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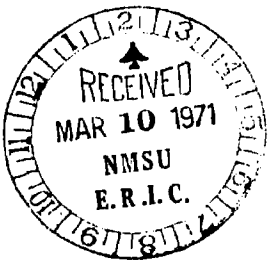
ABSTRACT

Sixteen social studies teaching units for Navajo students in grades 5 through 8 are presented in this curriculum guide. Purpose of the guide is to promote the Navajo child's understanding of how he interacts with members of his nuclear and extended families, with peers and teachers within the school, with members of communities located in the Navajo Nation, and with persons in the larger, pluralistic American society. For each progressive grade level, units extend the context of human relationships. Grade 5 is concerned with culture contact on the North American continent. Changing cultures in both the Western and Eastern Hemispheres are studied in grade 6. United States history is the focus of grade 7, and grade 8 deals with political processes and institutions. Throughout the units, the child studies the familiar Navajo culture first. Other cultures and settings are used to develop the social science generalizations around which the units are developed. Objectives for each unit consist of 3 categories: understandings or knowledge, attitudes, and skills. The content has been converted into a series of problems with many accompanying daily activities which can be selected and modified by the teacher in light of pupil characteristics. Objectives for each unit were developed from the Bureau of Indian Affairs' publication "Curriculum Needs of Navajo Pupils." Related documents are RC 005 056 and RC 005 057. (JH)



NAVAJO AREA CURRICULUM DEVELOPMENT PROJECT

(Language Arts--Social Studies)

SOCIAL STUDIES

Grades: 5-8

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INTRODUCTION

The staff of the Navajo Area Curriculum Development Project has prepared in this booklet the working drafts of sixteen social studies teaching units for Grade 5 through Grade 8. A lengthy explanation of the nature of the social studies as we perceive it is neither appropriate nor possible for this brief introduction; however, the teachers of Navajo boys and girls, who will be using this booklet, should be aware of the Project staff's point of view.

The social studies is concerned with human relationships; that is, the instruction within the classroom should promote the Navajo child's understanding of how he interacts with the members of his nuclear and extended families; his peers and the teachers within the school; the members of the communities located in the Navajo Nation; and persons in the larger, pluralistic American society. All the units in this booklet deal with such human interaction. On each grade level the units extend the context of the relationships that exist among men. Grade 5 is concerned with culture contact on the North American continent. Changing cultures in both the Western and the Eastern Hemispheres are studied in Grade 6. United States history is the focus of Grade 7, and Grade 8 deals with political processes and institutions. Throughout the units the child studies the Navajo culture first because it is the one with which he is most familiar. Other remote cultures and settings are used to develop the social science generalizations around which the units are developed.

The objectives for each unit consist of three categories: understandings, or knowledge; attitudes; and skills. The content of each unit has been converted into a series of problems. For each problem there are many activities representative of the day-to-day classroom instruction carried out by the teacher. These activities can be selected and modified by the teacher in light of the characteristics of the pupils. As the children pursue the activities, they will arrive at their own answers to the unit problems. These answers can lead to the formulation of relationships that represent the objectives of the unit.

The Project staff has developed the objectives for each unit from the Bureau of Indian Affairs' publication "Curriculum Needs of Navajo Pupils." The needs listed in this publication were identified by the school, agency, and Area social studies committees.

The units in this booklet represent the work of many persons. It would be difficult to list everyone who has contributed his time and skill; and, indeed, it is perhaps impossible to guarantee that no one person would be overlooked if such a list were presented. The procedure for preparing the current draft of the social studies units brought together persons who have different roles in adult society and at the same time have a common concern and responsibility for the education of Navajo children. The procedure was planned before the writing of the units. The Navajo community knows the expectations they have for their children. Classroom teachers must adapt learning experiences to fit the characteristics of their pupils. Specialists and administrators are

responsible for coordinating the work of many schools and for developing and maintaining curriculum policy.

During the fall of 1969, the Project staff, which included a Navajo teacher as a consultant, prepared the drafts of four units. The entire staff spent one week in December of 1969 visiting each agency, presenting the drafts, and receiving the criticisms and comments of teachers, specialists, and administrators. At each agency the staff also presented these drafts to many Navajo community leaders, parents, students, and teachers. When the staff returned to the University of Washington, they revised the four units in light of this feedback. As new units were written, the same feedback device was used. Members of the staff returned again to the Navajo Area in March and May of 1970. Feedback was obtained on the final four units during July of 1970 when the Chief of the Branch of Curriculum and Instruction spent three days with the staff in Seattle. This booklet to a significant degree then is the combined effort of many persons.

It is hoped that the Project staff at the University of Washington has been sensitive to the perceptions of the men and women who work daily with and for the benefit of Navajo boys and girls. It is also hoped that this booklet will be continually modified by those men and women in light of their experience in adapting the units to the social studies program for the Navajo Area.

