



**GeoCivics Lesson:**  
[www.teachgeocivics.com](http://www.teachgeocivics.com)

<b>Teacher(s):</b> Jeannine Kuropatkin Frances Coffey	<b>Unit Title:</b> Honoring Indigenous Sacred Places: A GeoCivics Perspective  <b>Lesson Title:</b> Tribal Sovereignty and the Navajo Long Walk	<b>Grade Level:</b> 9-12
<b>Notes:</b> This is lesson 2/3. This lesson focuses on the Navajo Long Walk (Hwééldi) as a key historical event as well as a case study that demonstrates the role/importance of treaties in the Diné people’s return to their traditional sacred lands and establishment of tribal sovereignty. As such, this lesson serves as a natural bridge between the concept of indigenous sacred places from Lesson 1 and prepares students for their Civic Action Project in Lesson 3.		

**Pre-existing Knowledge:**

For students to complete this lesson successfully, they should already:

- Have mastery of the geographic characteristics of indigenous sacred places and factors that impact a “sense of place.” (This is taught in Lesson #1 of this series.)
- Have mastery of the geographic definition and concept of “places and regions”.
- Know the difference between primary and secondary sources.
- Have working knowledge of the essential elements of a map and be able to interpret thematic maps using the elements of title, legend, orientation, and scale.
- Know the difference between push and pull factors in discussing migration.
- Have mastery of the concepts of forced and voluntary migration as well as the process of return migration.

Students with the following background or experiences can bring a wealth of knowledge to the learning space:

- Students who have lived or traveled in the state of Arizona and/or New Mexico may have prior knowledge of the geographic locations, topography, and historical sites of the Navajo lands and/or the Bosque Redondo region.
- Students who speak one or more languages, particularly Navajo, may also possess prior knowledge with regards to the cultural background and history of “The Long Walk.” Additionally, native speakers can enrich this lesson with assistance of proper pronunciation of Navajo/Diné names for The Long Walk/Hwééldi, geographic locations such as the names of the four sacred mountains, and the Navajo Treaty of 1868.

**Overview of Content:**

The Long Walk (Hwééldi) is a critical event in the history of the Navajo (Diné) people of the U.S. Southwest. Between 1863-1866, approximately 10,000 Navajo men, women, and children were forcibly removed by the US military from their traditional lands. The Diné marched between 250-450 miles, depending upon which route was taken, to the Bosque Redondo reservation located at Fort Sumner, New Mexico. Thousands died along the journey from starvation or exposure to the elements. For the next four years, the Navajo endured brutal treatment, disease, starvation, and inhumane living conditions at the Bosque Redondo internment camp. U.S. government officials eventually realized their plans for cultural assimilation of the Navajos to adopt white American cultural values, coupled with the poorly resourced and unsustainable conditions of Bosque Redondo, was a complete failure. Negotiations between U.S. peace commissioners and Navajo leaders resulted in the Navajo Treaty of 1868 which allowed the Diné to return to their traditional sacred lands and established tribal sovereignty for the Navajo.

**Purpose: *What will students learn?***

In this lesson, students will learn about their family's migration stories, the forced migration and internment endured by the Navajo people, and the impact of the Navajo Treaty of 1868 on tribal sovereignty.

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

C-3 FRAMEWORK: History: D2. His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2. His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

**Virginia State Social Studies Standards | Virginia and US History**

VUS.6a The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by explaining territorial expansion and its impact on the American Indians.

VUS.6b The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by describing the political results of territorial expansion.

VUS.8a The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians.

**Virginia State Social Studies Standards | Virginia and US Government**

GOVT.4c The student will apply social science skills to understand the Constitution of the United States by examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

**Arizona History and Social Science Standards | History | Grades 9-12**

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.

HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.

