



## GeoCivics Lesson: *Life after Bosque Redondo*

[www.teachgeocivics.com](http://www.teachgeocivics.com)

<b>Teacher(s):</b> Jewell Eva Burns, Heather Holguin	<b>Unit title:</b> The Long Walk through the Indigenous lens  <b>Lesson title:</b> Life after Bosque Redondo	<b>Grade Level:</b> 4th Grade
<b>Notes:</b> This is lesson three of three and builds on and incorporates students' learning from Lessons 1 and 2, giving students an opportunity to share with other students their knowledge and learning about the Navajo (Diné) peoples' history including their struggles through the Long Walk, their life at Bosque Redondo, and their return to their native lands as a result of the Treaty of 1868.		
<b>Pre-existing Knowledge:</b> Students will need to have background knowledge of the Navajo Long Walk and what life was like for the Navajo People at Bosque Redondo.		
<b>Overview of Content:</b> <u>Life after Bosque Redondo:</u> The Navajo finally acknowledged sovereignty in the historical treaty of 1868. In the treaty of 1868, the Navajo Nation agreed to cease war against the United States, allow U.S. officials to live within their lands and oversee their obligations to the Navajo, and permit the construction of railroads through their lands. The Navajo returned to their land along the Arizona-New Mexico border hungry and in rags. Though their territory had been reduced to an area much smaller than what they occupied before the exodus to Bosque Redondo, they were one of the few tribes that were allowed to return to their native lands. The U.S. government issued them rations and sheep, and within a few years, the Navajo multiplied their livestock numbers and began to prosper again.  <u>Treaty of 1868:</u> Treaty between the United States government and the Navajo tribe allowing them to return to their ancestral homelands (Dinétaah) while also requiring Navajo leaders to make difficult compromises including requiring Navajo children between the ages of six and sixteen years to attend boarding schools to learn English, allowing railroads to pass through Navajo (Diné) lands and an assurance from the Navajo (Diné) that they would not harm wagon trains or cattle crossing their lands.		

**Government Boarding Schools:** There were more than 350 government-funded, and often church-run, Indian Boarding schools across the US in the 19th and 20th centuries. Indian children were forcibly abducted by government agents, sent to schools sometimes hundreds of miles away, and beaten, starved, or otherwise abused when they spoke their native languages.

**Purpose:** Students will learn about how the Navajo people were able to eventually return to their native lands along the border of Arizona-New Mexico and what life was like for them living on the Navajo Reservation. They will also be given an opportunity to present their learning from lessons 1 and 2 about the history of the Navajo Long Walk and the emotional, physical, and cultural struggles endured by the Navajo at Bosque Redondo, to students outside of their own classroom.

**National & State Social Studies Standard(s):**

**National Social Studies Standard(s):**

- Theme 4. Individual development & Identity- Through this theme, students examine the factors that influence an individual's personal identity, development, and actions.

**New Mexico State Social Studies Standard(s):**

History 17. Historical Thinking

- 4.13. Create a timeline that depicts events and the changes in New Mexico during a selected time period.

**National & State Geography Standard(s):**

**National Geography Standard:** Essential Element: Human Systems:

- Standard 9 The characteristics, distribution, and migration of human populations on Earth's surface

**New Mexico State Geography Standard:**

- Theme 2: Migration and Settlement in New Mexico: Geography 13. Movement, Population, and Systems ● 4.11. Describe the different groups of people that have settled in New Mexico throughout history and describe their contributions to New Mexico cultures.

**ELA Standards:**

**Common Core State Standards:**

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**ISTE Teacher and/or Student Standard:**

- **Teacher:** Teacher: Facilitator: 2.6.d. Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students: Educators model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

**Language Functions:**

- **Inquiry/Seeking Information:** Students use language to observe and explore the environment, inquire.

- **Summarizing and Informing:** Students use language to identify, report or describe information.
- **Inferring, Predicting, and Hypothesizing:** Students use language to make inferences, predict implications, hypothesize.

**Culturally Responsive Lesson Strategies:**

- **VOICE:** Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs with the instructor and each other.
- **ACCESS:** Lesson/Activity communicates ideas in several different ways.
- **CONNECTION:** Lesson/Activity incorporates real-life connections and representations for various cultures and life experiences.

