

Teacher Prep

Before class: Set up an account for QR Code Generator

- QR Code Generator is a free website for making QR codes. It's very straightforward and user friendly.
- Before class, you will set up an account for all students to use. Go to <https://app.qr-code-generator.com> to set up a free account. When students come to class, they will all log into your account. Make sure that the email address and password you choose can be given out to students.

Before class: Set up a shared Google drive folder

- Students will need to upload their QR codes to a shared Google drive folder. You should email students the link to the folder before class so they can easily access it when they create their QR codes.

Perspectives on Cultural Exchanges in Arizona History

This is a painting of Spanish conquistadors exploring the Southwest. The Spanish introduced the horse to the New World. Native Americans had never seen horses before. Over time, different Native American groups captured horses that had run away from Spanish settlements. They learned how to ride and raise horses. The introduction of the horse completely changed the way many Native Americans lived. For example, they could hunt more easily because horses could carry them greater distances. The horse also allowed certain groups to move people and supplies more easily from place to place.



<https://southernarizonaguide.com/wp-content/uploads/Coronado-Expedition-Remington-1898.jpg>

This is a Native American painting of two Apache women watching over a flock of sheep. The Spanish introduced many animals to Native Americans. Sheep were brought from Spain by settlers who established ranches in the Southwest. The Spanish used Native American workers to help them care for the sheep. Native American groups like the Navajo and Apache began raising their own herds of sheep and goats. Both sheep and goats were eaten for food. The sheep also provided wool that was used for clothing and blankets. Goats also provided milk.



<https://www.britannica.com/art/Native-American-art/Arts-of-the-American-Indian-peoples-in-the-contemporary-world>

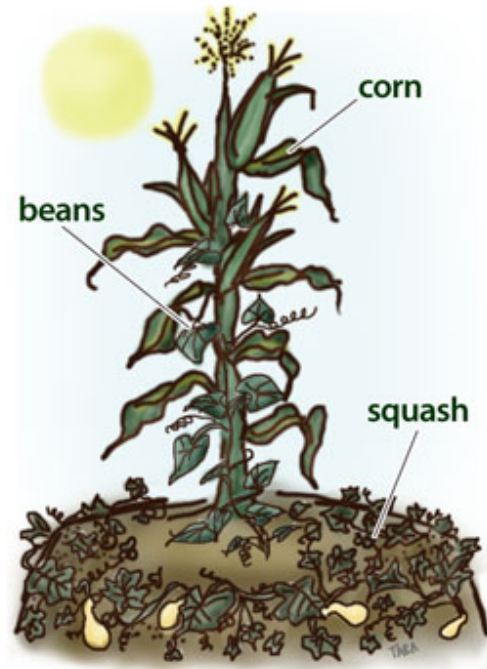
This is a photograph of the Spanish mission Mission San José de Tumacácori that was built in the 1750s. The mission was constructed of adobe bricks and stucco. Adobe bricks are made from the mud, sand, straw and water. Stucco is made of sand and water and is brushed over the adobe bricks. This gives the walls a smoother appearance. The Spanish introduced the use of adobe bricks to Native Americans. This mission and many others like it combined the building skills and knowledge of Native American groups and the Spanish.



<https://www.nationalparks.org/connect/blog/whats-story-behind-tumacacori>

Perspectives on Cultural Exchanges in Arizona History

This is a drawing of three crops called the “Three Sisters” by many different Native American groups. The crops consist of climbing beans, corn, and winter squash. Native Americans in the Southwest introduced the Spanish to the “Three Sisters.” The Spanish had never seen these crops before. The Indians also taught the Spanish how to grow the crops. The crops were named the “Three Sisters” because they were always grown together. This was done to help the plants stay healthy. For example, the climbing beans grew climbed up the corn plants. The spiky leaves of the squash helped keep pests away. According to Native American legends, the “Three Sisters” were always to be planted together so they could take care of protect each other.



<https://www.almanac.com/content/three-sisters-corn-bean-and-squash#>

These are photographs of Navajo shoes and a Native American poncho. Spanish settlers traded to get clothing of different Southwest Native American groups. This was because Native American clothing was more practical and comfortable to wear. Wild animal skins and yucca plants were used to make shoes or sandals, while different Native American tribes wove wool into ponchos. A poncho was a loose fitting garment that helped keep a person warm. In return, Native Americans might receive cotton cloth that was used to make shirts or skirts.