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

**National:**

Element 1: The Word in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

3. How to analyze the spatial organization of people, places, and environments on Earth's surface.

Element 4: Human Systems

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

10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Element 6: The Uses of Geography

17. How to apply geography to interpret the past.

**C-3 FRAMEWORK- Geography:**

D2. Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

D2. Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2. Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

D2. Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

**State:**

**Arizona State Geography Standards | Grades 9-12:**

- The use of geographic representations and tools help individuals understand their world.  
HS. G1.1 Use geographic data to explain and analyze relationships between locations of place and regions.
- Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.  
HS. G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.  
HS. G3.2 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.  
HS. G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

**ELA Standards:****CCSS.ELA-LITERACY.RH.9-10.4:**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**CCSS.ELA-LITERACY.RH.11-12.2:**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**CCSS.ELA-LITERACY.RH.11-12.7:**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

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

**2.2b Leader:** Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

**2.3b Citizen:** Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.

**2.5 Designer:** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

**Language Functions:**

- **Inquiry/Seeking Information:** Students use language to observe and explore the environment, information, inquire. (Engage: Family Tree and Explore: Smithsonian NMAI Website and Google Slides)
- **Analyzing:** Students use language to separate whole into parts, identify relationships and patterns. (Explore: Navajo Long Walk Map & Worksheet & Evaluate: Summative assessment))
- **Summarizing and Informing:** Students use language to identify, report or describe information. (Explain: Long Walk Graphic Organizer and Elaborate: Navajo Long Walk Chart)
- **Comparing and Contrasting:** Students use language to describe similarities and differences in objects or ideas. (Evaluate: Summative assessment)

**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 from various cultures and life experiences.
- **Equity/decolonization:** Attention paid to minimizing dominant discourses, deficit perspectives, and possible biases/microaggressions in instruction/language/expectations so students from non-dominant backgrounds have access and can participate as readily as those from dominant backgrounds.

**Objective(s):****The student will be able to:**

- 1) Create a family tree that reflects the birthplaces and migration routes of one's own family, dating back two generations.
- 2) Analyze historical maps of the Navajo Long Walk to explain the migration routes, settlement patterns, and connection to traditional sacred places of the Navajo people.
- 3) Interpret primary and secondary sources to evaluate the US government's role in the Navajo Long Walk.
- 4) Assess the Navajo Treaty of 1868 to discern its impact on tribal sovereignty.
- 5) Create a poem that illustrates both gains and concessions of the Navajo Treaty of 1868.

**SIOP**

	<b>SIOP Elements</b>	
<b>Preparation</b>	<b>Scaffolding</b>	<b>Grouping Option</b>
<b>Adapting content</b> <b>Linking to background</b> <b>Linking to past learning</b> Strategies used	<b>Modeling</b> Guided practice Independent practice <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> Oral

**Evidence of Mastery:**

**Formative:** Students will analyze a map of the traditional Navajo homeland and Long Walk and answer accompanying questions by completing the Describing a Historical Event graphic organizer.

**Summative:** Students will compose either a Historic Diamante Poem on the Navajo Treaty of 1868 OR an "I Am" Poem from the point of view of the inanimate object of the Navajo Treaty of 1868 that expresses its positive and negative terms and/or consequences for Navajo sovereignty. (Note: Templates for both poetry styles are provided, located in the Lesson Materials Document. (A holistic rubric will be used to assess the poems, located in the Lesson Materials Document.)

**Inquiry Questions:**

**Explore:**

1. In what ways did the Long Walk impact the Navajo people?
2. To what extent does the forced relocation and internment of the Navajo people fit the definition of genocide?

**Elaborate:** 1. To what extent did the Navajo Treaty of 1868 result in gains and concessions to tribal sovereignty?

### Key vocabulary:

1. **federal government:** the national level of the U.S. government
2. **genocide:** acts committed with intent to destroy a national, ethnic, racial, or religious group by killing, causing serious bodily or mental harm, imposing measures to prevent births, and/or forcibly transferring children of the group to another group.
3. **internment camp:** a prison camp that confines civilians
4. **Long Walk/Hwééldi:** the forced relocation of Navajo/Diné and Mescalero Apache from their sacred lands to Bosque Redondo by the federal government in the 1860s
5. **Mescalero Apache:** an indigenous people who historically lived in the U.S. Southwest as nomadic hunters and warriors and are still living today.
6. **Navajo/Diné:** an indigenous people who historically have lived in the Four Corners region of the U.S. Southwest as hunters and gatherers and are still living today.
7. **reservation:** an area of land reserved [set aside] for one or more tribes (under treaty or other government action) as permanent tribal homelands
8. **treaty:** a binding, formal agreement between two or more sovereign states or nations
9. **tribal sovereignty:** the authority of an indigenous tribe to self-govern
10. **appropriations:** money that is set aside by the government for specific purposes

