



GeoCivics Lesson: *Introduction to The Long Walk*

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<p>Teacher(s): Jewell Eva Burns & Heather Holguin</p>	<p>Unit title: The Long Walk through an Indigenous lens</p> <p>Lesson title: Introduction to The Long Walk</p>	<p>Grade Level: 4th Grade</p>
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Notes: This lesson is one of three. This lesson will take 3 days, with 45 minutes spent on it each day. The students will be given 7 days to complete the 3-D map project.

Pre-existing Knowledge:

Students will need some background knowledge of who Indigenous People are and understand the terms: indigenous and government.

Overview of Content:

The Long Walk of the Navajo, also called the Long Walk to Bosque Redondo, was an Indian removal effort of the United States government in 1863 and 1864. Originated by General James H. Carleton, New Mexico's U.S. Army commander. The plan called for the removal of the Navajo from their native lands, including areas in northeastern Arizona, through western New Mexico, and north into Utah and Colorado. To accomplish their plan, the U.S. Army made war on the Mescalero Apache and Navajo Indian tribes, destroying their fields, orchards, houses, and livestock. The campaign led to a scorched earth siege across the winter of 1863-1864. Before the Indians were defeated, Congress authorized the establishment of Fort Sumner, New Mexico at Bosque Redondo on October 31, 1862, a space of 40 square miles. During the final standoff at Canyon de Chelly, the Navajo surrendered to Kit Carson and his troops in January 1864. Following orders from his U.S. Army commanders, Carson directed the destruction of their property and organized the Long Walk to the Bosque Redondo reservation, already occupied by Mescalero Apache. 8,500 men, women, and children were marched almost 300 miles from northeastern Arizona and northwestern New Mexico to Bosque Redondo. Traveling in harsh winter conditions for almost months, about 200 Navajo died of cold and starvation. A total of 53 forced marches happened over three years. They walked in high heat. They walked in snowstorms, struggling to keep their horses and sheep alive. They also didn't know how to prepare the rations of unfamiliar foods - flour, bacon, and coffee, so they ate them raw, then fell ill, and some cases were fatal.

Purpose: Students will become familiar with Indigenous People and their culture and learn about some of the struggles they experienced when forced to leave their homeland and to endure the Long Walk to Bosque Redondo.

National & State Social Studies Standard(s):

National Social Studies Standard(s):

Theme 4. Individual development & Identity: g. Analyze a particular event to identify reasons individuals might respond to it in different ways.

New Mexico State Social Studies Standard(s):

Theme 5: New Mexico Identity and Diversity: 4.25. Participate in inquiry of other people's lives and experiences while demonstrating respect and empathy for others.

National & State Geography Standard(s):

National Geography Standard(s):

The World in Spatial Terms: Standard 1:

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

New Mexico State Geography Standard(s):

History 16. Cause and Consequence

- 4.12. Describe the interactions between Indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts.

Geography 11.

- 4.21. Apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret digital and analog maps.

History 18. Critical Consciousness and Perspectives

- 4.24. Explain why various individuals and groups during the same historical period differed in their perspectives towards significant historical events.

ELA Standards:

CCSS.ELA-LITERACY. Reading Standards for Informational Text, 4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

ISTE Teacher and/or Student Standard:

Student Standard:

- 1.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Language Functions:

- **Inquiry/Seeking Information:** Student uses language to acquire information.
- **Sequencing/Ordering:** Students use language to sequence events.
- **Inferring, Predicting, & Hypothesizing:** Students use language to predict implications

Culturally Responsive Lesson Strategies:

- **VOICE:** Students work together cooperatively or share their learning experiences.
- **HIGHER ORDER THINKING:** Lesson provides avenues for students to engage in higher cognitive processing, applying learning to big-picture analysis and creative applications for learning.
- **CONNECTION:** Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences.

Objective(s):

- Students will be able to describe the events that led to the Long Walk.
- Students will be able to describe the struggles and impacts of the Long Walk on the Diné people by participating in a teacher-led Jamboard activity.
- Students will be able to sort factual events in sequential order.
- Students will be able to create a 3-D map that shows the trail and the physical features that the Diné people encountered in the Long Walk.

SIOP

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

Evidence of Mastery:

Formative: Students add information they have learned onto a graphic organizer to show important dates and causes of the Long Walk and to express what they have learned about the Long Walk - through the perspective of the Dine people.

Summative: Students will create a 3-D map to show the trail of the “Long Walk”.

