europeans came to this hemisphere. Today, your students probably associate maple syrup with pancakes for breakfast!
Personal Stories

Although many of the stories that you encounter in the exhibit Every Picture Tells a Story at the Heard Museum are traditional ones, one is about an artists’ personal experience. Traditional stories can only be told, most American Indians believe, in the winter when the animals are asleep. Personal stories however, can be told any time.

A small pot by Rosemary “Apple Blossom” Lonewolf, Santa Clara Pueblo, tells the story of Lonewolf’s first visit to New York City. She was, she says, a girl from a quiet rural area who suddenly found herself among tall buildings and lots of noise!

This narrative is appended.

In the classroom

Hearing or reading these narratives may be used in your classroom in several ways that address the State Standards:
R-E2:PO3. Summarize the text in own words.
R-E2: PO6. Summarize the text in chronological, sequential or logical order.
R-E2: PO9. Identify the author’s purpose, feelings and point of view.

This narrative might also be used as an example or model for the students own writing, thus addressing State Standards:

W-F3. Write a person experience narrative or creative story that has a beginning, middle and end and uses descriptive phrases to develop ideas and advance characters, plot and setting.

W-E3. Write a summary that presents information clearly and accurately, contains the most significant details and preserved the position of the author.
Personal Stories

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W-F3. Write a person experience narrative or creative story that has a beginning, middle and end and uses descriptive phrases to develop ideas and advance characters, plot and setting.

W-E3. Write a summary that presents information clearly and accurately, contains the most significant details and preserved the position of the author.
HALF-BREED'S HORIZONS relates my impressions as a Pueblo Indian woman visiting New York City in 1985 for the first time. In this self-portrait pot, I tell what it is like to come from not only a rural community, but also one of cultural differences.

story continued on back →
New York City was a total overload of the five senses. It was a complete contrast to my tranquil village, where the sound of a barking dog or an unfamiliar car draws attention. Towering skyscrapers and bustling department stores replaced the adobe homes I was accustomed to seeing. Hundreds of pedestrians rushed by on the sidewalks while yellow taxis, interspersed with an occasional black limousine, filled the streets. The fragrant aromas of international cuisine filled my nose, yet I craved the spicy red and green chili of the Southwest. Foreign accents caught my ear, but I never heard a word of Tewa, my native language.

While I found myself excited by the vast opportunities and experiences of the city, I also felt a bit out of place. I considered myself a contemporary, open-minded and even adventuresome woman, as I had not been totally raised on a reservation. Being of mixed blood, I was exposed to the values of both the Indian and the Anglo worlds. I felt comfortable in both.

New York City was such a contrast to my life at Santa Clara Pueblo. Now I wondered, “How could I possibly remain an Indian in such an environment?” That is a question still unanswered. This continuous search for “me” in the two worlds is a constant blending from both sources. I go back and forth, taking from each that which suits me, resulting in a unique space meant just for me.

This story was told by Rosemary Lonewolf, Santa Clara, 2002.
EVERY PICTURE TELLS A STORY
At the Heard Museum
Farmers of the Southwest: FILL IN THE BLANK

Fill in the blanks in these sentences with the word that fits.

1. The ____________ of a bird is specially adapted to help the bird eat specific foods.

2. ____________ may eat our favorite sweaters! but they are important insects in the ecosystem.

3. The Hopi grow a lot of corn in their fields, but they have very little water for their crops. So most Hopi prayers are prayers for ____________.

4. Pueblo artists ____________ their pottery using brushes made from a yucca leaf.

5. ____________ is mixed with water and used to make pottery.

6. The ____________ live on three mesas in northeastern Arizona.

7. Blue corn, saltbush ash and ____________ are mixed together to make a thin liquid batter for Hopi bread, called "piki."

8. Hawks and eagles are considered special ____________ because they fly very high and are good hunters.

9. The ____________ is respected by many Native American people because it is always found around clear, fresh water.

10. Feathers from the ____________ or tail of a bird are often shown on pottery.

11. Many Pueblo people live along the Rio Grande ____________.

12. Because the ____________ changes its form, it is honored by the Hopi.

Select your answers from the following words:

water  Moths  butterfly  birds  wing
Clay    River  dragonfly  beak  Hopi
rain    paint
EVERY PICTURE TELLS A STORY
At the Heard Museum
The Arctic: WORD SEARCH

Try to find the hidden words.

J X H G L A C I E R S L Q X P W
M M Y K V U M D Y E F D D B I N
O S A P B D A E K N J A S E Q D
S G E H C V V C D Y I E O A Z V
U X J A N F A K M Q H G I G Z P
G K D K L T I S H C N W U U Z T
O A P N N C S S L E D S G L P X
J Y Y Z O U R N H N Z T P W T K
H A R P O O N O F Y A E G E I E
R K I M N U M W G I D W T G I J
A R C T I C Q K D U G Q P M K M
J Z T B C T G M G X R L G G V B
E J X I E S T J O L J X O L I R
F K T R M A Z E N H U P Y O E P
O X T C R J R F N F T L F M W I
T V E Y X L F X M S I F Y E A E

Select from the following words:

Arctic     seal     snow     mittens     fish     igloo
sled       kayak    ice      harpoon    Bear     glacier
Write your own sentence using the underlined words.

