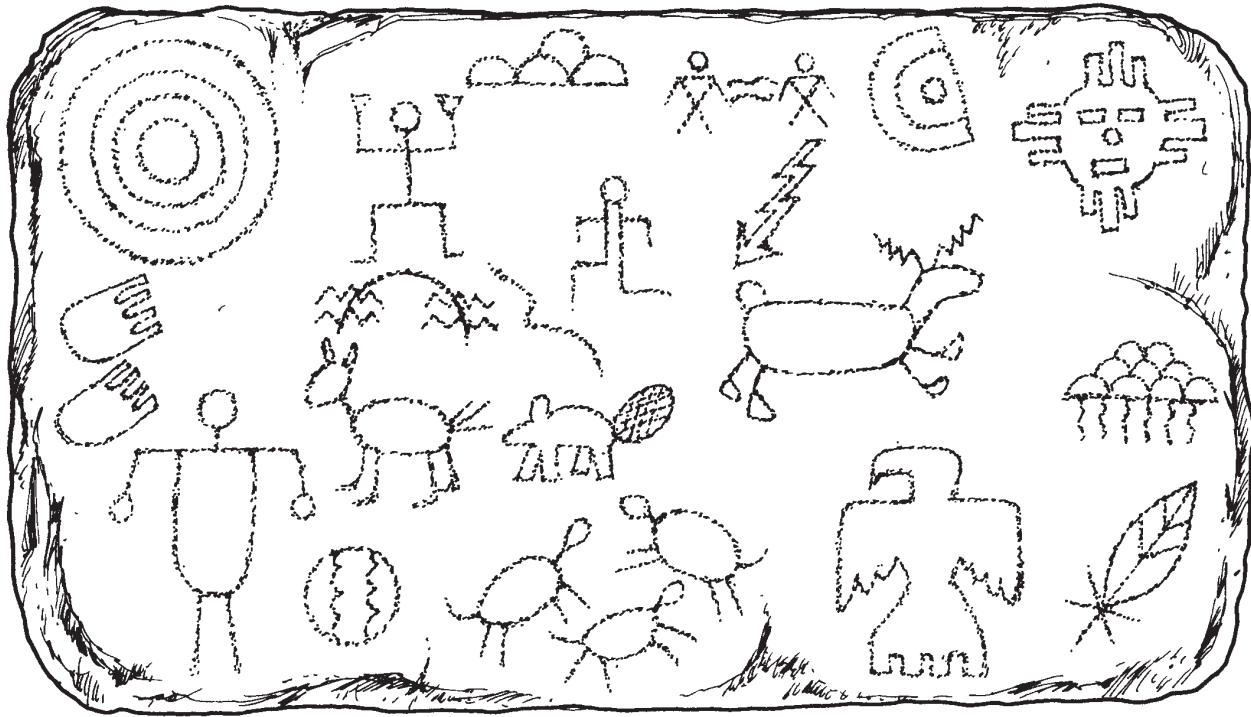


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Pictographs



Before the alphabet was developed, many ancient peoples communicated messages and beliefs and recorded their tribal history by *pictographs*, meaning “picture writing.” There are two kinds of picture writing found on the walls of Canyon de Chelly. **Petroglyphs** are symbols *cut* into the stone. **Pictographs** are symbols *drawn or painted* on any surface. Indians applied such symbols to their bodies, homes, horses, weapons, arts, and crafts. Symbols varied from tribe to tribe.

The earliest pictographs on the walls of Canyon de Chelly were Anasazi writings, but most were written much later by the Navaho. Their meaning is often unclear. Some older symbols represent Hopi Kachinas. Pictures of horses had to have been painted by the Navaho, who got horses from the Spaniards. The Anasazi did not have horses. Now create your own drawing.

Materials

- brown paper lunch bags
- crayons

Directions

1. Roughly tear along the bag’s seam and tear off the bottom. Crumple the paper into a tight ball to wrinkle. Open and tear in an irregular shape for cave walls. Choose or create your own pictographic symbols to pencil in a Navaho “picture message.” Then, using brightly colored crayons, heavily color the symbols. Print the meaning of the message at the bottom of the page and share it with your classmates. Display the finished products.
2. Create your own symbols to write a picture message to people coming centuries after you. Remember, these people may not read English.

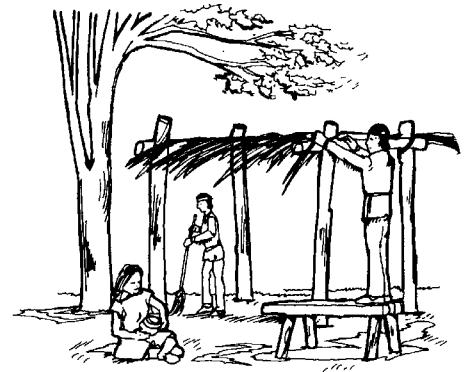
Model Navaho Village

This culminating activity gives your students a chance to work together on many hands-on projects derived from projects which they have completed during the reading of *Sing Down the Moon*. Sharing these with family and friends will make the book even more meaningful for them.

Work together in groups of four to six to build various parts of a model village. Draw a plan for a Navaho village such as the one Bright Morning might have lived in. Include your previously made hogans. Remember that the Navaho were not only great hunters, sheep herders, potters, basket and blanket weavers, and silversmiths. They were also gatherers and farmers who grew beans, corn, squash, and fruit trees so you will need to portray all these aspects of Navaho family life. Shelter from the sun while weaving, grinding corn, or doing other outside work was important throughout Canyon de Chelly.

Materials

- 4' x 4' (1.2 m x 1.2 m) plywood or heavy cardboard for the project's base
- papier-mache for mesas, hills, gardens, orchards, streams, ponds, rivers, etc.
- pipe cleaners and scraps of cloth for Indians
- cotton for sheep and smoke from hogans
- twigs for shelters and trees
- chopped grass/weeds for ground cover
- gravel and redwood chips for boulders
- small container of glue
- index cards for small descriptive captions and project title, students' names



Directions

1. Plan well and chart what each group will be responsible for and which individuals will create the various parts and figures.
2. Follow package directions for papier-mache to begin constructing your village so it will have hills, mesas, gardens, orchards, wooded areas, meadows, streams, rocks, fallen trees, etc. Allow this base work to dry a couple of days before gluing the figures on.
3. Begin to add features showing daily life in the village. Use several hogans. Create animals (sheep, horses, dogs, eagles, etc.) and people about 2-3 inches (5-8 cm) tall.
4. Make your village come to life by bending the people in positions as if they are going about their daily lives: women weaving, grinding, cooking, and making pottery and baskets; men hunting, clearing fields, chopping down trees, carrying wood, and planting the garden; children tending the sheep, gathering berries, beans, squash, and corn, carrying water, and playing.
5. When the model village is completed, attach small labels describing what is happening and a large project label with the title and the names of all who worked on it.