

SPEAKERS IN THE SCHOOLS

Presentation 1 Arizona Standards addressed- *Social Studies—Strand 1, Concept 3: PO 2 & PO 3/Concept 5: PO 5-/Concept 7: PO 5/ Concept 8: PO 3-4th gr; Strand 1, Concept 5: PO 2-gr 5; Strand 1 Concept 2: PO 3; Strand 1, Concept 2: PO 2/Concept 4: PO 6-gr 8. Music—Strand 2, Concept 2: PO 2-gr 8; Strand 2, Concept 3: PO 2-gr 4, 5, 6, 7, 8; Strand 3, Concept 2: PO 2-gr K-8. Dance—Strand 2, Concept 1: PO 1; Strand 2, Concept 2: PO 1, PO 2, PO 3*

Native American Stories in Music and Culture

Various rituals from Arizona's tribes are discussed and compared using live and recorded music, stories and verse. With four language groups represented, each group has its unique musical and ethnographic characteristics as well as interesting similarities. The Great Tellings of the Mohave are also verse/maps that revealed directions to the Mission Tribes; songs of the Navajo taught moral lessons; and the Apaches had a ritual component for "teen dances." The oral history was kept alive through these traditions. Music was an important part of social life for tribes: daily swimming songs of the Pima, the Yavapai Cricket song sung during acorn gathering, the Apache Old Big Owl Witch Song, to enjoin children to good behavior. Dr. Craváth shares paintings and archival photographs as well as interactive dancing and music.

Media required: LCD projector; speakers for iPod; table for instruments; and room for audience participation

Presentation Information 2 Arizona Standards addressed-(*Social Studies—Strand 1, Concept 8: PO 5-gr 7; Strand 1, Concept 7: PO 3/ Strand 1, Concept 8: PO 1-high school. (Music—Strand*

2, Concept 1: PO 1-gr 4; Strand 2, Concept 1: PO 1/Strand 2, Concept 2: PO2 ; Strand 2, Concept 2: PO 2-gr 5, 6, 7. Strand 2, Concept 3: PO 2-gr K-8

Heroes Among Us: Distinguished Native Americans

After European colonization it was not easy being Native American. Yet, in spite of genocide, forced education through boarding schools, and placement on reservations, there is a rich history of our Indigenous citizens who have distinguished themselves. Historically, Spanish explorers such as Father Garces, speak of the scouts who assisted him bravely through foreign tribal lands. The Mohave Chief Iretaba, ensured that two different army survey parties—Whipple and Ives—negotiated their way safely through the complex terrain of western Arizona, and later he negotiated peace with the various tribes. Geronimo led the only band of America’s Indians never to be defeated by the United States military. Carlos Montezuma, a Yavapai, was one of the first Native Americans to become a medical doctor. He advocated on behalf for better medicine, treatment—and for citizenship of Indigenous peoples. Ira Hayes was one of the four soldiers to raise the flag at Iwo Jima. His life was heroic and tragic. These and other stories are told by Dr. Cravath, with music, images and interactive participation.

Media required: LCD projector; speakers for iPod; table for instruments

Presentation Information 3 Arizona Standards addressed- (*Social Studies—Strand 1, Concept 3: PO 2 & PO 3/Concept 5: PO 5-/Concept 7: PO 5/ Concept 8: PO 3-4th gr; Strand 1, Concept 5: PO 2-gr 5; Strand 1 Concept 2: PO 3; Strand 1, Concept 2: PO 2/Concept 4: PO 6-gr 8. Music—Strand 2, Concept 1: PO 1-gr 4; Strand 2, Concept 1: PO 1/Strand 2, Concept 2: PO2-gr 5, 6, 7 ; Strand 2, Concept 2: PO 2/ Strand 3, Concept 2, PO 2-K-8. Dance—Strand 2, Concept 1: PO 1; Strand 2, Concept 2: PO 1, PO 2, PO 3.*

The Music and History of Arizona's Pioneers

The story of our state is not complete without music. Using musical instruments and stories, Dr. Cravath presents an artistic tableau of our past: heroes, villains, and the immigrants of our great state. From Coronado, in search of the seven cities of gold, to the Indigenous tribes he encountered; from the explorations of Father Kino, to those of our independent and military explorers and immigrants, the rich history is told through illustrations, song, narrative and interactive participation.

Media required: LCD projector; speakers for iPod; table for instruments; and room for audience participation

Presentation Information 4 Arizona Standards addressed- (*Social Studies—Strand 1, Concept 3:*

PO 2 & PO 3/Concept 5: PO 5-/Concept 7: PO 5/ Concept 8: PO 3-4th gr; Strand 1, Concept 5:

PO 2-gr 5; Strand 1 Concept 2: PO 3; Strand 1, Concept 2: PO 2/Concept 4: PO 6-gr 8.

Music—Strand 2, Concept 1: PO 1-gr 4; Strand 2, Concept 1: PO 1-gr 4 & 5; Strand 2, Concept

2: PO 2-gr 5, 6, 7/Strand 3, Concept 2: PO 2-gr K-8. Dance—Strand 2, Concept 1: PO 1; Strand

2, Concept 2: PO 1, PO 2, PO 3.

Miners, Cowboys and Washerwomen: the Work Songs of Arizona

In a lively and entertaining portrait of working class music, Dr. Cravath explores its roots and rhythms. From the cotton fields of Chandler to the crooked streets of Jerome, songs were companions to the immigrants who explored and built our state. Through performance and discussion, this subject, which reveals so much of the nature and character of a people, is considered.

Media required: LCD projector; speakers for iPod; table for instruments and room for audience participation

Presentation 5- (Social Studies—Strand 1, Concept 3: PO 2 & PO 3/Concept 5: PO 5-/Concept 7: PO 5/ Concept 8: PO 3-4th gr; Strand 1, Concept 5: PO 2-gr 5; Strand 1 Concept 2: PO 3; Strand 1, Concept 2: PO 2/Concept 4: PO 6-gr 8. Music—Strand 2, Concept 1: PO 1-gr 4; Strand 2, Concept 1: PO 1/Strand 2, Concept 2: PO 2-gr 5, 6, 7 ; Strand 2, Concept 2: PO 2/ Strand 3, Concept 2, PO 2-K-8. Dance—Strand 2, Concept 1: PO 1; Strand 2, Concept 2: PO 1, PO 2, PO 3.

The Journeys of Kokopelli

Kokopelli has become an icon of jewelry and other elements of popular culture. It has also been the object of scholarly study among students of Native literature, anthropologists and archeologists, because it represents the immigration of our first citizens to Arizona. Proliferating as petroglyphs and pictographs throughout the state, the figure derives his name from kokopollo—a combination of Hopi and Zuni words: Koko: rain people or *katsina*; polo: hump or hemisphere. Stories from these tribes suggest the icon represents Toltecs from Meso-America who brought trading goods, and tribes from the west who formed remarkable geoglyphs. Slides of rock art, Native tribes, and areas of migration are shared. Narration includes discussion of the iconography and evidence to demonstrate cultural influences. Dr. Cravath also plays numerous indigenous instruments and does a tableau using audience members of a Toltec entrance into an Anasazi village. You'll be able to explain your Kokopelli t-shirt and more when you leave this program!