**Objective(s):**

- Students will be able to record what they have learned about the Navajo Long Walk and the challenges and struggles of the Navajo People at Bosque Redondo, and the results of the Treaty of 1868 on the Navajo Peoples’ lives after Bosque Redondo.
- Students will be able to give a presentation of their learning about the history of the Navajo People to students from other classrooms.

**SIOP**

SIOP Elements		
<b>Preparation</b>	<b>Scaffolding</b>	<b>Grouping Option</b>
Adapting content <b>Linking to background</b> <b>Linking to past learning</b> Strategies used	Modeling <b>Guided practice</b> <b>Independent practice</b> <b>Comprehensible input</b>	<b>Whole class</b> <b>Small groups</b> <b>Partners</b> <b>Independent</b>
<b>Integrating Processes</b>	<b>Application</b>	<b>Assessment</b>
<b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>	<b>Hands-On</b> <b>Meaningful</b> <b>Linked to objectives</b> <b>Promotes engagement</b>	<b>Individual</b> <b>Group</b> <b>Written</b> <b>Oral</b>

**Evidence of Mastery (Measurable):**

**Formative:** The students will work in their groups to complete their Treaty of 1868 Key Event Cards handout by writing down what they have learned about the Treaty of 1868 and how this impacted the Navajo People after leaving Bosque Redondo and they will then share out their responses/learning with the whole class and the teacher will take note of their responses, using these as a formative assessment of students’ learning about Navajo life after Bosque Redondo.

**Summative:** Students will use what they have learned to create a Timeline of Events using The Long Walk Timeline of Events Template (located in the Lesson Materials Document) telling the story of the Long Walk of the Navajo Dine people which they will then use in a presentation to another group of students. Students will give a presentation of their learning about the Navajo people to another group of students from another class. (See Rubric for The Long Walk Timeline of Events Template in Lesson Materials Document)

**Key vocabulary:**

- **Treaty of 1868-** Treaty between the U.S. government and the Navajo tribe allowing the tribe to return to their native ancestral lands but also requiring them to make difficult compromises.
- **Government Boarding Schools-** government established schools for Native American children with the purpose of assimilating the children into American culture.
- **Homelands-** a person's native lands where they originated from.
- **Reservation Lands:** An area of land held by the U.S. government that is set aside for a native tribe or tribes to live on.

**Materials:**

- Copies of two handouts for each group of students: 1) Navajo Long Walk and Life at Bosque Redondo Key Event Cards and 2) Treaty of 1868 Key Event Cards (both located in Lesson Materials Document)
- Example Answer Key for Navajo Long Walk and Life at Bosque Redondo Key Event Cards (in Lesson Materials Document)
- Example Answer Key for Treaty of 1868 Key Event Cards (in Lesson Materials Document)
- Student access to prior work/worksheets from Lessons 1 & 2
- Video: *The Navajo Treaty of 1868* (See link in Sources section below)
- Computer and projection device to project and view video
- Student copies of The Long Walk Timeline of Events Template (in Lesson Materials Document)
- Students' access to their multimedia slides and 3-D maps created in Lessons 1 & 2
- Student copies of KWL Chart template for student presentations (in Lesson Materials Document)
- Student copies of the Rubric for The Long Walk Timeline of Events Template (in Lesson Materials Document)

**Sources:**

- Video - *The Navajo Treaty of 1868*: (3:38)  
<https://video.search.yahoo.com/search/video?fr=mcafee&ei=UTF-8&p=video+of+the+Navajo+Treaty+of+1868&type=E211US714G0#action=view&id=1&vid=0a19434698876afdc3a53b8adb99b2a5>
- Website: *Navajo Treaty of 1868* (Teacher Resource):  
<https://americanindian.si.edu/nk360/navajo/treaty/treaty.cshtml#:~:text=By%20signing%20the%201868%20Treaty,of%20railroads%20through%20the%20lands.>
- Website: *Navajo Treaty of 1868 Why Was the Navajo Journey Home So Remarkable?* (Teacher Resource): <https://americanindian.si.edu/nk360/navajo/pdf/navajo-lesson-at-a-glance-teacher-instructions.pdf>
- Video- *The Impact of Native American Boarding Schools And Modern Education*: (11:00)  
[https://video.search.yahoo.com/search/video; ylt=AwzWz6rAhI9QMqQ\\_7w8QF; ylu=c2VjA3NIYXJjaAR2dGlkAw--](https://video.search.yahoo.com/search/video; ylt=AwzWz6rAhI9QMqQ_7w8QF; ylu=c2VjA3NIYXJjaAR2dGlkAw--)

