

ARtrageous Online Educational Curriculum

Rhonda ‘Honey’ Duvall is an inspirational advocate, R&B singer, powwow dancer, and Native American storyteller. She is from the Navajo Nation (Diné) of the Tangle Clan and grew up splitting her time between the Navajo Blue Gap reservation in Arizona and Salt Lake City, Utah where she currently lives and records her music.

Honey began her musical journey singing in choir class in middle school, soon advancing to the acapella choir, where she found her love for harmonies and variation. In college, she studied music theory and audio engineering and now produces her own vocals and music videos. She performs as a storyteller, dancer, and singer and weaves her clan's traditional dances and songs into her R&B music with influences of hip hop and soul.

Honey believes that education is vital, and she uses her vantage points: a Community and Cultural Specialist at the Urban Indian Center in Salt Lake, and a singer-songwriter and dancer performing on a myriad of stages, to educate. She teaches her audiences, young and old, about Native American traditions while emphasizing that “indigenous cultures are still here, alive, and among us in the cities and lands we walk upon.” Education, Honey says, brings us closer. When Honey introduces herself she gives a nod to the land on which she resides in Salt Lake City as the ancestral home of her Ute relatives, and acknowledges the five main tribal groups of Utah: Navajo, Shoshone, Ute, Paiute, and Goshute. Honey has purpose and as she puts it, "I always dance for people other than myself because I know that we as indigenous people — or even non-indigenous — we all need the healing."

MODULE 1: Music is the Universal Language

Topic: Native American Traditions and Contemporary Art and Artists Essential Questions	Class: English, Social Studies, Fine Arts, Library Media	Grades: 7-12 Standards Learning Intentions
Time: 3 hours Learning Outline	Platform: Online Learning Management System (LMS) with synchronous learning option (e.g., Zoom, Google Classroom) PowerPoint/ Google Slides, Canva or other Timeline software	

Introduction:

Native Salt Laker, Honey Duvall, continues to record her music and perform, weaving together R&B, soul, hip hop, and Native American song and dance, bringing it to local schools and national stages. This unique fusion is known as 'the Voice of Honey.'

In this module you will learn about Honey's journey and why her music is so important to her. Honey's music, powwow dancing, and her signature blend of contemporary and traditional styles not only turns heads, but also helps Honey better understand herself, care for others, and live the rich culture from where she rose.

After Honey introduces herself in the first video, she continues in the second video to describe how she was drawn into the music scene. She shares her current music video projects with us, and explains their significance.

In the third video, Honey dances. Dressed in full traditional regalia, she shares words of restoration– a lead-up to the *Fancy Shawl Dance* embodying the butterfly as it offers peace, love, and positivity in community, followed by the Ojibwe Tribe's *Jingle Dress Dance* which also holds a deep cultural significance. You will be amazed!

Materials:Suggested Videos:

[Video 1: Introduction: Meet Honey](#) (7:12 min)

[Video 2: The Voice of Honey](#) (14:14 min)

[Video 3: Indigenous Stories, Tradition, and Dance with Honey](#) (9:59 min)

Supplies for Viewing & Post-Viewing Activities:

[Map Native American Lands in Utah](#) "Image by BYU ARTS Partnership/NACI licensed under CC BY-NC-ND 4.0."

[Ojibwe Map](#)

[I'm Praying For You](#) Music Video (3:26 min)

[Let's Dance](#) Music Video (3:52 min)

[Dear Love](#) Music Video (4:01 min)

Supplies for Demonstration Activity

- Blog: [Ancestral and Present Day Maps for the 8 Sovereign Nations within Utah](#)
- Instagram: [Adam Conte \(@adam_cont01\)](#)
- [Canva Timeline Templates](#)

Supplies for Art Integration Activity

- [Native American Contemporary Artists List](#)

Launch Activity–Pre-Viewing: The Universal Language

[10 min]

[Learning Intention 1]

Procedures:

1. Hook: Ask Students,
 - a. Do you think music is a universal language? Explain.
 - b. How has music influenced your life?
2. Tell Students: We are about to watch a series of videos featuring a Salt Lake City R&B artist who believes that music is a universal language and who uses music to help understand herself, heal, and expand community. She goes by 'Honey' and you will hear her explain how she got this name and more about her journey. Let's read her introduction.
3. Read the unit and/or module introduction out loud to the class.
4. After hearing that introduction, write down at least two things you want to learn or understand better about Honey. Have a few volunteers share with the class.