August 1, 1970 T. K.

TEACHING UNITS: BEGINNERS THROUGH GRADE 8

The social studies teaching units are presented in two booklets: Beginners through Grade 4 and Grade 5 through Grade 8. The working drafts for all the units are listed below. This booklet contains only units for Grade 5 through Grade 8.

Grade	Theme	Teaching Unit Title
Beginners	The School	Safety in the School
		Learning about My School
One	When I'm at Home	The Family Group
		The Hopi Family
		The Family in Mexico
Two	The Neighborhood	The School Neighborhood
		The Rural Neighborhood
		The Urban Neighborhood
Three	The Community	The Economics of Community Life
		The Eskimo
		The Nomadic Community
		Community Life in the Netherlands
Four	Cultural Geography	The Navajo and His Land
		The Plains Indian and His Land
		The Southern California Indian and His Land
		The Kibbutz in Israel
Five	The Contributions of Indian Societies to the American Heritage	The Navajo Heritage
		The Pueblo Heritage
		The Iroquois Heritage
		The Pacific Northwest Indian Heritage
Six	Changing Cultures and People between Two Cultures	The Modernization of Mexico
		Unity and Diversity in Brazil
		The Industrialization of Japan
		Changing Village Life in India

Grade	Theme	Teaching Unit Title
Seven	The Navajo Tribe in American History	Navajo History, 1868-1970
		American Indian and Anglo-American Conflict in the Western United States, 1830-1880
		The Southwestern United States
		The Immigrant in United States History
Eight	Governments of the Western Hemisphere	The Navajo Tribal Council
		State Government in Arizona, New Mexico, or Utah
		The Navajo Tribe and the United States Government
		American Indians and the Government of Canada

C O N T E N T S

GRADE 5

Theme: THE CONTRIBUTIONS OF INDIAN SOCIETIES TO THE AMERICAN HERITAGE
Teaching Unit Title: THE NAVAJO HERITAGE

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. The affairs of human societies have historical antecedents and consequences; events of the past influence those of the future.
2. A society must continuously evaluate and modify its culture in order to adjust to changing conditions; failure to do so leads to social disorganization or the absorption or exploitation of the society by more aggressive and rapidly developing cultures.
3. All societies are distributed in space in some form of social organization in such a way as to utilize the land for food and production.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand that his way of life has been influenced by cultures other than his own.
2. Learn the sources of his culture's history; that is, folklore, archaeological artifacts, and written records.
3. Learn how the physical feature and climate of the Southwest have influenced the way he lives.

Attitudes. To help the Navajo pupil:

1. Maintain his pride in the Navajo heritage.
2. Appreciate the contributions that other cultures have made to his way of life.
3. Develop a sense of participation in and commitment to the community, the tribe, the state, and the national societies.

Skills. To help the Navajo pupil:

1. Work in small groups within the classroom.
2. Read and interpret maps.
3. Understand time and chronology.

Suggested Initiation Activities

1. A Navajo story may be read to the class. Ask the class if they enjoyed it and why. Perhaps the children have individual favorite stories. If so, have the pupil tell it to the class.
2. If possible have copies of The Navajo Times available in the room. Display Diné Baahani'go Binaaltsoos Bik'ehgo Náhidizidi (Historical Calendar of the Navajo People) in the class several days before starting the unit. This calendar can be used with other units on the Navajo Nation; it may be purchased from the Navajo Tribal Museum at Window Rock. Other materials are available from the Museum.

THE NAVAJO HERITAGE

Problem I

What do we know about the way of life of the people who were living in the Four Corners area before the ancestors of the Navajos arrived there?

Content

Before the arrival of the Navajos' ancestors from the north, the Four Corners area was the home of the Anasazi people.

Basketmakers is the name given to the early Anasazi people by anthropologists.

They lived in the Southwest before 750 A.D. Their food came from gardening and gathering. Their homes were subterranean pit houses.

When the Anasazi began clustering their houses on the surface about 750 A.D., anthropologists call this the Pueblo period. By 1100 A.D. Mesa Verde, Chaco Canyon, and Canyon de Chelly were settled

By 1300 the Anasazi had scattered over the Southwest and were mainly found in the Rio Grande valley. We are not certain why they scattered; perhaps its was due to floods with the rains coming in the summer instead of the winter, droughts, or attacks by Shoshonean people from the east.

By 1500 Pueblo settlements were only to be found in the upper Rio Grande valley, the Acoma and Zuni districts, and the Hopi villages.

Activities for Problem I

1. With the assistance of the teacher, have the children collect books from the library, pamphlets and other materials from the Navajo Tribal Museum (see Unit Resources), and materials from the National Park Service on the way of life of the Anasazi people. When these materials have been located and the pupils know where they are in the classroom or in the library, begin the activities by asking the class:

   "What are some of the things we should know about the Anasazi to understand their way of life? How will we find out about these things?"