NOTE: *The 3-D Map of the Long Walk Rubric can be found in Lesson #1 Materials Document.*

Key vocabulary:

- **tribe**- a group of people that includes many families, clans, or generations having a shared ancestry and language
- **rugged**- a rough, uneven surface
- **government**- the political system by which a country or community is regulated by
- **indigenous people**- the earliest known inhabitants of a place
- **sacred**- made, declared, or believed to be holy; devoted to a deity, or some religious ceremony
- **Diné**- The name used by the Navajo and Apache People to refer to themselves. Diné means “the People” in the Navajo and Apache languages.
- **Indian Removal Act of 1830**- An act signed into law on May 28, 1830, by United States President Andrew Jackson, giving the president authority to negotiate with southern Native American tribes for their removal from their native lands to federal territories west of the Mississippi River in exchange for allowing white people to settle on their ancestral lands.

Materials:

- Teacher Resources Sheet: Info on how to use and measure distance between points on Google Maps & Info about the history of The Navajo Long Walk. and 3-D map images (in Lesson Materials Document)
- Navajo Long Walk slide (in Lesson Materials Document)
- Long Walk Graphic Organizer handout- one per student (in Lesson Materials Document)
- Answer Key for Long Walk Graphic Organizer (in Lesson Materials Document)
- Video: *How to use Google Jamboard- Beginner’s Tutorial: (a Teacher Resource- see link in Sources)*
- Computers for teacher and students with access to the Google Jamboard app (a digital whiteboard)
- Jamboard Sticky Note Resource Sheet (a Teacher Resource for creating Jamboard sticky notes - in Lesson Materials Document) OR instead use paper sticky notes for use on a classroom board
- Answer Key for Jamboard Sticky Notes in Sequential Order and Categorized (in Lesson Materials Document)
- Long Walk Maps handout - one copy per student (in Lesson Materials Document)
- 3-D map of the Long Walk Rubric handout - one copy per student (in Lesson Materials Document)
- 3-D maps of the long Walk - Samples (a Teacher Resource - in Lesson Materials Document)
- Sheets of paper for students to use to create their map design
- Materials to create a 3D map: pieces of cardboard, paint/paint brushes, markers, glue, modeling clay, nature objects such as rocks, sticks, etc., as well as any student self-selected materials.

the map by first right clicking on their location and then clicking on “Measure Distance”, and then clicking on another place on the map and reading the card at the bottom which will show the distance between the two locations.

(Resource link for how to measure distance on Google Maps:

<https://support.google.com/maps/answer/1628031?hl=en&co=GENIE.Platform%3DDesktop>)

4. The teacher will then have students find their location on their own computers and find the distance between where they are and any other place they can see on their map.
5. After students have shown they know how to find the location between two distances on the map, the teacher will then tell the students that they are to find a location that is 400 miles from where they are at, and have students share out the locations they find with the whole class. Throughout the process, the teacher will provide support to students as needed to help them get onto Google Maps, find their location on the map, and find the distance between locations on the map and then to find a place 400 miles from where they are at on the map.
6. The teacher will then engage the students in a discussion of how far away 400 miles is and to imagine what it would be like to walk the distance of 400 miles.
7. The teacher will then ask students to Think/Pair/ Share with a partner and share out what they might suffer if having to walk 400 miles and to consider what challenges people would face if forced to march a distance that far.

Notes: *The teacher can strategically partner students in a way to provide needed support for ELLs, Special Ed and/or gifted students in order to provide support for them to reflect on and discuss their thinking and to be able to share out their thoughts with the class. The students can also be given sentence frames to support them in responding to the questions asked.*

computers, opening Google Maps, and finding their location on the map.

The students will then observe the teacher’s demonstration of how to determine distances on the map and will try this out themselves finding how far another place on the map is from where their location is on the map.

(Scaffolding: Modeling/Guided Practice)

4. Use what they have learned to locate a distance that is 400 miles from where they are on the map. They will then share out the location they have found with the whole class.
(Scaffolding: Independent Practice)
5. Students will find a location that is 400 miles from where they are at, share out the locations they find with the whole class.

6. Discuss how far 400 miles is from where they are at and share their feelings and thoughts about what it would be like to walk 400 miles.
7. Think/Pair/Share with a partner what they might suffer if having to walk 400 miles and what challenges people would face if having to march that distance. Students will then share out their thoughts with the whole class.

