

# Cultural Lit. 36: Fort Sumner & The Navajo Long Walk

## Summary

Students will research and be able to tell: Who was responsible for the Fort Sumner campaign against the Navajo; why the campaign took place; the details of the forced march to Fort Sumner, the location of Fort Sumner in relation to the Navajo homeland; conditions at Fort Sumner; length of imprisonment; details of life in prison; circumstances of release from Fort Sumner, after direct instruction, reading texts and cooperative group work, within 1-2 class periods.

## Time Frame

2 class periods of 60 minutes each

## Materials

1. Manuelito 1818-1893. 11 page text. Harrison Lapahie Jr. <http://www.lapahie.com/Manuelito.cfm>
2. Forrest S. Cuch (Ed.). 2000. *A History of Utah's American Indians*. Salt Lake City: Utah State Division of Indian Affairs. Pp. 279-286.
3. Journal or notebook.

## Instructional Procedures

### **Anticipatory Set:**

Post the names and words: starvation, surrender, genocide, desolate, Hweeldi, campaign, imprisonment, homeland, Fort Sumner.

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 279-282 of the Cuch text and take notes (using teacher prepared note-taking outline) on the details of who was responsible for the Fort Sumner campaign against the Navajo and why the campaign took place. Groups will report details to class.

B. Working in cooperative group structures, students will read pages 282-285 of the Cuch text and take notes (using teacher prepared note-taking outline) on the details of the forced march to Fort Sumner and the location of Fort Sumner in relation to the Navajo homeland. Groups will report details to class.

C. Working in cooperative group structures, students will read pages 284-288 of the Cuch text and take notes (using teacher prepared note-taking outline) on the details of the conditions at Fort Sumner; length of imprisonment; details of life in prison, and circumstances of release from Fort Sumner. Groups will report details to class.

D. Teacher will lead class discussion, with students working in cooperative group structures. Students will compare the Navajo Long Walk with more recent and present-day genocide campaigns in the world.

## Assessment Plan

Student participation in group work and outlines for each subject: who was responsible for the Fort

Sumner campaign against the Navajo; why the campaign took place; the details of the forced march to Fort Sumner, the location of Fort Sumner in relation to the Navajo homeland; conditions at Fort Sumner; length of imprisonment; details of life in prison; circumstances of release from Fort Sumner, comparison with present-day genocide campaigns.

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