<https://theatry.org/exhibitions/journeys-gallery#lg=highlights&slide=5>



<http://navajopeople.org/blog/navajo-clothing/>

Perspectives on Cultural Exchanges in Arizona History



<https://americanhistory.si.edu/many-voices-exhibition/spanish-new-mexico>

This is a photograph of a ceramic candlestick made by a Zuni Indian for a mission. Native Americans that lived and worked at the Spanish missions often used their traditional materials and techniques to create objects for the priests. They made bowls for eating and candlesticks that were used for light. Most missions made their own candles and the priests or other Spaniards living at the mission taught Native Americans how to make them too.



https://www.nga.gov/features/slideshows/folk-arts-of-the-spanish-southwest-from-the-index-of-american-de.html#slide_4

This is a door to a Spanish mission. The door is decorated with Native American designs at the top that show the hunting of deer. The Spanish missions brought together Spanish and Native American cultures. The missions were built with the help of Native American workers. The building designs and decorating techniques of many missions showed ideas from both the Spanish and Native Americans. Artifacts that have been recovered show Native American pottery that was used for cooking and storage along with dishes or tools brought from Spain.

Perspectives on Cultural Exchanges in Arizona History



<http://media.newmexicoculture.org/photo-library/event/file/detail/380/228/2>

This is a photograph of an embroidered fabric called a colcha. To embroider is to use different colored threads that are sewn into different designs. The word comes from the Spanish word for bedspreads called colchas. The name later came to mean a certain type of embroidery. The sewing often combined brightly colored yarn that was hand dyed into flowers, animals, and patterns like the one shown above. Women also embroidered curtains, tablecloths, and altar cloths for churches. Today, colcha is taught to people young and old interested in keeping alive the arts and crafts of the Spanish and Hispanic Southwest.



https://americanhistory.si.edu/collections/search/object/nmah_1201174

This is a special dress called a china poblana. This type of dress is worn by women who perform in Mariachi bands. Mariachi music was the music of the rural people of Mexico. The songs described the joys and struggles of their lives. Mariachi bands were formed to play this music. A typical band has singers, trumpeters, bass players, guitar players, and violinists. It is one of the most popular musical forms throughout Mexico. Mariachis bands have also become popular throughout the Southwest United States. This is because many Mexicans brought the music with them when they settled.

Perspectives on Cultural Exchanges in Arizona History

This is a photograph of cowboy artifacts. There are Spanish spurs and stirrups, which are both used when riding a horse. There is also a beaver sombrero, which is a type of Mexican hat. Finally, there is a horsehair rope and a rawhide rope. Cowboys played an important part in the settlement of Arizona. The earliest cowboys were Spanish and Mexican. They helped herd cows and horses and were known for their riding and roping skills. Some Americans who came to the Arizona territory also became cowboys.



<http://media.newmexicoculture.org/photo-library/event/file/detail/1658/1421/19>

This is a photograph of a molcajete being used to grind spices. The molcajete comes from Mexico. There, it was first used by the Aztec and Maya Indians. It consists of a small bowl with three legs and a small pounder. A pounder is a tool that is used to grind and crush. The molcajete was made of stone and was an important tool in the kitchen. Mexican settlers to the Southwest often had one of these that was used for everyday cooking. Many people today use a molcajete not just to cook Mexican foods, but all kinds of food.



https://upload.wikimedia.org/wikipedia/commons/9/9b/Spices_being_ground_%2828265483071%29.jpg

This is a photograph of a Native American traveling in an ox-drawn cart known as a carreta. The carreta was an important piece of equipment for many Spanish settlers. The idea for the cart was brought to the Americas by the Spanish who wanted a vehicle to carry people and supplies. Later, many Mexican settlers in the Southwest came to depend on it too. The carts were built of wood and carried everything from passengers to hay for livestock. Oxen were almost always used with the carts. This was because oxen were strong and could pull heavy loads. The carts were used by both settlers and Native Americans.



<https://www.nationalparks.org/connect/blog/whats-story-behind-tumacacori>

Steps to Create a Virtual Art Exhibit

Step 1: Think of a Message

Your art exhibit should have a main message that explains the positive and negative perspectives people had on the cultural exchange happening in Arizona. Write your main message below:

Step 2: Brainstorm and Sketch Ideas

Use the space below to brainstorm ideas and sketch a picture of what your art installation will look like. Your art installation must meet the following requirements:

- Is three dimensional.
- Is at least 1 foot tall.
- Has both pictures and words that talk about the positives and negatives of Cultural Exchange in Arizona.
- Uses at least 1 source from Handout: Perspectives on Cultural Exchanges in Arizona History.
- Uses many colors and materials.
- Expresses your main message.