   The pupils may or may not have studied the culture of different American Indian societies in the Grade 4 units. If they have the pupils will probably offer responses such as: tools; clothing; homes; beliefs; and foods. If they have not thought about other people in this way before, the teacher will have to spend time listing the various pupil statements and assisting the class in categorizing the statements into topics such as those given above. The topics should be those of the class and not those of the teacher.
2. Have the class divide itself into groups corresponding to the topics that the class has identified for study. Using the materials collected at the beginning of activity No. 1, each group will study the Anasazi people and decide what the class should know about the topic selected. The topics may be:

   Where the Anasazi lived. How they obtained food.

Their clothing and how it was made. The types of homes.

The tools they used. How they travelled.

3. While the groups work on activity No. 2, the teacher can bring the class together and develop map skills. For example, have the pupils locate Kayenta, an Anasazi site. Determine the distance from the school to Kayenta and the shortest route to it. Have enough maps for one to every two children. Map skills to develop can include:
   a) Ability to orient the map and to note directions.
   b) Ability to recognize the scale of a map and to compute distances.
   c) Ability to locate places.
   d) Ability to express relative location.
   e) Ability to read map symbols.
4. Prepare a large chart for display in the room. The groups of activity No. 2 can place the information they find on this chart. (The chart should be large enough so information on different societies can be added later in the unit.)
5. Have each group illustrate some of the information they find and display the pictures (pit house swellings, woven sandals, and corn planted in scattered mounds to preserve the moisture).
6. Make models of Anasazi villages. Questions prior to the construction of the models will include:
   a) What should the model show?
   b) How will we organize the class in order to do this activity?
   c) What information will be needed?
   d) Where will this information come from?

   Stories can be written to accompany the models. (Note comments on building models in Problem I of the Grade 5 unit The Iroquois Heritage.)
7. Display brochures from the Park Headquarters at Canyon de Chelly. Also inquire about filmstrips that are available. (Suggested by Thedia Ward, Chinle Boarding School.)
8. Keep records on the weather at the school. Give the pupils information on the year's rainfall in the area. Discuss: "What would happen to your family's animals and gardens if the pattern of rainfall changed?"
9. Invite a person who has been to Mesa Verde to visit the class. Before he arrives discuss the questions to ask him.
10. Begin the compiling of a scrapbook on American Indian societies that can be used for future reference. (Suggested by Kenneth L. Owens, Shiprock Boarding School.)

Add your own activities:

Problem II

How did the early Navajos' life change when they came into the Southwest?

Content

Anthropologists believe that the early Navajos migrated into the Southwest from the north around 900 years ago.

THE NAVAJO HERITAGE

These people from the north, called Apacheans, belonged to a group of tribes in Northwestern Canada called the Athapascans. Today the descendants of the early Athapascans are found in Canada, The Pacific Northwest, and in New Mexico and Arizona (Navajos and Apaches).

The earliest known hogan site in the Governado Canyon, New Mexico, region is evidence that Navajos were living there by 1540. This area was known as the Dinetah.

These early Navajos were hunters and gatherers of food. They moved with the game and the wild plant harvest. Their homes were poles forming conical frames, covered with whatever material was available.

Some Navajos travelled as far west as Canyon de Chelly. Agriculture was learned by contact with the Pueblos. Small groups of people, or bands, began to settle in one area for a short time. These bands were not organized into villages however.

Activities for Problem II

1. Using road maps in the manner of activity No. 3 in Problem I, locate and determine the distance and direction from your school to the Chama River (eastern boundary of the Dinetah) and to the Governado Region of New Mexico.
2. How did the early Navajos explain their origin? Read the Navajo creation myth. Locate the four sacred mountains of the present world: Mount Blanco (east); Mount Taylor (south; San Francisco Peaks (west); and Mount Hesperus (north). Discuss: "Would these myths help Navajos boys and girls of long ago understand the land they lived in and their family's way of life? Did the early Navajo believe he was part of nature or was nature something he could change to make his life easier?" Creation stories of the Tewa, Cheyenne, Blackfeet, Cherokee, and Navajo are presented in "In the Beginning," The Navajo Social Studies Project of the College of Education, The University of New Mexico. Depending on the characteristics of the class, creation stories from other cultures can be compared to the Navajo one (Greek and Biblical). Discuss with the Navajo School Board members how and at what times during the year to bring folklore into the classroom.
3. Construct an illustrated time line (two dimensional or pictures clipped to a string attached from one corner of the room to another corner) showing the events in the migration of the Navajos. Emphasize the order of the events and not the dates.
4. Have the pupils illustrate different stories from Navajo folklore. Also illustrate stories from other American Indian societies. (Refer to the Grade 4 units and the other Grade 5 units in this booklet.)
5. The groups that were formed in Problem I can now locate information for the early Navajo and Pueblo people. The same categories can be used, and the information placed on the large classroom chart. Again, determine sources of information on the Navajo and Pueblo (refer to the Grade 5 unit The Pueblo Heritage.)
6. Have the class review all the information of the classroom chart. Ask the pupils: "What are the ways in which the three groups of people are different? In what ways are they the same?" Each category can be examined: "How were the Anasazi and Pueblo homes different? Why do you think they were different? If there are some things about the houses that are alike, what do you

think the reason is for this?" A possible pupil response might be that the materials in both houses are the same. A pupil may suggest that the Navajo used the same materials as the Anasazi because they both occupied the same land but at different times. Encourage the class to make statements relating the information of one society to another society.

