

# Cultural Lit. 37: Manuelito's Role as a Leader

## Summary

Students will research and be able to tell: Manuelito's involvement with the treaty which freed the Navajo from Fort Sumner, his leadership role in keeping peace, the details of his meeting with Ulysses S. Grant in Washington, his support of education, and his later disappointment with the Indian boarding school, 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. *A History of Utah's American Indians*. Forrest S. Cuch (Ed.). 2000. Salt Lake City: Utah State Division of Indian Affairs. Pp. 279-293.
3. *Navajo: A Century of Progress 1868-1968*. Martin A. Link (Ed.). 1968 Window Rock, AZ: Navajo Tribe
4. Journal or notebook.

## Instructional Procedures

### Assessment Plan

Student participation in group work and outlines for each subject: Manuelito's involvement with the treaty freeing the Navajo from Fort Sumner, his leadership role in keeping peace, the details of his meeting with Ulysses S. Grant in Washington, his support of education, and his later disappointment with the Indian boarding school, and comparison of traditional historical Navajo upbringing with modern Anglo education.

### **Unit Assessment:**

Teacher will generate research instructions for group and individual work.

Utilizing cooperative group structure student will:

Generate an oral or written reflection of knowledge gained in unit. Student will tell class what they have learned from research and study. Student will prepare one-half to one page written summary of what they have learned from research and study.

Students will prepare a report chosen from the following topics:

1. Create and illustrate a map of the traditional Navajo homeland.
2. Create a timeline of Manuelito's life listing significant details.
3. Create a timeline of US-Navajo treaties made during Manuelito's lifetime 1818-1893.
4. Compare education for American Indian children during the latter part of Manuelito's life to present day American Indian education.

Working individually:

1. Navajo Students will identify their own clans, both mother and father lineage.
2. Non Navajo students will research their family genealogy, two generations if possible.

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