Steps to Create a Virtual Art Exhibit

Step 3: Build Your 3D Installation

You will now use art supplies and building materials to build your installation. Make sure all requirements are included!

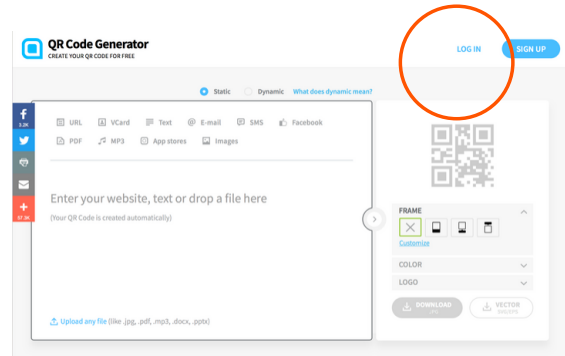
Step 4: Create a Caption

You will now create a caption that goes next to your 3D installation. The caption should be 4-6 sentences long and should explain what the art installation is about. Write your caption in the box below and cut it out when you are finished.

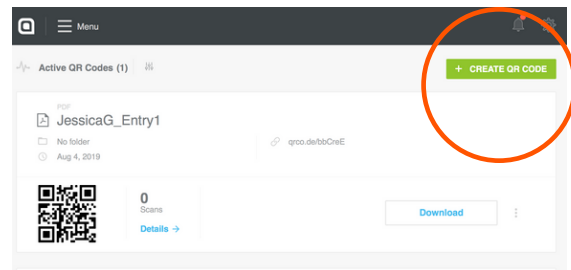
Steps to Create a QR Code

Step 5: Create QR Codes

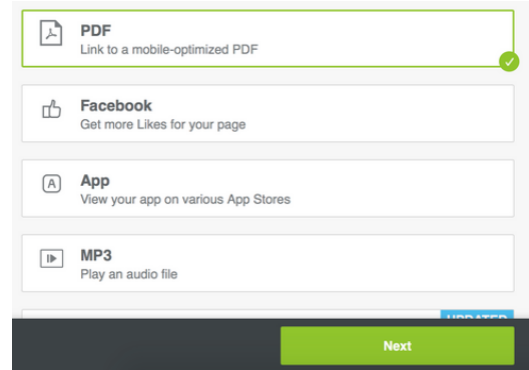
- Go to this web address: <https://app.qr-code-generator.com>
- Click in the top right corner to log in. Ask your teacher for the email address and password for the account.



- Once you are logged in, click on the button that says "Create QR Code."

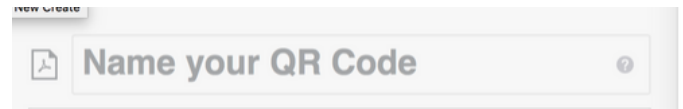


- Scroll down and click on the button that says "PDF." Click "Next."

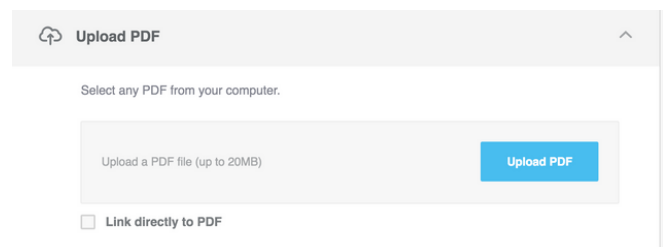


- Add the following name for your QR code: `FirstName_LastInitial`

For example, if your name is Jessica Gordon, you will type in:
Jessica_G

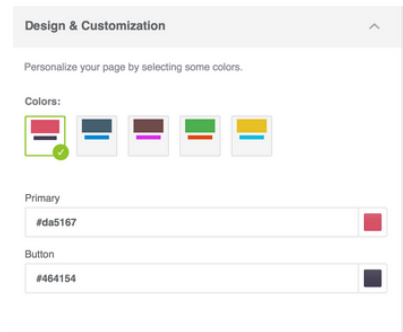


- Next, upload the PDF of your art installation and caption by clicking Upload PDF.