7. Discuss with the class: "Would you rather have been a wandering food gatherer like the early Navajos or would you rather have been a village dweller like the Pueblo? Why?"
8. Have each pupil select a book from the library that has stories about the early Indian societies of the Southwest. Keep a record, displayed in the classroom, showing the book each child is reading.
9. The groups of Problem I can dramatize some aspect of the category they have studied: How Navajos boys learned hunting by watching their fathers; How Anasazi people planted corn.

Add your own activities:

Problem III

How did the Spanish and Pueblo societies influence the Navajo way of life?

Content

As the Spanish settled the upper Rio Grande Valley in the 17th and 18th centuries, the Navajos remained in the area north of Zuni, east of the Hopi villages, and west of the Rio Grande Pueblos.

The horses, sheep, and goats of the Spanish settlers were acquired by the Navajos through raiding or trading (blankets or slaves captured from other tribes). Although the Spanish probably influenced only the economy of the Navajos, the Pueblos also influenced their social and religious life.

The Pueblo uprising against the Spanish in 1680 caused many Pueblos to seek refuge among the Navajos. The Pueblos taught them their arts of weaving and painted pottery.

The horse allowed the Navajo to travel widely and learn much from distant people. The horse also allowed more contacts among Navajo bands.

Activities for Problem III

1. Locate Spain on a world map. Locate Mexico on a map of North America and the route of the Spanish explorers up the Rio Grande Valley.
2. Discuss: "How would you feel if you were living long ago and saw or heard about the Spanish coming to settle next to your peoples' land? If you were a Spaniard, how would you feel about the Navajos' raiding and taking away your animals?"
3. Role play the situation in which a group of Navajos and Spaniards meet to try and stop war between them.
4. Draw a picture of how a Spaniard would imagine a Navajo or vice versa if they had only heard stories of each other but never seen each other.
5. Read Fray Alonso de Benavides Memorial of 1630 ("When Cultures Clash," The Navajo Social Studies Project.) After reading the Spanish account of the Navajos, role play a Navajo who travels west

by horse and tells a group about his first meeting with the Spanish. The teacher should edit the memorial if the reading ability of the class requires it. Also read the memorial aloud to the class.

6. Show a film on Navajo sandpainting. Call a visitor to explain curing chants and the sandpainting's purpose in these ceremonies. (Plan this activity with Navajo school board members.)
7. Have the pupils draw pictures of different Pueblo and Navajo pottery. If possible bring samples to class and compare them for similarities and differences.
8. Have the groups of Problem I (or have the class divide itself into new groups) continue the collecting of information, but now have them look at the Spanish way of life in the Southwest. Add the information to the class chart and compare the items as in activity No. 6 of Problem II.
9. On individual desk outline maps of the Southwest, have each pupil label the areas occupied by the Spanish, the Navajos, and the Pueblos in the early 1800's. Does the map show which groups may have influenced each other because of their closeness?
10. Use stories of famous Navajo headmen to develop reading skills. (Suggested by Lucy Victor, Chinle Boarding School.)

Add your own activities:

Problem IV

How does Navajo life today show the influence of the Anglo-American culture?

Content (Examples of ideas representing three topics: government; economy; and education.)

The Navajos were held at Fort Sumner on the Bosque Redondo Reservation between 1864 and 1868. The Long Walk of 1868 returned the Navajos to a fixed area, established by the Treaty of 1868, smaller than their band society dependent on grazing had required before the United States acquired what was to become New Mexico and Arizona. The increasing population on the fixed land has brought problems unknown in the earlier periods when a balance between the land and people existed.

Early attempts to incorporate Anglo-American political institutions into Navajo society were unsuccessful. The Tribal Council, formed in 1923, has in the past few years become a successful representative body for the Navajos.

The Anglo- American practice of maintaining institutions for educating children away from their family environment was incorporated into Navajo society beginning in 1887.

The Navajo people today are bringing new industry to their land.

Activities for Problem IV

1. Have an elected delegate to the Tribal Council visit the class. More than one class may be involved, and a school program can be arranged.
2. Prepare stories about the life and work of Henry Chee Dodge, first chairman of the Tribal Council, and the present chairman, Raymond Nakai. Select other models for the pupils to be aware of. (From a suggestion by Mr. Roanhorse, Shiprock Boarding School.)
3. Locate Fort Sumner and trace on a map the Long Walk. Point out the present boundaries of the

Navajo lands.

