**NAVAJO LONG WALK AND LIFE AT BOSQUE REDONDO KEY EVENT CARDS**

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| **Indian Removal Act of 1830**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Navajo Long Walk**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Bosque Redondo Internment Camp**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Life at Bosque Redondo**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**TREATY OF 1868 KEY EVENT CARDS**

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| **Treaty of 1868**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Return to Native Lands**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Life on the Navajo Reservation**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Government Boarding Schools**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**NAVAJO LONG WALK AND LIFE AT BOSQUE REDONDO KEY EVENT CARDS  
Example Answer Key**

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| **Indian Removal Act of 1830**  **The Indian Removal Act was a federal act that was signed into law by President Andrew Jackson on May 28, 1830. It gave the president authority to force Indian tribes living within state borders to leave their native lands and move to unsettled lands west of the Mississippi. A few tribes went peacefully but many resisted the relocation policy.** | **Navajo Long Walk**  **The Navajo Long Walk was an Indian removal of the Navajo people from their native land in northeastern Arizona, western New Mexico, Utah, and Colorado. The U.S. army went to war against the Mescalero Apache and Navajo Indian tribes forcing them to leave by destroying their fields and houses and livestock. They were forced to march between 250 and 450 miles from northeastern Arizona and northwestern New Mexico to the Bosque Redondo reservation, a barren area of land in eastern New Mexico. About 8,500 men, women, and children walked for almost 2 months through harsh winter weather and about 200 of them died of cold and starvation, and some were even shot and killed by the soldiers when they became exhausted and couldn’t continue walking.** |
| **Bosque Redondo Internment Camp**  **Bosque Redondo Internment Camp was where the Navajo were force to relocate to in New Mexico. It became a prison camp for the Indians.** | **Life at Bosque Redondo**  **Life at Bosque Redondo was hard and challenging for the Navajo people. The land around Fort Sumner at Bosque Redondo was not good for growing crops. It was desolate, dry and flat and had very little water and natural resources. The Navajo living there could not grow enough food to eat and many starved to death and many also died from the freezing weather. The struggles and challenges they faced affected the Navajo people physically and emotionally causing them to feel distraught and hopeless.** |

**TREATY OF 1868 KEY EVENT CARDS -   
Example Answer Key**

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| **Treaty of 1868**  **The Treaty of 1868 was a treaty signed by the US government and the Navajo people which allowed the Navajo to return to their homelands after 4 years of suffering.**  **By signing the treaty, the Navajo agreed to cease war against the United States and to allow U.S. officials to live within their lands and make other sacrifices as well.** | **Return to Native Lands**  **By signing the Treaty of 1868, the Navajo were able to return to their homelands, and although they did not receive back all of the native lands they had lived on before they were relocated to Bosque Redondo, they still were able to return to their homeland and regain some Navajo sovereignty, but their return home was not without challenges or sacrifices. As a result of the Treaty of 1868 they had to agree to allow railroads to be constructed throughout their lands and also to send their children to Indian Boarding schools.** |
| **Life on the Navajo Reservation**  **Life on the Navajo Reservation after the Treaty of 1868 was not the same as it was before they were forced to leave. Although they were now back home, they had to live under the regulations of the federal government but have worked to maintain their culture and language.** | **Government Boarding Schools**  **As a result of the Treaty of 1868, Navajo parents had to agree to send their children between the ages of 6 and 13 to government boarding schools which required them to be taken from their homes and sent to live in states far away from the reservation. In the schools, the children were stripped of their language and culture and forced to dress like and take on the culture of the white Americans they lived with.** |

(Summative Assessment):

**The Long Walk Timeline of Events Template**

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**Rubric for The Long Walk Timeline of Events Template Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Criteria | **4 points**  **Excellent** | **3 points**  **Strong** | **2 points**  **Satisfactory** | **1 point**  **Emergent** | **0 points**  **Incomplete** |
| Information about the Navajo Long Walk, Bosque Redondo, and the Treaty of 1868 presented | Fully presents all of the information accurately and clearly | Most of the information is presented accurately and clearly | Main parts of the information are presented accurately and clearly | Some but not all of the main parts of information are presented accurately and clearly | Very little of the information is presented accurately and clearly |
| Use of KWL Chart | KWL chart is used fully & meaningfully engages all participants | KWL chart is used fully and engages most participants | KWL chart is somewhat used & engages some participants | KWL chart is only used partially & engages a few participants | KWL chart is not used |
| Slides, Posters, and 3-D map are used to present information | Fully and effectively uses slides, posters, and 3-D maps throughout the presentation | Slides, posters, and 3-D maps are used effectively to present most of the information | Some slides and/or posters and/or 3-D maps are used effectively to present some information | Slides and/or posters and/or 3-D maps are used only a little in the presentation | Slides and/or posters are not used in the presentation |
| Group members’ participation | All group members participate fully throughout the presentation | All group members participate in some ways throughout the presentation | Most group members help to present the information | Only 1 or 2 group members participate in the presentation | Only one or no group members participate in the presentation |
| Engagement of student participants | Effectively engages all student participants throughout the presentation | Effectively engages most student participants throughout the presentation | Engages some student participants throughout the presentation | Engage student participants in only a few parts of the presentation | Does not involve student participants at all |

**KWL Chart Template**

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| **K** | **W** | **L** |
| **What we Know** | **What we want to Know** | **What we Learned** |
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