1. ducks  Small game birds, such as ducks, can be caught in nets.

2. deer  Venison is meat from deer.

3. Geese  Geese are large birds hunted for food.

4. flowers  Morning glories are flowers that bloom only in the early morning.

5. birchbark  Baskets can be made from birchbark.
6. snake A beaded snake can be seen crawling over the left shoulder on the vest made by Delaware artist Joe Baker.

7. berries The people of the Great Lakes area gather many different fruits and berries such as cherries, blueberries and apples.

8. leaves Many trees in the Great Lakes area drop their leaves in the winter.

9. lake A large lake can provide a good environment for many fish and birds.

10. maple The leaves of the maple trees turn bright colors in the autumn.
EVERY PICTURE TELLS A STORY
At the Heard Museum
The Northwest Coast: MULTIPLE CHOICE

Each sentence has one word missing. Circle the missing word.

1. The halibut is one type of ________ used for food. It is flat and has both eyes on one side of its head.
   A. fish
   B. canoe
   C. ocean
   D. button

2. The Northwest Coast Indians traveled from one village to another using a large wooden ________.
   A. canoe
   B. raven
   C. salmon
   D. totem

3. The ________ trees that grown in the area are tall and straight. They are used to build boats and big houses.
   A. cedar
   B. wolf
   C. fish
   D. raven

4. The ________ pole tells the history of a person or family and is placed outside the house as identification.
   A. totem
   B. ocean
   C. button
   D. fish
5. Northwest Coast villages used to be a single row of houses lined up and facing the _________.
   A. raven
   B. whale
   C. cedar
   D. ocean

6. Northwest Coast Indians use a white _________ as decoration on important pieces of clothing.
   A. fish
   B. salmon
   C. whale
   D. button

7. The ________ is an important clan symbol for the Northwest Coast Indians. It is also a symbol of the United States.
   A. ocean
   B. totem
   C. frog
   D. eagle

8. The _________ returns upstream to where it was born in order to lay its eggs.
   A. whale
   B. ocean
   C. totem
   D. salmon

9. The jet-black _________ is a bird that is very smart and is believed to play practical jokes and get into mischief.
   A. fish
   B. raven
   C. eagle
   D. cedar
Across

1. The skin of an animal is called a ___ ___ ___ ___.

2. The most important musical instrument for Native Americans on the Plains is the ___ ___ ___ ___. They say it is the heartbeat of Mother Earth.

3. In the past, Native Americans used a bow and ___ ___ ___ ___ ___ for hunting.

4. You can find your way at night, even without a map, if you know how to recognize the ___ ___ ___ ___ in the sky.

5. A hide shoe is called a ___ ___ ___ ___ ___ ___ ___.

6. The eagle ___ ___ ___ ___ ___ ___ is considered sacred and is used in many honoring ceremonies.

7. ___ ___ ___ ___ ___ ___ grow throughout the Plains and certain men of the community had the job of bending the blades to the ground to make a place for camp.

Down

1. Clothing is decorated with elaborate ___ ___ ___ ___ ___ ___ ___.

2. The Native Americans hunted the ___ ___ ___ ___ ___ ___ ___ ___ for food.

3. The traditional cone-shaped home used on the Plains is a ___ ___ ___ ___.

4. An animal hide that has been tanned becomes ___ ___ ___ ___ ___ ___ ___, and was used for all types of clothing.
5. The __________ made it possible to move over greater distances on the Great Plains.

Select your answers from the following words:

feather    beadwork    arrow    leather
tipi        hide       stars     drum
horse       buffalo    moccasin Grasses
EVERY PICTURE TELLS A STORY
At the Heard Museum
The Desert Southwest: MIX AND MATCH

Fill in the blank with the letter next to the word that best completes the sentence.

1. The root of the _______ is used for shampoo, and the leaves are used for weaving.
   a. cactus

2. The _______ is attracted to bright red and pink tubular flowers.
   b. lizard

3. Indians of the Southwest make _______ from clay.
   c. basket

4. _______ is the Spanish word for town. Some Native Americans, who live in villages, are called Pueblo Indians.
   d. silver

5. The metal used in Navajo jewelry is _______.
   e. Chili

6. _______ peppers are a spicy food first discovered by the Native Americans of the Southwest and Mexico.
   f. turquoise

7. The blue stone that is used in jewelry of the Southwest is _______.
   g. yucca

8. A _______ is an animal with four legs and a long tail -- which sometimes falls off!
   h. Pueblo
EVERY PICTURE TELLS A STORY
At the Heard Museum
The Great Plains: CROSSWORD PUZZLE

Fill in the crossword puzzle by using the clues.
Welcome to the Heard Museum! As a self-guided group, you will have the opportunity to visit any or all of the Heard Museum galleries. If this is your first visit, we suggest that you start in the HOME: Native People in the Southwest exhibit.