4. Discuss: "What do we learn at school that we don't learn when we are with our families? What do we learn with our families that school does not teach us?"
5. Locate where oil and uranium were discovered on Navajo land in 1921. Discuss why oil is so valuable in American society today.
6. Write the Forest Products Industries for information on what products they sell and where they sell them. Locate the states that buy these Navajo products. (See the Grade 7 unit Navajo History, 1868-1970.
7. Draw a mural showing the types of activities done by the Office of Navajo Economic Opportunity.
8. Obtain a film depicting modern life in an Indian society in the United States or Canada. Have the class find differences and similarities between the way of life shown in the film and their own way of life.

Add your own activities:

Culminating Activities

The activity that logically brings this unit to a close should not only provide a summary of what has been learned, but also establish a foundation for other units in Grade 5. In light of the activities that were most successful, it is suggested that a one-day review of the unit be made by asking the pupils to give their opinions on what they learned and what interested them most. Investigate the possibility of a trip to an historical site or a visit to the Navajo Tribal Museum at Window Rock.

Unit Resources

These items are the basic classroom materials required for these activities. Some sources for teachers are also listed.

Classroom Materials

1. Maps of the Southwest, the world, and the Navajo Nation.
2. Butcher paper for the charts and the time line.
3. Roadmaps of Arizona, New Mexico, and if possible, Utah.
4. Art materials.
5. Materials for the Anasazi model (optional).
6. Desk outline maps (ditto).

Sources for Teachers

Books

J. L. Correll and Editha L. Watson, Welcome to the Land of the Navajo, The Navajo Tribe, 1969.
David M. Brugge, Long Ago in Navajoland, Navajo Tribal Museum, 1965.
_____, Navajo Pottery and Ethnohistory, Navajo Tribal Museum, 1963.

THE NAVAJO HERITAGE

Kenneth E. Foster, Navajo Sandpaintings, Navajo Tribal Museum, 1964.
Robert L. Henion, "Diné," Tohatchi Boarding School, 1968.
Clyde Kluckhohn and Dorothea Leighton, The Navajo, revised edition, Garden City, 1962 (paperback).
The Navajo Social Studies Project, College of Education, University of New Mexico, 1969.
Edward H. Spicer, Cycles of Conquest, University of Arizona Press, 1962.
Robert W. Young, The Navajo Yearbook, Navajo Agency, 1961.
_____, The Role of the Navajo in the Southwestern Drama, The Gallup Independent, 1968.

Organizations

The Museum of Navajo Ceremonial Art, Santa Fe.
The Museum of New Mexico, Santa Fe.
The Navajo Tribal Council, Window Rock, Arizona.
The Navajo Tribal Museum, Window Rock, Arizona.

GRADE 5

Theme: THE CONTRIBUTIONS OF INDIAN SOCIETIES TO THE AMERICAN HERITAGE
Teaching Unit Title: THE PUEBLO HERITAGE

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. If the contact of cultures is prolonged, and especially if it involves a degree of interdependence, some mutual adaptation almost always results.
2. As a general rule, in consequence of contact between cultures, material objects are taken over earlier than nonmaterial characteristics.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Learn the history of American Indian societies within his region of the United States.
2. Understand the pluralistic nature of the American society.
3. Analyze the society in which he lives and recognize some of the benefits and problems that accompany industrialization and commercialization.

Attitudes. To help the Navajo pupil:

1. Develop multi-ethnic tolerances.
2. Appreciate the variety in American Indian cultures.
3. Develop an academic curiosity.

Skills. To help the Navajo pupil:

1. Locate and organize information.
2. Express ideas in a variety of ways.
3. Acquire written and oral communication skills.
4. Develop listening skills.

Suggested Initiation Activities

If the school is located near the western Pueblo people, have the pupils relate to the class experiences they have had in traveling through the Hopi country. As an alternative to this activity, display pictures of the mesa communities on the Hopi reservation. If your school is in New Mexico, use the same type of activities using the Zuni Pueblo or the Rio Grande Pueblos as the topic. Also post news stories concerning Navajo and Hopi relations, for example, the recent ruling on both tribes' land claims dating back to the 19th century.

Problem I

What were the differences in the ways of living between the early Navajo and Pueblo people?

Content

The Anasazi people were early inhabitants of the Four Corners Area. Mesa Verde, Chaco Canyon,

THE PUEBLO HERITAGE

and Canyon de Chelly were occupied by the Anasazi when the Navajos came into the Southwest about 900 years ago. By 1300 the Anasazi had scattered over the Southwest and were found mainly in the Rio Grande valley.