[;\\_ylc=X1MDOTY3ODEzMDcEX3IDMgRmcgNtY2FmZWUEZnlyA3A6cyx2OnYsbTpzYixyZ246dG9wBGdwcmIkA3BpX2FFNUtHU1AyM2JzSXBfMlV4Q0EEbI9yc2x0AzAEbI9zdWdnAzAEb3JpZ2luA3ZpZGVvLnNIYXJjaC55YWhvby5jb20EcG9zAzAEcHFzdHIDBHBxc3RybAMwBHFzdHJsAzQ5BHF1ZXJ5A2ltcGFjdCUyMG9mJTlwdGhJITlwTmF2YWpvJTlwbG9uZyUyMHdhbGslMjBvbiUyMG5hdmFqbyUyMGNoaWxkcmVuBHRfc3RtcAMxNjk1MDY3Njc4?p=impact+of+the+Navajo+long+walk+on+navajo+children&ei=UTF-8&fr2=p%3As%2Cv%3Av%2Cm%3Asb%2Crng%3Atop&fr=mcafee&type=E211US714G0#id=14&vid=9025a76507b0fdc7b2f52e19d5881468&action=view](https://www.impactofthenavajolongwalk.com/impact-of-the-navajo-long-walk-on-navajo-children&ei=UTF-8&fr2=p%3As%2Cv%3Av%2Cm%3Asb%2Crng%3Atop&fr=mcafee&type=E211US714G0#id=14&vid=9025a76507b0fdc7b2f52e19d5881468&action=view)

**Engage:**

**Teacher Will: (Hook)**

**NOTE:** The teacher will strategically group students into small groups to provide language and learning support for ELLs/SPED/Gifted students as needed.

1. The teacher will pass out a set of Navajo Long Walk and Life at Bosque Redondo Key Event Cards (in Lesson Materials Document) to each group identifying key events that they learned in Lessons 1 and 2, and then have the students work together in their groups to write down, under each event title, a brief description of what they remember/know about that event. The teacher will then have students share out their descriptions and discuss what they have learned about these events as a whole class.

**Note:** Groups can be encouraged to change/add to their written responses when needed to ensure they have a clear and accurate description of each event.

2. The teacher will ask the students to think about and share out what they would do if they had to deal with the challenges and struggles that the Navajo people had to deal with at Bosque Redondo, and also to predict what they think happened to the Navajo People after living at Bosque Redondo.

**Student Will:**

1. Students will work with their group members to write down a description of each event they have learned about the Navajo Long Walk and Life at Bosque Redondo. Students can use their worksheets from Lessons 1 & 2 to help them write a clear and accurate description of each event. Each group will then share out their descriptions and discuss what they know about the events with the whole class, and will make changes/additions to their written responses when needed.  
**(Preparation: Linking to prior learning)**  
**(Grouping: Small groups/Whole Class)**  
**(Integrating Processes: Listening/Speaking/Reading/Writing)**
2. Students will think about how they would respond to the challenges and struggles that the Navajo people endured at Bosque Redondo and predict what might have happened to the Navajo after these experiences and then share out their thinking with the class.  
**(Preparation: Linking to background)**  
**(Grouping: Independent/Whole Class)**  
**(Application: Meaningful)**

## Explore

### Teacher Will:

**IQ #1: *What conditions did the Navajo People experience after Bosque Redondo?***

**NOTE:** Have students continue to work in their small groups, providing support for language and learning as needed.

1. The teacher will tell the class that today they will be exploring what happened next to the Navajo People after life at Bosque Redondo.
2. The teacher will then give each group the second set of event cards: Treaty of 1868 Event Cards (in Lesson Materials Document) which names events that occurred *after life* at Bosque Redondo. The students can read through the card event titles. The teacher will then present to the class the key vocabulary words and their meanings: **Treaty of 1868, Government Boarding Schools, Homelands, Reservation Lands**, and will show the class the video: [The Navajo Treaty of 1868](#).  
**(Scaffolding: Comprehensible Input)**
3. After the video, the teacher will lead the class in a discussion of what they have learned from the video.

**NOTE:** The teacher can provide sentence starters to support student responses to the video. Examples:  
“As a result of the Treaty of 1868, the Navajo \_\_\_\_\_.”  
“Life on the Navajo reservation was \_\_\_\_\_.”  
“The Treaty of 1868 impacted children by \_\_\_\_\_.”