While Viewing/ Post Viewing: Introduction: Meet Honey

[10 min]

[Learning Intentions 1,2,4]

Procedures:

- [Play Video 1: Introduction: Meet Honey](#) (7:12 min)
- Ask Students: Did this first video answer anything you wanted to learn more about? Discuss.

Pre-Viewing: Voice of Honey

[5 min]

[Learning Intentions 1,2,3]

Procedures:

- Tell Students: Honey introduces herself as Diné. Diné (Di-neh) means "The People," and is how the Navajo refer to themselves. The Diné comprises the largest indigenous nation in North America. (Show students [Map Native American Lands in Utah](#) and scroll to "Map of Modern Native Lands Within Utah" reading through the eight sovereign (self governing) nations in Utah and pointing out the Navajo Nation.) As you can see, the Navajo Nation stretches across portions of Utah, Arizona, and New Mexico; at more than 27,000 square miles, it is larger than 10 of the U.S. States— 574 sovereign Native American nations currently exist in the United States!

- Today over 200 more tribes are seeking federal recognition through a time-consuming and difficult process. Sovereignty (self-governance) is important because it provides access to resources and funds and it is the path to reclamation of lands.

While Viewing/ Post Viewing: Voice of Honey

[15 min]

[Learning Intentions 3,4]

- Tell Students: Now that we know a little more about where Honey is from, let's watch *Video 2: Voice of Honey* to learn more about her journey into music and watch clips of her latest music videos!
- Play [Video 2: Voice of Honey](#) (14:14 min)
- Ask Students:
 - a. What else did you learn about Honey?
 - b. Let's talk more about her music. Is there anything notable about her style?

Pre-Viewing: Indigenous Stories, Tradition, and Dance with Honey

[5 min]

[Learning Intentions 4]

Procedures:

- Tell Students: As we have seen, Honey incorporates Native American culture and traditional music into her R&B music. We will now watch the third video where she performs two dances for us in traditional regalia. Before we watch here is a quote from Honey on powwow dancing:

"Powwow dancing has always been second nature. The music was already there, but now I just had to add some movement to it. I knew I could stay on beat but in the powwow scene...we sing on the off beat not on beat. It was a whole new realm. I was trained to stay on the beat and here I was dancing to the off beat. Confusing! It wasn't until I began breaking down powwow songs that I finally found where I fit in...right smack in the middle."

While Viewing: Indigenous Stories, Tradition, and Dance with Honey

[10 min]

[Learning Intentions 1,4,5]

- Play [Video 3: Indigenous Stories, Tradition, and Dance with Honey](#) (9:59 min)
- Ask Students: Again, what did you learn about Honey and did this last video answer any of your unanswered questions?
- Tell Students: These dances were not strictly Diné or Navajo dances. For example, the *Jingle Dress* dance was an Ojibwe tribal dance. The Ojibwe live in both the United States and Canada and occupy land around the Great Lakes, including in Minnesota, North Dakota, Wisconsin, Michigan, and Ontario. Show students the [Ojibwe Map](#).
- Tell Students: Honey often performs in Salt Lake and surrounding areas. You can find her schedule on her website: <https://voiceofhoney.com/index.html>

Post-Viewing: A Drop of Honey: Traditional Dances with Contemporary Beats

[10 min]

[Learning Intentions 1,4,5]

Procedures:

1. Tell Students: Leading us into the next lesson, let's watch the entire, [I'm Praying For You](#) Music Video (3:26 min). Be prepared to discuss the following:
 - a. What is your initial reaction?
 - b. Does Honey successfully integrate traditional with contemporary music? Explain
 - c. What do you think her music does for indigenous communities from young children to elders?
2. (Optional) Play the other two complete music videos linked in the materials section and discuss, focusing on how Honey blends traditional with contemporary styles.