By 1300 Pueblo settlements were in the upper Rio Grande valley, the Acoma and Zuni districts, and the Hopi villages.

The early Navajo people were nomadic; the Pueblo people were village dwellers.

Activities for Problem I

1. Several of the activities in Problem I of the 5th grade unit The Navajo Heritage can be reviewed; pictures and other materials developed in those activities should be displayed.
2. Using reference books and other sources from the school library, several pupils can construct a model of a Pueblo village. One of the better known pueblos, such as the one in Taos, might be the easiest one to model.
3. A large map of the Pueblo communities in Arizona and New Mexico should be made by the pupils and posted in the room during the study of the unit. For this first set of activities, each Hopi village does not need to be identified, but the locations of the first, second, and third mesas should be marked on the map. The Rio Grande communities will be individually identified later in this unit; initially, show groups of villages north and south of Santa Fe. Review map skills in constructing this class map, for example, directions and distances of the pueblos from the school and the distance and direction of one group of Pueblo villages to another group.
4. Read several descriptions of life in the Pueblo communities to the class. Select stories that mention the different parts of the village. After the class has listened to the stories, have each pupil sketch a map of the village as he thinks it was or is today. The pupils should form into small groups and compare their sketches.
5. Show and compare any available photographs or pictures of the communities mentioned in the stories of activity No. 4 with the sketches made by the pupils. Activities No. 4 and 5 will develop the skill of depicting information acquired through listening.
6. From sources in the school library, have several children find information on the population of the Pueblo communities and the Navajo band settlements before the arrival of the Spanish in the Southwest. Ask the class to compare these population figures with the land areas each society occupied. "Why did the Navajos use more land area to support themselves than did the Pueblo people?"
7. Show films comparing nomadic Indian people with village people. Have the pupils watch for the differences between the way of life of the two groups (farming and hunting, tools, family structure, ceremonials, clothing, and dwellings). These categories should be listed on the chalkboard before the films are shown. The pupils may suggest other categories for comparing the two societies. After the films are shown, list the information from the films under the categories. Each pupil should make his own chart for this information.

8. There are several topics that can be studied by small groups of pupils. These topics can be applied to the Pueblo society for which the most information exists in the school library:

   What were the main occupations of the people?
   What tools did the people use?
   What language did they speak?
   How did the people govern themselves?
   What rules or laws did they have to settle disputes?
   How were the children educated?
   What things did the people invent and what things did they borrow from other societies?
   What things in life did the people consider most important?

   This activity can be done over a week or two, depending on the time available to the children. They should keep a record of the information they find and decide with the teacher the best way to present the information to the class. Compare the Navajo way of life to the Pueblo way of life using the same categories. Compare the Iroquois to the Pueblo.

9. Compare Pueblo and Navajo folklore. Refer to the unit "Folklore---Mirror of Culture" from The Navajo Social Studies Project of the College of Education, University of New Mexico. The teacher's manual of this unit lists other materials that include leaflets, maps, books, and tapes. Although this folklore unit is for secondary students, the teacher can use the materials appropriate to the pupil's ability in reading and listening skills.

10. Find information on the crafts of the Anasazi people. Have pupils arrange a series of pictures they have drawn showing the pottery and turquoise jewelry created by the Anasazi. Using pictures and items of Navajo crafts, can the pupils find the influence of the Anasazi in the Navajo items? Do the same comparison between Pueblo crafts and Anasazi crafts.

11. Discuss: "Why is the period from 1300 to about 1540 known as the Golden Age of Pueblo society? This high culture existed in what today is an area including the Verde Valley, the Tonto Basin, the Salt River Basin, northwestern Chihuahua, the western Hopi villages, Zuni, Acoma, and the Rio Grande Pueblos." Locate these areas on road maps. If the class wanted to take a trip to each area, what roads would the bus take and what cities would the children see?

Add your own activities:

Problem II

How did the Pueblo way of life change after the Spanish came to the Southwest?

Content

The Spanish first came to the Rio Grande valley in 1540. By 1598 Juan de Onate had received pledges of loyalty from the representatives of villages extending from Taos to El Paso in the Rio Grande Valley and westward to the Hopi villages.

The Spanish lost control of the northern Rio Grande valley after the Pueblo revolt of 1680. Spanish control was reestablished about 10 years later. Many eastern Pueblo people moved to the western Pueblo region to escape from the Spanish. The influence of the Spanish on the different

THE PUEBLO HERITAGE

Pueblo people varied from place to place.

