

# Cultural Lit. 35: Manuelito

## Summary

Students will research Manuelito's approximate birthplace, his clan lineage, his early upbringing and preparation for defense against enemies (raiding), after direct instruction, reading texts and cooperative group work, within 2-3 class periods.

## Time Frame

2 class periods of 60 minutes each

## Materials

1. Map: Dine' Bikeyah
2. Navajo Clan Chart and book, Navajo Clan Legends; (Adopted Clans-to be published 2005). San Juan School District Media Center. [www.sanjuan.k-12.ut.us](http://www.sanjuan.k-12.ut.us)
3. Manuelito 1818-1893. 11 page text. Harrison Lapahie Jr. <http://www.lapahie.com/Manuelito.cfm>
4. *Dine'tah: An Early History of the Navajo People*. Lawrence D. Sunberg.
5. Forrest S. Cuch (Ed.). 2000. *A History of Utah's American Indians*. Salt Lake City: Utah State Division of Indian Affairs. Pp. 275-293.
6. Journal or notebook.

## Instructional Procedures

### **Anticipatory Set:**

Post the names and words: treaties, lineage, raiding, medicine-man, chief/headman, president. Conduct a collective brainstorming session (utilizing group structures) and add the generated vocabulary words to posted ones. Allow students to postulate their understanding of words and concepts.

### **Activities:**

- A. Working in cooperative group structures, students will read pages 1-2 of Lapahie text and take notes (using teacher prepared note-taking outline) on the details of Manuelito's approximate birthplace and his clan lineage. Groups will report details to class.
- B. Working in cooperative group structures, students will read pages 2-8 of Lapahie text and take notes (using teacher prepared note-taking outline) on the details of Manuelito's early upbringing and preparation for defense against enemies (raiding). Groups will report details to class.
- C. Teacher will lead class discussion, with students working in cooperative group structures. Students will compare historical clan upbringing/preparation with modern day education/schooling. Students will take notes (using teacher prepared note-taking outline) on the main similarities and differences.

## Assessment Plan

Student participation in group work and written outlines for each subject: Manuelito's birthplace and clan; early upbringing; comparison between Navajo historical and modern education.

## Authors

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