### Materials:

- *Engage* - Student Handout: "Family Tree" worksheet - one per student (located in Lesson Materials Document)
- *Engage* - Student Handout: one "World Map" and/or one "US Map" per student (separate lesson file)
- Student access to computers/technology to do research
- U.S Holocaust Memorial Museum article, "What is Genocide?" (See link in Sources)
- Smithsonian Institute National Museum of the American Indian (NMAI) website articles - *The Long Walk; Bosque Redondo (Hwééldi) (1863-1866)* (See links in Sources)
- Color Pencil Explore - Navajo Diné Long Walk (Hwééldi) (1863-1866) Map Worksheet - one per student - and Answer Key - one per teacher (Explore) (in Lesson Materials Document)
- *Explore* - The Navajo Diné Long Walk (1863-1866) maps Versions 1 & 2 & Optional Giant Size Version 1 Map and Optional Giant Size Version 2 Map - one map per student (separate lesson file)
- *Explain*- PowerPoint presentation: Navajo Diné Long Walk (1863-1866) (separate PP file)
- *Explain* - Describing an Historical Event graphic organizer- one per student - and Answer Key (in Lesson Materials Document)
- *Elaborate* - Navajo Treaty of 1868 graphic organizer -one per student -and Answer Key (in Lesson Materials Document)
- *Elaborate* - Smithsonian Voices Article: *The Treaty that Reversed a Removal, the Navajo Treaty of 1868, Goes on View* (See link in Sources)
- *Elaborate* - 3-2-1 Reflection worksheet - one per student - and Answer Key (in Lesson Materials Document)
- *Evaluate* - I Am Poem Template and Example (in Lesson Materials Document)
- *Evaluate* - Historic Diamante Poem Directions and Example (in Lesson Materials Document)
- *Evaluate* - I Am Poem Rubric (in Lesson Materials Document)
- *Evaluate* - Historic Diamante Poem Rubric (in Lesson Materials Document)

### Sources:

- U.S Holocaust Memorial Museum article, “What is Genocide?”  
<https://www.ushmm.org/genocide-prevention/learn-about-genocide-and-other-mass-atrocities/what-is-genocide>
- Smithsonian Institute National Museum of the American Indian (NMAI) website web pages:  
*The Long Walk*: <https://americanindian.si.edu/nk360/navajo/long-walk/long-walk.cshtml>  
*Bosque Redondo*: <https://americanindian.si.edu/nk360/navajo/bosque-redondo/bosque-redondo.cshtml>
- Smithsonian Voices Article: *The Treaty that Reversed a Removal, the Navajo Treaty of 1868, Goes on View*: <https://www.smithsonianmag.com/blogs/national-museum-american-indian/2018/02/22/treaty-that-reversed-a-removal-navajo-treaty-1868-goes-on-view/>

## Engage:

### Teacher Will: (Hook).

1. Introduce the lesson and engage student interest in migration by distributing the Family Tree worksheet (in Lesson Materials Document) and discussing the Background Information at the beginning of the worksheet.
2. Ask students to complete a family tree of the birthplaces of their family going back two generations, and discuss how they are to complete their family tree by recording the names and birthplaces of their parents and maternal and paternal grandparents. Offer students unable to research their own family tree of a celebrity of their choice.
3. Distribute copies of the U.S. or World Maps (separate Lesson files) to students and direct them to map the birthplaces of their family members on the appropriate maps.
4. The teacher will then engage the class in a discussion of push/pull factors and how these influence migrations of people from one location to another and instruct students to write a paragraph about the major push and pull factors that influenced their family’s migration to and/or within the United States.  
(Note: To provide support if needed, the teacher will model for students by creating their own family tree. Students will also be encouraged to talk to parents/guardians to obtain information about their family’s birthplaces as well as information about

