



GeoCivics Lesson: *Life at Bosque Redondo*

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<p>Teacher(s) Jewell Eva Burns, Heather Holguin</p>	<p>Unit title: The Long Walk through the Indigenous lens</p> <p>Lesson title: Life at Bosque Redondo</p>	<p>Grade Level: 4th Grade</p>
<p>Notes: This is lesson two of three. This lesson will last three days, with 45 minutes each day.</p>		
<p>Pre-existing Knowledge: Students will need background knowledge about the Navajo Long Walk to Bosque Redondo and its location in New Mexico. (Note: Lesson 1 is designed to build this background knowledge.)</p>		
<p>Overview of Content: Life at Bosque Redondo was severely challenging for the Navajo. The brackish Pecos water caused severe intestinal problems in the tribes, and disease ran rampant. Armyworms destroyed the corn crop, and the wood supply at the Bosque Redondo was soon depleted. At Fort Sumner, the Navajo were met by the Mescalero Apache tribe, who had long been at war with them. Tribal men built housing for the soldiers. The Navajos lived in holes in the ground and had little shelter from the weather.</p> <p>Food rations were limited, and many times the food was rancid. At the high population point, more than 10,000 Native people, soldiers, and military families were on the reservation, making it the largest populated place in New Mexico. 1,500 Navajo people died and lay in unmarked graves. The Navajo were not permitted to practice traditional ceremonies, sing songs or pray in their own language. The food was foreign, and they did not know how to cook it.</p>		
<p>Purpose: Students will learn about the social, emotional, and physical experience that the Dine People experienced as they lived at Bosque Redondo.</p>		
<p>National Social Studies Standard(s):</p>		

5. Individuals, Groups, Institutions: e. Identify and describe examples of tension between an individual's belief and government policies and laws.

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.

New Mexico State Social Studies Standards:

History - Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

K-4 Benchmark I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.

4th grade: 1. Identify important issues, events, and individuals from New Mexico prehistory to the present.

National & State Geography Standard(s):

Standard: 15 Description: How physical systems affect human systems.

New Mexico State Geography Standards:

Geography Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.

ELA Standards:

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

ISTE Teacher and/or Student Standard:

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.

Student: Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Language Functions:

- Inquiry/Seeking Information: Students use language to acquire information, inquire.
- Summarizing and Informing: students use language to: Identify, report or describe information
- Inferring, Predicting, hypothesizing: Students use language to: make inferences, predict implications, hypothesize.

Culturally Responsive Lesson Strategies:

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

Objective(s):

- Students will be able to identify and describe the tension between the Navajo and the United States regarding policies and laws.
- Students will be able to examine the relationship between the Navajo people and the land at Bosque Redondo and the struggles they faced.
- Students will be able to describe how the land, water, and population contributed to the living conditions at Bosque Redondo.

SIOP

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

Evidence of Mastery (Measurable)

Formative: Teacher observation of oral discussion during whole and small groups. This is documented on the Research for Presentation Checklist found in the Lesson Materials Document.

Summative: Small group Research Presentation including use of either a Google slide or a poster. The presentation is assessed using the Research Presentation Rubric found in the Lesson Materials Document.

Key vocabulary:

- **assimilation** - the process whereby individuals or groups of differing ethnic heritage are absorbed into the dominant culture of a society
- **cultural genocide** - the intentional destruction of a group's culture, religion, and identity
- **arduous - hard to accomplish or achieve**
- **reservation (Indian)** - an area of land on which Indian people are supposed to live.
- **rations**- food allowance for one-day
- **internment camp**- a prison camp for the confinement of a person to a particular area.
- **ceremonies**- a formal religious or public occasion, typically one celebrating a particular event or anniversary.
- **smallpox**-serious contagious infectious disease, people that were infected had a fever and skin rash.
- **suffering**- undergoing pain, distress, or hardship
- **cutworms**- worms that cut down young plants as they feed on the stem.
- **hweeldi**- "the place of suffering" or just "the suffering"

Materials:

- Online Article: Bosque Redondo Memorial at Fort Sumner Historic Site (see Sources link)
- Student access to computers or Chromebooks for doing research
- Copies of handout - Research on Life at Bosque Redondo - one copy per student (located in Lesson Materials Document)
- Answer Key for Research on Life at Bosque Redondo - (in Lesson Materials Document)
- Research for Presentation Checklist (Teacher checklist for Formative Assessment - in Lesson Materials Document)
- Internet Links for student research on life at Bosque Redondo (see Sources links)
- Computer access to Google Slides
- Research Presentation Rubric (Summative Assessment Rubric) (in Lesson Materials Document)
- Large sheets of poster paper, markers, and/or other tools for creating poster presentations

Sources:

- Article: History - Bosque Redondo Memorial at Fort Sumner Historic Site
<https://nmhistoricsites.org/bosque-redondo/history>

Internet Links for student research on Navajo life at Bosque Redondo:

- Navajo Long Walk to Bosque Redondo - <https://navajopeople.org/blog/navajo-long-walk-to-bosque-redondo/>
- Legends of America – Navajo Long Walk to the Bosque Redondo-
<https://www.legendsofamerica.com/na-navajolongwalk/>
- Treaty of Bosque Redondo facts for kids -
https://kids.kiddle.co/Treaty_of_Bosque_Redondo#Background
- Bosque Redondo - <https://americanindian.si.edu/nk360/navajo/bosque-redondo/bosque-redondo.cshtml>
- The Long Walk of the Navajo – Bosque Redondo -
https://en.wikipedia.org/wiki/Long_Walk_of_the_Navajo

- Fort Sumner - https://en.wikipedia.org/wiki/Fort_Sumner
- Redondo – destination of the Long Walk: https://web.archive.org/web/20051201041058/http://www.southernnewmexico.com/Articles/Southeast/De_Baca/FortSumner/BosqueRedondo-destination.html
- Article ·Bosque Redondo Memorial at Fort Sumner Historic Site <https://nmhistoricsites.org/bosque-redondo>

Engage:

Teacher Will: (Hook)

NOTE: *The teacher will strategically partner students to provide language and learning support as needed.*

1. The teacher will have students Think/Pair/Share their response to the following questions: *Think of a place that is important to you, and try to visualize the place in your mind. What people, events, stories, or celebrations do you think about when you think of this place? Why are those connections important to you?*

Student Will:

1. Students will think about and visualize a place that is important to them. They will then discuss their thoughts with their partner and respond to the teacher’s questions about this place. They will then share out their responses to the whole class.
(Preparation: Linking to Background)
(Integrating Processes: Listening/Speaking)
(Grouping: Partners/whole class)
(Application: Meaningful)

Explore:

Teacher Will:

IQ #1: What was life like at Bosque Redondo?

NOTE: *The teacher will strategically place students into small groups to provide support as needed.*

1. The teacher will ask students what they have learned and remember about the Navajos’ Long Walk to Bosque Redondo, and will engage the class in a discussion to summarize what they know. *Tie in to discussion in Engage.*
2. The teacher will then introduce key vocabulary and go over the meanings of the words: assimilation, cultural

Student Will:

1. Think about their prior learning about the Navajos’ Long Walk to Bosque Redondo and will share out their learning with the whole class.
(Preparation: Linking to past learning) (Grouping: Whole Class)
2. Make note of the key vocabulary introduced by the teacher and keep these words in mind as they listen to the article read aloud to them.

genocide, reservation (Indian), arduous, rations, and explain that they will hear these words in an article called [Bosque Redondo Memorial at Fort Sumner Historic Site](#) that will be read aloud to the students. The teacher will also tell students that as they listen to the article to visualize the setting, characters, and objects discussed in the text as it is read aloud, and think about what it tells us about what life was like for the Navajo at Bosque Redondo. After reading the article aloud, the teacher will have the students share out their thoughts and any questions they may have about this historical event.

3. The teacher will then present Inquiry Question #1 *What was life like at Bosque Redondo?* to the class and explain that each group will research one area of life of the Navajo at Bosque Redondo and will record what they learn on their handout: [Research on Life at Bosque Redondo \(in Lesson Materials Document\)](#) and after doing their research, each group will present their findings about their area of study to the whole class. Areas to be researched:

- *Water/farming*
- *Shelter*
- *Food*
- *Ceremonies/Spiritual traditions*
- *Sickness*

4. The teacher will provide students with different internet links to conduct their research (See links in Sources) and will pass out the [Research on Life at Bosque Redondo](#) handout (in Lesson Material Document) for students to record their research findings on.

As students listen to the teacher read the article *Bosque Redondo Memorial at Fort Sumner Historic Site*, they will visualize the setting, characters, and objects discussed in the text and think about what it tells them about what life was like for the Navajo at Bosque Redondo.

Afterward, the students will share out to the whole class their thinking and any questions they may have about this historical event.

(Preparation: Strategies Used - Visualization)
(Integrating Processes: Listening/Speaking)

3. Work in small groups using their computers or Chromebooks to research their assigned area of life and discuss what they find within their group, and then record their information from their Research on the [Life at Bosque Redondo](#) handout.

(Grouping: Small Groups)
(Integrating Processes: Reading/Writing/Listening/Speaking) **(Application: Promotes Engagement/Linked to Objectives)**

NOTE: As students work on their research, the teacher will provide support for ELL/SPED students, etc. with extra prompting via inquiry questions such as: “What kind of problems or challenges did the Navajos people face that had to do with water or farming? / shelter? / food? / ceremonies or spiritual traditions? /sickness? Why was this a problem for them? What impact do you think this problem would have on their life?
(Scaffolding: Guided Practice)

Explain - Formative Assessment:

Teacher Will:

1. The teacher will introduce additional key vocabulary words (ration, internment camp, ceremonies, smallpox, suffering, cutworms, hweeldi) and engage the class in a discussion of the meanings of the words and how they relate to the research the students have done. The teacher will then have students discuss in their groups how the information they found in their research would help them answer the inquiry question: *What was life like at Bosque Redondo?*
2. The teacher will then help students prepare to present their research to the class by giving them time, support, and materials to create a Google slide or a poster to share their research information and answer the question *What was life like at Bosque Redondo?*
3. As the groups work on their presentations, the teacher will provide support as needed by meeting with each group and having them talk about what they have learned from their research. The teacher will use the Presentation Checklist (in the Lesson Materials Document) as a Formative Assessment to record students’ responses

Student Will:

1. Engage in a class discussion of the key vocabulary introduced by the teacher and will make and share out connections they have made to the words through the research they have done. The students will then work with their group members to discuss how what they learned in their research relates to the inquiry question and then work together as a group to prepare a presentation of their research findings by creating a Google slide or a poster that includes the information they have collected.
(Integrating processes: Listening/Speaking/Reading/Writing)
(Grouping: Whole class/Small groups)
(Application: Promotes Engagement)
2. Tell the teacher what they have learned from their research and together decide if they need to do further research or are ready to create their Google Slide or poster and prepare for their presentation.
(Grouping: small group/Individual)
(Assessment: Oral/Individual/Group)
3. When ready to work on their slide or poster, students will use the Presentation Rubric provided by the teacher to help them prepare to give their presentation to the class.
(Scaffolding: Guided Practice)

<p>and learning and will then use this information to guide students to do further research if needed or to provide them with more information if needed.</p> <p>4. The teacher will also provide the student groups with copies of the <u>Presentation Rubric</u> (in Lesson Materials Document) and discuss with them the elements that they need to consider and include in their presentation, including the use of the key vocabulary words they have been introduced to.</p>	
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Elaborate

<p>Teacher Will: IQ #2: <i>How did the Navajo People Respond to the emotional, physical, and cultural struggles while living at Bosque Redondo?</i></p> <ol style="list-style-type: none"> The teacher will ask students to think about and discuss in their small groups how the information they have gathered through their research could also help them to answer Inquiry Question #2: <i>How did the Navajo People Respond to the emotional, physical, and cultural struggles while living at Bosque Redondo?</i> In small groups, students will refer back to previous research, and make a simple timeline of events that led to the Long Walk to Bosque Redondo, and the end of the indigenous internment. https://nmhistoricsites.org/bosque-redondo/history 	<p>Student Will:</p> <ol style="list-style-type: none"> Use their slides and/or posters to discuss with their small groups the information they learned from their research and talk to each other about how what they learned about the struggles that the Navajo People endured while living at Bosque Redondo also reveals how they responded to the emotional, physical and cultural struggles while living there. In small groups, students will refer back to previous research, and make a simple timeline of events that led to the Long Walk to Bosque Redondo, and the end of the indigenous internment. (Grouping: Small groups) (Application: Linked to Objectives)
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Evaluate - Summative Assessment:

<p>Teacher Will:</p> <ol style="list-style-type: none"> The teacher will have the groups of students present their findings on their specific area of life at Bosque Redondo to the whole class by sharing their Google slide or poster with the 	<p>Student Will:</p> <ol style="list-style-type: none"> As a small group, students will present their research findings using their Google slide or
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class and talking about what they have learned. As the students give their presentations, the teacher will use the Presentation Rubric to assess students' research and learning.

Note: *The teacher will also monitor comprehension of key vocabulary and support students in accurately using the vocabulary within their presentation.*

2. The teacher will then engage the students in a whole class discussion to summarize what they have learned about the struggles that the Navajo People endured in Bosque Redondo and discuss how they responded to these struggles, answering Inquiry Question #2: *How did the Navajo People Respond to the emotional, physical, and cultural struggles while living in Bosque Redondo?*
3. Following the presentations, the teacher will engage the class in a discussion of how, based on what they have learned, would they now answer the inquiry question #1, *What was life like at Bosque Redondo?*

poster as well as using the key vocabulary in their presentation of their learning.

(Grouping: Small groups/Whole class)
(Integrating Processes: Speaking/Listening/Reading) **(Application: Promotes engagement)**
(Assessment: Group/Oral/Written)

2. Engage in a class discussion of how they would now answer Inquiry Question #1: “What was life like at Bosque Redondo?”, based on the information they have learned through their research.

Note: *Students who need language and/or learning support will be paired with a partner or with their small group members to support them in participating in the class discussions. The teacher can also provide sentence starters as needed to support students to be able to engage in the class discussion of the inquiry questions.*

(Grouping: Whole class)

(Integrating Processes: Listening/Speaking)

(Scaffolding: Guided practice)

3. Students will share out to the class their answers to Inquiry Question #2 and support their answers by explaining what they have learned from their research that helps to answer this question.

(Application: Meaningful) **(Grouping: Whole class)** **(Integrating Processes: Listening/Speaking)**

Extensions:

Students could continue to research the lives of the Navajos by exploring what happened to them after leaving Bosque Redondo and returning to their native lands in other states and learn how this impacted their lives.

The students could also be introduced to some local Navajo People or other Native Americans, if available, and be given an opportunity to talk to them and discuss their backgrounds and family histories and to learn about their current lives and cultures.