Activities for Problem II

1. On a world map locate Spain, Mexico, and the islands of the Caribbean Sea. Distribute individual desk outline maps to the pupils and have them place these items on their maps. After tracing the routes of the early Spanish explorers to the Western Hemisphere, have the pupils indicate these routes on their desk maps. Using classroom textbooks, determine the motives for Spanish exploration.
2. Using desk outline maps of Mexico and the southwestern part of the United States (the teacher may have to trace these maps from reference books), locate the route followed by the Spanish explorers when they came into contact with the Pueblo people. Trace the routes on a road map of New Mexico. Display the map in the classroom. Have any pupils been in the area of the early explorers? If a pupil has been in the area, have him describe the country. "Is it different from the area around the school? What might a Spanish explorer not used to the country have thought about as he traveled north, not knowing what to expect?"
3. Have the pupils draw a picture of what the Spanish might have seen in 1540 as they approached one of the southern communities in the Rio Grande valley.
4. Find information on the life of Juan de Onate.
5. The early explorations of the Spanish, beginning in 1540 with that of Coronado, did not establish Spanish control over the western Pueblos. In 1582, Antonio de Espejo visited the area around Santa Fe. His report can be used by the pupils to determine what life was like in the Pueblo villages. Below is part of his report:

> "As we were going through this province, from each Pueblo the people came out to receive us, taking us to their Pueblos and giving us a great quantity of turkeys, maize, beans, tortillas, and other kinds of bread....They grind on very large stones. Five or six women together grind raw corn...and from this flour they make many different kinds of bread. They have houses of two, three, and four stories, with many rooms in each house...in each plaza of the towns they have two estufas (kivas), which are houses built underground, very well sheltered and closed, with seats of stone against the walls to sit on. Likewise, they have at the door of each estufa a ladder on which to descend, and a great quantity of community wood, so that strangers may gather there. In this province some of the natives wear cotton, cow hides and dressed deerskin...The women wear cotton skirts, many of them being embroidered with colored thread, and on top a manta like those worn by the Mexican Indians, tied around the waist with a cloth like an embroidered towel with a tassel."

(From: Edward P. Dozier, Hano: A Tewa Indian Community in Arizona, Holt, Rinehart and Winston, 1966, pp. 4-5.)

This excerpt or other historical evidence on the Spanish-Pueblo contact can be duplicated and

distribued to the pupils. Specific questions pupils can be given for the report above can include:

Was this man a good observer? Why or why not?

What did he notice that gives you an idea of how the early Pueblos lived?

Could this report have described Pueblo life today?

Do you think the Pueblos let this man enter the kiva or did he force his way into it?

Can you add another paragraph, writing as if you were the Spanish explorer?

The pupils might try writing a report from the point of view of the same explorer pretending he is describing contact with the early Navajos. "How would his report be different?"

6. Find information on the Pueblo revolt of 1680. Write to the Chamber of Commerce or the Tourist Bureau of Santa Fe, New Mexico, for information on the annual celebration held in that city for the reestablishment of Spanish control about 10 years later. Discuss: "Why does this city celebrate the event? Are people still thankful about the Spanish reconquest or do they just want a day to have fun and not go to work? Can you think of any celebrations held on the Navajo reservation that are held to remember an historical event (the Long Walk, perhaps)? What celebrations do people attend just to have fun?"

   This activity can be expanded to include Pueblo celebrations, national holidays throughout the United States, and holidays in Mexico. It is important that the pupil give some thought to what holidays mean to him. He does not have to "report" his thoughts, but he might see that holidays can mean different things and perhaps the original reasons for holding the celebrations are forgotten.

7. Because of the Spanish reconquest of the Rio Grande Valley, many of the southern Pueblo communities in that area moved to the western Pueblo region. Have pupils find information on the towns that were established by these eastern people: Hano and Payupki.

8. "How did the people of Shungopovi and Mishongnovi find protection from the Spanish?" Several pupils can report on how these towns were moved to the tops of mesas for protection.

9. A major activity is finding and organizing information on what aspects of Pueblo life changed because of the Spanish influence. The pupils can locate this information in the school library. An example of some possible items pupils may find is given below:

   Pueblos acquired from the Spanish:

   Peaches, grapes, chili, and watermelon.

   Mules and burros.

   Tanning of leather.

   Plowshares.

   Horses.

   These items are material ones. It is difficult to find any change in the beliefs and values of the Pueblos as a result of Spanish influence. The pupils can classify the items they find, and then determine for themselves the degree to which these items are either material or nonmaterial. Have the class also review the influence on the Navajos which the Spanish had.

10. Refer to the map of New Mexico and the Navajo lands. Ask the pupils if the distance between the western Pueblos and the Spanish capital at Santa Fe may have been one reason Spanish influence on the western Pueblos was less than that on the eastern Pueblos.

Add your own activities:

Problem III

What is life like today in a Pueblo community?

Content

Select one community, either in the Rio Grande valley or on the Hopi reservation, and limit the activities for this problem to that community. In the activities below, Acoma is the community studied. In addition to the sources listed at the end of this unit, the information on which the activities are based comes from "Acoma Faces the Future," by Frank Waters, New Mexico, July/August, 1970, pp.4-11. Select a community that is most easily studied because of the school resources or the teacher's experience.