### Student Will:

1. Complete a family tree, providing the names and birthplaces of their parents and maternal and paternal grandparents.  
(Grouping: Independent)  
**(Application: Hands-on/Promotes engagement)**
2. Map the birthplaces of their parents and maternal and paternal grandparents on a U.S. and/or world map.  
**(Application: Hands-on/Meaningful)**
3. Write a paragraph about the push and pull factors that influenced their parents’ and grandparents’ migrations.  
Note: the teacher will strategically partner students to work together to provide language and/or learning support as needed in order to accomplish these tasks.  
**(Preparation: Linking to Background)**  
**(Application: Hands-On/Promotes Engagement/Meaningful)**  
**(Grouping: Individual or Partners)**

factors that influenced their parents' and grandparents' migrations.)  
**(Scaffolding: Modeling)**

**Explore:**

**Teacher Will:**

**IQ #1: *"In what ways did the Long Walk impact the Navajo people? To what extent does the forced relocation and internment of the Navajo people fit the definition of genocide?"***

1. Write the Essential Questions on the whiteboard. "In what ways did the Long Walk impact the Navajo people?" To what extent does the forced relocation and internment of the Navajo people fit the definition of genocide?" Direct students to read the US Holocaust Memorial Museum article, *What is Genocide?* found at <https://www.ushmm.org/genocide-prevention/learn-about-genocide-and-other-mass-atrocities/what-is-genocide> Briefly discuss the definition of the term "genocide" and the five categories of criminal acts that qualify as genocide. Examine the phrase "... acts are committed with the intent to destroy..." with special focus on the word "intent." Ask students how the word "intent" might prove problematic.

**Student Will:**

1. Use their computers/technology to read the US. Holocaust Memorial Museum article, "What is Genocide?" and engage in a class discussion about the definition of the term "genocide" focusing particularly on the word "intent". They will then reflect on and discuss how the word "intent" could prove problematic.  
**(Grouping: Independent/Whole class)**



2. Direct students to explore the Smithsonian Institute National Museum of the American Indian (NMAI) website to explore the following:

- *The Long Walk*-  
<https://americanindian.si.edu/nk360/navajo/long-walk/long-walk.cshtml>
- *Bosque Redondo*  
<https://americanindian.si.edu/nk360/navajo/bosque-redondo/bosque-redondo.cshtml>

(Note: the website has an audio function for the pronunciation of select words and pop-up definitions for key vocabulary to help ELL and SPED students.

Allow students a few minutes to peruse through the resources.

**(Preparation: Adapting content)**

3. The teacher will distribute color pencils, the Navajo Diné Long Walk (1863-1866) worksheet, one per students, (in Lesson Materials Document) and the Navajo Diné Long Walk (1863-1866) maps - both Version 1 and Version 2 maps printed on 8.5" x 11" paper. (Optional Giant Size Version 1 and Version 2 Maps may be used - (located in Lesson Materials Document). These will need assembly requiring tape or glue.) Explain the map assignment directions and allot time for students to complete the map work.

2. Explore the two web pages given to read and learn about the Navajo Long Walk and Bosque Redondo.

(Note: students can be grouped with partners to complete the reading of the articles to provide language/reading support as needed)

**(Grouping: Independent or Partners)**

3. Students will analyze two versions of a map of the Navajo Long Walk to answer the Long Walk (Hwééldi) Map Questions.

**(Integrated Processes: Reading, Writing)**

**Explain - Formative Assessment:**

**Teacher Will:**

1. Direct students to view the [Navajo Diné Long Walk \(1863-1866\) PowerPoint presentation](#) (separate PP file). The slideshow features primary and secondary sources describing the Navajo Long Walk and Bosque Redondo events.
2. Distribute the [Describing a Historical Event graphic organizer](#), (in Lesson Materials Document) and direct students to complete it based upon the information gleaned from the [Navajo Diné Long Walk \(1863-1866\) PowerPoint Presentation](#), the [Navajo Diné Long Walk \(1863-1866\) maps](#), and the [NMAI](#) webpages.