(Grouping: Partners/Whole Class)

(Application: Linking to background)

Gifted/advanced students can be asked to determine how long it would take for someone to travel the distance of 400 miles by foot and by car and to compare the time difference.

Explore:

Teacher Will:

IQ #1: What are the factors that led to the Long Walk?

Note: *The teacher will strategically partner students to provide ELL/SPED students with support as needed in order to read the information and recognize the struggles of the Diné people. Gifted students can be asked to come up with possible ways that the Diné people could have used their struggles to help others better their lives.*

1. The teacher will introduce the history of the Diné people and ***how and why*** they were forced to leave their homelands and take the Long Walk to Bosque Redondo reservation in New Mexico. (See Teacher Resources on Lesson Materials Document for details.)
2. The teacher will also present the key vocabulary to the students and then lead the class into a discussion of the meaning of each word, writing the words and their meanings on the board for all to see.
3. The teacher will then pass out copies of the Long Walk graphic organizer and share the Navajo Long Walk slide (both in Lesson Materials Document) with students and will have students work with their partners to read the information on the slide and fill in the graphic organizer by writing down information that they read about who, what, when, where and why about The Long Walk.
4. The teacher will then have students work with their partners to create and present a two-slide Google Slide or PowerPoint Slide presentation that describes the cause of the Long Walk.

Student Will:

1. Listen to the story of Diné people told by the teacher, and engage in a class discussion of the key vocabulary words and their meanings.
(Integrating processes: Listening, speaking / reading) (Grouping: whole class)
2. Students note vocabulary words and discuss meanings
3. Students work with their partners to read and talk about the information from the slide shown by the teacher about the Navajo Long Walk and fill in the graphic organizer with the information they learn.
Integrating Processes: Listening / Speaking Reading /Writing) (Grouping: Partners)
4. Work with their partners to create a two-slide Google Slide or PowerPoint Slide presentation describing the Dine people's struggles on the Long Walk.
(Application: Promotes Engagement)
5. Partners will give a slide presentation to the class sharing what they have learned

<p>5. When finished, the teacher will provide time for the students to share out their slide presentations with the whole class.</p>	<p>about the Diné peoples' struggles on The Long Walk. (Application: Hands-On/Promotes Engagement) (Integrating Processes: Speaking/Listening) (Grouping: partners)</p>
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Explain - Formative Assessment

<p>Teacher Will:</p> <p>NOTE: <i>The teacher will support ELL/SPED students in reading the Jamboard facts by strategically grouping them with partners or by reading the notes aloud when needed. Gifted students will be asked to add their own sticky notes that will elaborate on the events to show a deeper understanding of the events.</i></p> <ol style="list-style-type: none"> 1. The teacher will then have the students add any new information they have learned onto their graphic organizer to show important dates of the Long Walk and to express what they have learned about the physical struggles impact that the Long Walk had on the Diné people - looking at it through the perspective of the Dine people. 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Students will be able to describe the events that led to the Long Walk. They will then turn in their graphic organizers to be assessed by the teacher. (Assessment: Written/Individual)
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Elaborate

<p><i>IQ #2: What are some struggles that the Diné people suffered on The Long Walk?</i></p> <p>Note: <i>Teacher can use the video How to Use Google Jamboard - Beginner's Tutorial to review procedures for using Jamboard, a digital whiteboard, and to prepare for the following activity. The following activity could be done using paper sticky notes on a classroom board instead if desired.)</i></p> <p><i>The teacher will support ELL/SPED students in reading the Jamboard facts by strategically grouping them with partners or by reading the notes aloud when needed. Gifted students will be asked to add their own sticky notes that will elaborate on the events to show a deeper understanding of the events.</i></p> <ol style="list-style-type: none"> 1. The teacher will share with students that they will be working in Jamboard and will 	<p>Student Will:</p>
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demonstrate to students how Jamboard works.