**(Scaffolding: Guided practice)**

4. The teacher will then have the students work with their groups to write down a description of each of the key events shown on their second set of Key Event Cards.

### Student Will:

2. Students read through the titles of the Treaty of 1868 Event Cards and then listen and think about the key vocabulary words presented by the teacher, and then watch and listen to the video presented by the teacher about the Navajo Treaty of 1868.
3. Students engage in a class discussion of what they have learned from the video, using sentence stems if needed to share their responses to what happened to the Navajo people after living at Bosque Redondo.
4. Students work together with their group members to use what they have learned from the video and class discussion to write down a description of each event shown on their second set of Event Cards.  
**(Grouping: Small groups)**  
**(Integrating Processes: listening/speaking/writing)**

## Explain - Formative Assessment:

<p><b>Teacher Will:</b>  <b>Note:</b> Students will continue to work in their small groups, providing support for language and learning as needed.</p> <ol style="list-style-type: none"> <li>1. Have the groups each share out and discuss the responses they have written down on their <u>Treaty of 1868 Key Event Cards</u> handout and the teacher will make note of students' responses for use as a formative assessment of student learning about the Navajos' life after Bosque Redondo.</li> <li>2. The teacher will then have each group work together to assess their own written responses based on the class share out and then have them add and/or change any responses when needed to ensure they have a clear and accurate description of each event.</li> </ol>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>1. Work in groups to share out their responses on their <u>Treaty of 1868 Key Event Cards</u> handout with the whole class.  <b>(Grouping: Whole class/Small groups)</b>  <b>(Assessment: Group/Written/Oral)</b></li> <li>2. In their groups, talk over their written responses on their Key Event Cards handout based on the class share out and then make any changes or additions to their written responses when needed to ensure they all have a clear and accurate description of each event.  <b>(Grouping: Small groups)</b>  <b>(Integrating Processes: Listening/ Speaking/ Writing) (Application: Linked to Objectives)</b></li> </ol>
--	---

**Elaborate:**

<p><b>Teacher Will:</b>  <b>IQ #2: <i>What social, emotional, and physical effects did the Navajo children face after life in Bosque Redondo?</i></b></p> <p><b>NOTE:</b> Group students with partners as needed to provide support for language and learning.</p> <ol style="list-style-type: none"> <li>1. Lead the students in a class discussion about what they have learned about the Treaty of 1868 and how it changed the life of the Navajo people and talk about what the Navajo had to agree to in order to return to their homeland after life at Bosque Redondo.</li> <li>2. The teacher will then ask students to think-pair share their thoughts about Inquiry Question #2: <b><i>What social, emotional, and physical effects did the Navajo children face after life in Bosque Redondo?</i></b> Ask students to keep the question in mind as they watch a video where a Navajo man talks about what it was like for children who had to attend Native American Boarding Schools</li> </ol>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>1. Engage in a class discussion of what they have learned about the Treaty of 1868 and how the treaty changed the life of the Navajo people and what they had to agree to as a result of the treaty.  <b>(Grouping: Whole class)</b>  <b>(Preparation: Linking to past learning)</b></li> <li>2. Think/pair/share with their partners their thoughts about Inquiry Question #2, and prepare to keep the question in mind as they watch a video about Navajo children's experience attending Native American Boarding Schools.  <b>(Preparation: Linking to Past Learning)</b>  <b>(Grouping: Partners)</b></li> </ol>
---	--

<p>after returning to their homeland following life in Bosque Redondo.</p> <ol style="list-style-type: none"> <li>The teacher will show the video: <a href="#"><u><i>The Impact of Native American Boarding Schools And Modern Education</i></u></a>, and then lead the class in a discussion of what they have learned about the social, emotional, and physical impact Navajo children faced after returning to their homelands as a result of the Treaty of 1968.</li> <li>The teacher will tell the class that they are going to have an opportunity to share their learning about the Navajo people with another group of students and will ask them to think about what they have learned about the Navajo People's history, and discuss with their group members <b>Inquiry Question #1: <i>What conditions did the Navajo People experience after Bosque Redondo?</i></b> as a way to review their learning and help them prepare to present their learning to another group of students.</li> </ol>	<ol style="list-style-type: none"> <li>Reflect on Inquiry Question #2 as they watch the video shown by the teacher about Native American Boarding Schools, and then engage in a class discussion to talk about how Navajo children would have been impacted socially, emotionally, and physically by having to attend Navajo Boarding Schools as a result of the Treaty of 1968. <b>(Grouping: Whole class)</b> <b>(Integrating Processes: Listening/Speaking)</b></li> <li>Listen to the teacher's instructions and reflect on what they have learned about the Navaho People's history. They will then discuss with their group members Inquiry Question #1 to review their learning and think about what information they will use in their presentation to another group of students. <b>(Grouping: Individual/Small group)</b> <b>(Preparation: Linking to past learning)</b></li> </ol>
--	---