**Student Will:**

1. Students will view the [Navajo Diné Long Walk \(1863-1866\) PowerPoint presentation](#) and then complete the [Describing a Historical Event graphic organizer](#) that describes the historical event of the Navajo Long Walk. Note: students will use information from the PowerPoint presentation as well as the Navajo Diné Long Walk (1863-1866) maps and their reading of the National Museum of the American Indian (NMAI) website to complete the graphic organizer.  
**(Integrated Processes; Reading, Listening, Writing; Application: Linked to objective)**  
**(Assessment: Individual/Written)**

**Elaborate:****Teacher Will:**

***IQ #2: To what extent did the Navajo Treaty of 1868 result in gains and concessions to tribal sovereignty?***

1. Write Inquiry Question #2 on the whiteboard; **“To what extent did the Navajo Treaty of 1868 result in gains and concessions to tribal sovereignty?”** Then, discuss the definition of a treaty as a formal binding agreement between two sovereign nations. Emphasize that the Navajo are granted sovereign nation status by the US government. Point out that treaty negotiations often involve compromises between nations. Treaty terms that offer favorable or advantageous conditions to a nation would be considered a gain. Treaty terms that require a loss of land, power, or privilege would be considered a concession.  
**(Scaffolding: Comprehensible input)**
2. Distribute the [Navajo Treaty of 1868 graphic organizer](#). (in Lesson Materials Document). Have students read the articles in the treaty, summarize the treaty terms in their own words, and then explain if this

**Student Will:**

1. Read Inquiry Question #2 and engage in a class discussion of the definition of the word “treaty” and talk about how this is relevant to the Navajo who today hold sovereign nation status by the U.S. government.  
**(Grouping: Whole class)**  
**(Preparation: Linking to prior learning)**
2. Read, summarize, and analyze treaty articles from the [Navajo Treaty of 1868](#); then categorize treaty articles that illustrate gains vs concessions with regard to Navajo tribal sovereignty by completing

condition of the treaty was a gain or a concession for the Navajo. In small groups, students share their conclusions regarding treaty gains and treaty concessions with a focused discussion.

3. Students will read the Smithsonian Voices Article: "The Treaty that Reversed a Removal, the Navajo Treaty of 1868, Goes on View  
<https://www.smithsonianmag.com/blogs/national-museum-american-indian/2018/02/22/treaty-that-reversed-a-removal-navajo-treaty-1868-goes-on-view/> then complete a 3-2-1 Reflection Sheet (in Lesson Materials Document).

**Note:** To support ELL/SPED/gifted students, the teacher will direct students to annotate key words in the Treaty articles. (Circle vocabulary, then write definition notes in the margins, highlight "gains" in one color and highlight "concessions" in a second color.) Gifted instruction extension: Teacher will ask students to explain which articles within the Navajo Treaty of 1868 reinforced the concept of cultural assimilation (process in which members of a minority group change to more closely resemble the majority group).

the Navajo Treaty of 1868 graphic organizer. Students will work in small groups to share their conclusions about treaty gains and concessions with fellow students.

**(Grouping: Independent or Small group)**  
**(Integration Processes: Reading/Writing/Listening/Speaking)**

3. Using their computers/technology, students will read the Smithsonian Voices Article: "The Treaty that Reversed a Removal - the Navajo Treaty of 1868 - Goes on View," and then complete a 3-2-1 Reflection Sheet.  
**(Grouping: Independent)**

**Evaluate - Summative Assessment:**

**Teacher Will:**

1. Offer the two possible assessments: I Am Poem or Historic Diamante Poem (in Lesson Materials Document) and explain each assignment. Have students decide which poem to create and distribute the appropriate template worksheet. An example of a completed Historic Diamante Poem and a completed "I Am" poem are provided as models for students.

2. Allow time for poems to be created. After completing them, the student can share their poems with the class if time permits. The poems can be graded using the respective rubrics provided for the "I Am" Poem or the Historic Diamante Poem. (located in Lesson Materials Document).  
Mastery will be a score of 80% or higher.

**Student Will:**

1. On-level and Gifted students will compose an Historic Diamante Poem on the Navajo Treaty of 1868 that expresses its positive and negative terms and/or consequences for Navajo sovereignty.
2. ELD and Special Education students will compose an "I Am" Poem from the point of view of the inanimate object of the Navajo Treaty of 1868 OR from the point of view of one of the Navajo leaders who negotiated the treaty. (Barboncito, Manuelito, or Juanita, wife of Manuelito).

**(Grouping: Independent/Small groups)**

**(Assessment: Written/Group or Individual)**

**Extensions:** Students can continue their inquiry learning by researching the history of the Navajo people following the Treaty of 1868. They can also use what they have learned in the lesson to research other Native American groups living throughout the United States at the time of the Navajo Long Walk and compare and contrast their stories to that of the Navajo People.