2. The teacher will then model for students how they will create and use sticky notes on Jamboard (Note: these could be done using paper sticky notes on the classroom board instead).
3. The teacher will then will have students read through the sticky notes that are on the Jamboard (see [Jamboard Sticky Note Resource Sheet](#) in Lesson Materials Document for example notes) which presents facts about the social and physical aspects and specific dates important to the Long Walk.
4. The teacher will then have students work independently to sort the sticky note fact with dates into sequential order, and to categorize the other sticky notes facts into either social or physical aspects of the Long Walk
5. The teacher will tell students they are going to work with their partners to read information from a slide about the Navajo Long Walk and gather information to answer inquiry question #1 (tie back to where students discussed what hardships *they thought* people would face when walking long distances): ***What are some struggles that the Diné people suffered on The Long Walk?***
6. The teacher will pass out copies of the [Long Walk Map \(in Lesson Materials Document\)](#) to the students.
7. The teacher will strategically put students into small groups, providing support for students as needed, and will tell students to work together to study the map and describe what they notice about the physical features found on the map and then have students share their thinking with the whole class.
8. Then as a whole group, the teacher will engage the students in a discussion of what hardships the Diné people may have encountered during the Long Walk as a result

2. Students will learn how to manipulate the sticky notes on Jamboard by watching the teacher's modeling, and then will read through the sticky notes presented on Jamboard (or the classroom board) to learn about the social and physical events and important dates related to the Long Walk. Students needing support will work with a partner to read the sticky notes or have the teacher read them aloud to them when needed.

(Integrating Processes: Reading /Speaking) (Grouping: Individual or Partners) (Scaffolding: Modeling /Guided Practice)

3. Students will work independently to sort the facts on the sticky notes putting them in sequential order.
(Grouping: Independent)
4. Add new information to their graphic organizer to show important dates and what they have learned about the physical struggles and social and
5. Observe the teacher's demonstration of how to use Jamboard and how to use sticky notes on Jamboard (or on the classroom board).
(Scaffolding: Modeling)
6. Study the map of the Long Walk presented by the teacher and work with fellow students in small groups to observe and describe what they notice about the physical features found on the map. They will then prepare to share out their observations with the whole class.
(Grouping: Small groups) (Integrating Processes: Listening/Speaking)
7. Engage with the teacher and class in a discussion about what hardships the Diné people might have encountered during the Long Walk as a result of the distance they had to walk and the physical

<p>of the distance and physical features of the land.</p>	<p>features of the land they had to walk through. (Grouping: Whole class) (Integrating Processes: Speaking/Listening)</p>
<p>Evaluate - Summative Assessment:</p>	
<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. The teacher will strategically pair students with partners, providing support as needed, and give them a sheet of paper on which to design a map showing physical features that the Diné people would have encountered on the Long Walk. 2. The teacher will show students some pictures showing how a 3-D map might look (see 3-D Maps of the Long Walk -Samples in Lesson Materials Document) and will talk about possible materials they might want to use to create their maps. The teacher will pass out copies of the <u>3-D Map of the Long Walk Rubric</u> (in Lesson Materials Document) to the students and go over the expectations for what should be included in their maps (Landmarks, Physical Features, Compass Rose, Map Title, Key, Routes, Towns, Forts) and let students know how much time they will have to complete their maps. 3. The teacher will then provide time for the students to work together with their partners, working from their design, to create their 3-D maps using any materials they would like to build their maps. 4. When the students are done creating their 3-D maps, the teacher will have the students set up their maps around the classroom and will conduct a museum walk giving students the opportunity to share out what they have created with the whole class. The teacher will use the <u>3-D map of the Long Walk Rubric</u> to assess student learning, with a score of 20 pts. showing mastery. 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Work with their partner to design a map showing the physical features that the Diné people would have encountered on the Long Walk. The paper map will then be used to create a 3D map. (Grouping: partners) 2. Observe and learn from the teacher what is expected in the creation of their 3-D map and will work with their partner using their map design to plan out how they will accomplish the task of creating a 3-D map of the Long Walk that includes all expected items. (Application: Hands on/Promotes Engagement) (Grouping: partners) 3. Work with their partners and use their map design and any materials they want to use to create their 3D map Students will use the 3D Map Rubric presented by the teacher to guide them in creating their map to meet the expectations outlined on the rubric. <i>ELL/SPED students will be provided extra support from fellow students and/or the teacher as needed to help ensure they include all expectations in their maps.</i> (Application: Hands On/) (Grouping: partners) 4. Will present their 3-D maps to the teacher and fellow class members through engaging in the class museum walk and will share out the physical

features included on their maps that show the physical features that the Diné people encountered on the Long Walk.

(Grouping: whole class) (Application: Linked to objectives/promotes engagement) Assessment: Individual/Oral)

Extensions:

- Students can be given an assignment/task to interview their family members about their knowledge of Indigenous People and learn whether they may have Indigenous ancestry in their families and report back to their fellow classmates what they have learned.
- Students could also participate in a museum walk with students from other classes to share out their learning about The Long Walk with other students within the school community.