In HOME, here are some things to look for:

- The entry ramp to the HOME exhibit showcases Indigenous Evolution by Santa Clara/Tewa ceramic artist Rosemary Lonewolf and Isleta glass artist Tony Jojola. Imbedded in the poles are signs used by potters and artists in the Southwest: birds, butterflies, a calendar stick, horned toads and various cacti.
- Ancestral Pueblo (formerly Anasazi) pottery is decorated with symbols that refer to rain: zig-zags, fine lines, whirlpools, etc. These people grew corn, beans and squash.
- The Spanish brought new tools, new animals, new religion, new crops (such as wheat) and the horno or beehive oven. Hornos are still used today.
- While pottery was made for use in the past, today most pottery is made for sale. Artists make black pottery, carved pottery, pottery with inlay and figurative pottery (storyteller dolls).
- The jewelers of Zuni Pueblo make pieces that are characterized by fine stone shaping and setting. Mosaic, needlepoint, inlay and carved stones are their specialty.
- Hopi katsina dolls (formerly kachina) are made and given twice a year to girls. The Katsina are spiritual helpers who live in the seeps and springs of the San Francisco Peaks. At the Winter Solstice they travel as clouds and then take up residence in the Hopi villages. They take a physical form and then through song and dance help the Hopi follow the Hopi Way and prepare for the planting of corn. The Katsina return to their home in the Peaks after the Summer Solstice. The girls are given the dolls as a way to teach them about their religion.
- The painting by Ray Naha shows the girls getting their doll at the Home Dance (at the time of the Summer Solstice). The boys are given other items such as rattles, bows and arrows, ball and stick game or moccasins.
- The Navajo traditional home or Hogan always has a doorway that faces East. The proper way to enter the Hogan is to walk clockwise: that is, turn to the left after entering and continue around the walls. The floor is always dirt (Mother Earth) and there is a smoke hole in the roof to admit Father Sky. Although few Navajo still live in Hogans, this structure is used for many ceremonies.
- Traditionally, Navajo women are famous for weaving and Navajo men are well-known for silver smithing. Today, both men and women do both of these arts.
- The prehistoric Hohokam lived in central and southern Arizona as well as northern Mexico. They are famous for digging miles of canals to water their crops of corn, beans and squash. They were so successful that they traded for other items such as shell, turquoise and parrots (see the pot in the shape of a parrot).
- The O’odham (formerly Pima and Papago) are the descendants of the Hohokam. The painting shows the O’odham New Year Celebration that takes place when the saguaro fruit is harvested (around July 4).
• The O’odham make baskets for sale and find inspiration for their designs in many new experiences: look for the basket with the train or the letters.
• The Apache moved frequently so they depended upon baskets to carry food and water. Look for the baskets covered with pine pitch, making them waterproof.
• The Apache cradleboards reveal what band of Apache they are: observe how the hood that goes over the head of the baby is different for each cradleboard.
• American Indians are very patriotic and there are many veterans. Look at the carving of the Navajo Code Talkers (there were Hopi, Kiowa, Cherokee and other Indian Code Talkers as well). Look for the bracelet featuring a Purple Heart.
• The flag woven by a Navajo woman for the bicentennial flew over the Arizona State Capitol as well as the Capitol in Washington, D.C.

In the WE ARE: Arizona’s First People exhibit:
• The map shows the current location of the 21 federally recognized American Indian communities in Arizona.
• The puzzles and sound domes allow visitors to hear various native languages.
• The mural illustrates four historical situations that greatly impacted American Indian people. The text is on the large panel near the sitting area.

In EVERY PICTURE TELLS A STORY, students can see how artists are inspired by their environment. Seven different areas are featured: Plateau Southwest, Rio Grande Valley, Desert Southwest, Great Lakes, Northwest Coast, Arctic and Plains. There are hands-on activities for visitors in this gallery.

In the REMEMBERING OUR BOARDING SCHOOL DAYS on the upper floor, you can experience what the young Indian children endured as they were taken from their families and sent to school.

In AROUND THE WORLD (also on the second floor) the museum showcases items from its collection from North, Central and South America, as well as Hawaii.
• Look at the variety of cradle boards from North America. They could be called “the original car seat” since the cradleboard was used to protect the child, especially when traveling.
• Look for the small child’s cap made by the Nez Perce. It is decorated with quill work, something used before glass beads became available through trade.
• It rains a lot in the Pacific Northwest! Indians there made rain hats out of cedar bark. Contemporary Tlingit artist Preston Singletary has copied the shape in red glass.

Other galleries feature short-term Special Exhibits.