Demonstration: Hello! Yá'át'ééh We are still here!

[45 min]

[Learning Intentions 2,3,4]

Procedures:

1. Tell the students: Native groups continue to repeat their desire for students and teachers to understand that their tribes existed not only as indigenous people from the past, but that they live as indigenous people today. (To read more on this: <https://advancingartsleadership.com/blog/ancestral-and-present-day-maps-8-sovereign-nations-within-utah>)
2. Read Students this excerpt from the Division of Arts and Museums Native American Teaching Artists Roster:
Adam Conte (show students images of Adam from Instagram) [Adam Conte \(@adam_conte01\)](#) is from the Oneida Nation of Wisconsin and is part Mohawk. He wants people to know and believe that Native Americans are beautiful, smart, very talented, thriving, relevant and resilient. Currently, most online content is negative (suicide, missing indigenous women, drugs, alcohol, Covid victims, income disparity). There isn't enough focus

on that which is good and demonstrates talent. There are athletes, entrepreneurs, scholars, attorneys, authors, visual artists, musicians, scientists, mathematicians, and college professors, all within the native community. Adam thinks it is important to raise awareness of the challenges, but knows his artistic contributions are important. He wants to emphasize that which is positive and show the Native people in a bright light.

3. Our focus for the rest of this module is to learn more about our indigenous people's past and also look into how they are living today.
4. Earlier in this module you saw there were eight sovereign nations in Utah including the Diné Bikeyah (Navajo Nation) where Honey is from. Show students the [Map Native American Lands in Utah](#). Choose any one of these indigenous tribes and research their history to today, jotting down significant events, turning points, and facts that tell others about their past and present.
5. Create a chronological timeline depicting the Indigenous Tribe's past and present
 - a. Low Tech Modality: Draw a timeline on a piece of paper or cardboard. Add colors and imagery
 - b. High Tech Modality: Choose a timeline template on Canva.com or use other timeline software to create a chronological timeline.
6. Have students share their timelines in small groups.

Making Connections: Arts Integration Project – Shining a Bright Light on Native American Contemporary Art

[45-60 min]

[Learning Intentions 1,4,6]

Procedures:

1. Tell students they are going to learn more about today's indigenous people through the lens of art.
2. Ask Students: What are some of the things you learned about Honey through her art? Remind them to think about what Honey's R&B music and her traditional singing and dancing tell us about her. What does the fact that she blends the two say about Honey?
3. Share a link to the [Native American Teaching Artists PDF](#) with students. As a group, direct them to the first entry on the document and remind them of Adam Conte of the Oneida Nation who we met in the previous section. As a reminder, he is a filmmaker/photographer who sees a lot of negativity in the portrayal of Native Americans and wants to change the narrative by highlighting the bright, creative, and positive things rampant in today's Native American communities.
4. Tell Students they are going to help Adam Conte shine a bright and positive light on indigenous *First Peoples* by choosing an artist from Utah's [Native American Teaching Artists PDF](#) or from the 'Native People Today' entry in the [Dig Deeper](#) section of this module. Have students browse the documents and select 3 artists that interest them.
5. Tell Students: Now choose one of your three artist selections and research their art. Select one piece of art by this artist to analyze and design a 2-3 slide PowerPoint/Google Slides presentation that includes:
 - a. A pure description of the art piece without value judgments. If applicable, describe line, medium, color, light, space, composition, and style.
 - b. An analysis of why the artist used such features to convey specific ideas.
 - c. A synopsis on what you learned about the artist through researching their art?
6. Have each student present to the class.
7. (Optional) Put students into small groups to [message/Instagram](#) Adam Conte, sharing what they learned and/or appreciated through studying contemporary indigenous art.

Dig Deeper

Invite students to "dig deeper" on these topics by providing additional options for research and reflection about indigenous people and their art, traditional and contemporary.

Description and photo for ARTrageous Online Landing Page.

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