**Evaluate - Summative Assessment:**

<p><b>Teacher Will</b></p> <p><b>NOTE:</b> Strategically group students in small groups to provide support for language and learning as needed and allow students to use their previously completed handouts as resource.</p> <ol style="list-style-type: none"> <li>The teacher will give students <a href="#"><u>The Long Walk Timeline of Events Template</u></a> (in Lesson Materials Document) and tell students that they will work in their groups to create a Timeline of Events to tell the story of the Long Walk of the Navajo Dine people and that their timeline will be used as an assessment of their learning and also will be used in their presentation to another group of students.</li> <li>The teacher will go over the <a href="#"><u>Rubric for The Long Walk Timeline of Events Template</u></a> (in</li> </ol>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>Listen to the teacher and reflect on how they will create a Timeline of Events that will tell the story of the Navajo Dine people, understanding that their timeline will be used as an assessment as well as a resource for their presentation to a group of students. <b>(Grouping: Whole class)</b></li> <li>Work with their group members to create a Timeline of Events to tell the story of the Long Walk of the Navajo people, and keep in</li> </ol>
--	---



Lesson Materials Document) with the students and then provide time for the groups to work together to create their Long Walk Timeline of Events using the Template. When finished the students will turn in their Timelines for assessment.

3. The teacher will then talk to the class about how they will go about presenting their learning to students from other classrooms.

**Presentation Procedure:** They will begin by doing a KWL chart (in Lesson Materials Document) with the students to introduce the topic and to see what the students already know and what they want to learn. Then they will present to the students their Timeline of Events and their posters and 3-D maps created in Lessons 1 & 2 and use these to inform the students about the *emotional, physical, and cultural struggles the Navajo People faced while traveling to and living at Bosque Redondo*.

4. The teacher will then provide time for the students to work in their groups to prepare their presentations, and the teacher will also decide with teachers from other classrooms for the students to do their presentations with their students.
5. When ready, the teacher will have each group of students give their presentation to a group of students from another classroom and will assess students' presentations using the Student Presentation Rubric (in Lesson Materials Document).
6. After the presentations, the teacher will have students reflect on and assess the effectiveness of their presentation and will have them assess their own learning from the experience and talk about what they would do differently or the same if they were to give their presentation again to another group of students.

mind that their Timeline will be used as an assessment of their learning as well as a resource for the presentation they will give to another group of students.

**(Grouping: Small groups)**

**(Application: Hands on/Meaningful/  
Promotes engagement)**

**(Assessment: Group/Written)**

3. Listen to the teacher's instructions and reflect on the things they are to do to prepare their presentation of their learning about the Navajo Long Walk and the struggles they endured when traveling to and living in Bosque Redondo.

4. Use the teacher's instructions for how to present their learning to another group of students and then work with their group members to prepare their presentation using their slides and posters and 3-D maps from Lessons 1 and 2.

**(Preparation: Linking to past learning)**

**(Application: Meaningful)**

5. Give their presentation to a group of students from another classroom.
6. Reflect on how it went and assess and talk with the teacher about what they learned from doing their presentation.

**(Application: Hands-On/Linked to objectives/Promotes engagement)**

**(Grouping: Small groups)**

**(Integrating Processes: Reading/Speaking/  
Listening)**

**(Preparation: Linking to past learning)**

**(Assessment: Group/Oral)**

**Extensions:**

- Students can give their presentations again to another group of students, modifying them based on their self-assessment and reflection. They could also be given an assignment to give the presentation or share their learning with their family members at home.
- Students could also do further research to learn about additional Indigenous people groups who experienced relocation from their native lands such as tribes involved in the Trail of Tears, etc.

?????

**Formative:** Teacher will pass out two sticky notes to each group. Students are to write down one thing learned on each sticky note and put them on the board. Teacher will then visit each note and have groups share verbally to the class what they shared on their notes.