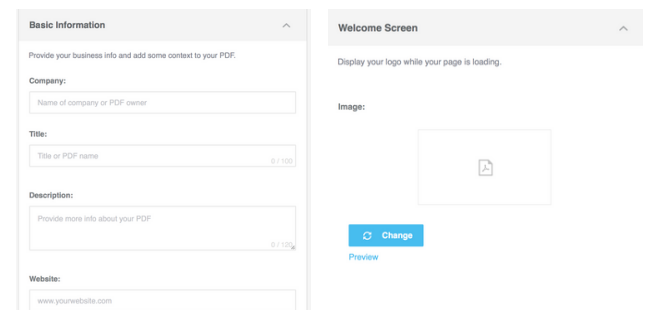


Steps to Create a Virtual Art Exhibit

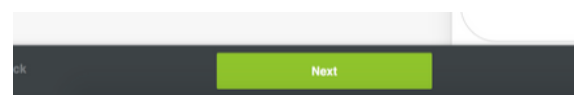
- Choose what color you want your QR code to be in.



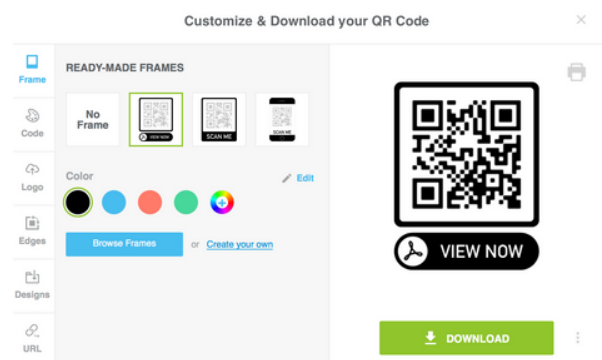
- DO NOT fill out the next sections that say "Basic Information" and "Welcome Screen." Skip these sections.



- Click "Next" at the bottom of the page and wait for your QR code to be created!



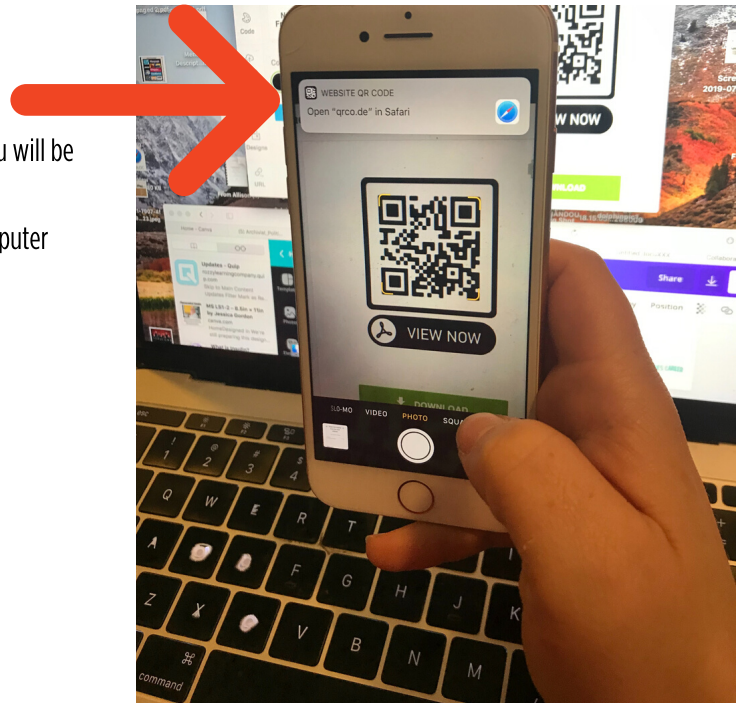
- Choose what frame you want your QR code to be in. Then, download your QR code!



- Your QR code will pop up on your desktop. It will be a ".png." Save your code as a "PDF." Your code is then ready! Tell your teacher you are ready to upload your QR code to the class Google Drive folder. Upload the file as a PDF. This is where all of the students' QR codes for your class will go. Have your teacher send you the link to the folder so you can upload the QR code.

Example QR Code

- Go to the camera button on your phone.
- Hold the camera for a few seconds over the QR code.
- A set of words will pop up that say "open in Safari." Click on these words and you will be taken to the information that is in the QR code!
- Here is an image of what it looks like when you hold your camera up to the computer screen and hover over a QR code.



- Check out this QR code for an example from a middle school student who made an entry about a female leader during the American Revolution!