1. Locate Acoma Pueblo in relation to the school. Have the class determine what roads would take them to Acoma and how long the trip would take by car.
2. The land belonging to the people of Acoma was protected from Spanish acquisition by Charles V of Spain in 1551. The Royal Council of the Indies reaffirmed the right of the people to their land in 1687. When the United States acquired New Mexico by conquest over Mexico in the 1840's, these Spanish laws protecting the land were maintained. President Lincoln in 1863 presented the governor of Acoma Pueblo with a silver-headed cane as a symbol of the right of self-government held by the people of Acoma. This cane is still used by governors at official functions. Review the unit The Navajo Heritage. "Why didn't the Spanish provide the same protection to the Navajos that they gave to Acoma?" Discuss: "How was Navajo society different from Pueblo society? Which society was more closely tied together? Did any one group of leaders speak for the Navajos in the time of the Spanish conquest?"
3. Acoma depends on grazing and farming. Locate the mineral deposits in northern New Mexico and Acoma's relation to them. Discuss: "Without minerals as a source of income, what occupations would be found in the community?" Ask the pupils if they can offer any suggestions for new types of occupations for the people of Acoma. Compare the small land area and the jobs it provides with the land and resources of the Navajo people. Discuss: "What problems for finding work do the Navajos have that the people of Acoma do not have?"
4. Using pictures of Acoma, have the pupils decide if its appearance has changed much since the days of the Spanish conquest. "What changes have occurred (tools, household appliances, transportation, etc.)?" Can the class offer any reasons why the appearance of the town has not changed drastically? What does the class know about Pueblo society and its unity from their reading in the library that may help to explain this lack of outward change?
5. Display examples of pottery from Acoma or have the class draw pictures of its design.
6. Write to the Acoma Council for information on how the people govern themselves. Compare Acoma's

government with that of the Navajo people.

7. Discuss: "How is attending school in Acoma or at the Laguna-Acoma High School different from attending school on the Navajo reservation? What differences are based on the great distances between homes and schools in many cases in Navajoland and the short distances at Acoma?" This type of question can be used to discuss the problems of providing education for Navajo boys and girls. A local school board member can be invited to class to discuss the problems he has in helping provide education for his district. The school principal can also talk to the class.
8. Have the class decide what roads people in Acoma take to travel to Albuquerque and Gallup. Discuss the advantages of shopping in Albuquerque compared to shopping in Gallup. "Why might the people of Acoma shop more in one city than in another? What goods and services are available in these cities that are not available in Acoma?" The pupils can discuss where their families shop and what goods and services they buy. An interesting project is determining what goods and services are available outside of Flagstaff, Gallup, or Window Rock and which ones can only be found in these cities and towns.
9. Role play the following situation: two young men, one from Kayenta and one from Acoma, meet in Albuquerque. They cannot find work and must decide whether or not to return home or go to El Paso in hopes of finding work.
10. Display pictures of the different celebrations held by Acoma. Do any of these celebrations resemble those held by the Navajos?

Add your own activities:

Unit Resources

These items are the basic classroom materials required by the activities. Some sources for teachers are also listed.

Classroom Materials

1. Road maps of New Mexico.
2. Wall maps of the world and the Western Hemisphere.
3. Butcher paper (for charts and tables for recording information).
4. A map of the Navajo lands.
5. Individual outline maps (ditto).
6. Art supplies for drawing pictures and murals.

Sources for Teachers

Books

Edward P. Dozier, Hano: A Tewa Indian Community in Arizona, Holt, Rinehart, and Winston, 1966.

Paul Horgan, Great River, Holt, Rinehart, and Winston, 1954.

Edward H. Spicer, Cycles of Conquest, University of Arizona Press, 1962.

Laura Thompson and Alice Joseph, The Hopi Way, University of Chicago Press, no date.

Organizations

The Museum of New Mexico, Santa Fe, New Mexico.

Refer to the other organizations listed at the end of the 5th Grade Unit The Navajo Heritage.

GRADE 5

Theme: THE CONTRIBUTIONS OF INDIAN SOCIETIES TO THE AMERICAN HERITAGE

Teaching Unit Title: THE IROQUOIS HERITAGE

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. A given culture is an integrated whole, based on fundamental postulates or values.
2. Any organized group delegates responsibilities and rights; they assign certain role behaviors; this division of labor creates hierarchial authority relationships.
3. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Learn of significant events in the history of the United States.
2. Understand that every society imposes rules and regulations on its members.
3. Analyze a culture in terms of its values and geographical setting.

Attitudes. To help the Navajo pupil:

1. Retain his pride in the American Indian heritage.
2. Acquire a self-image acceptable to himself.

Skills. To help the Navajo pupil:

1. Acquire information through reading.
2. Communicate orally and in writing.
3. Work cooperatively with other people.

Suggested Initiation Activities

1. Using a map showing the present day location of American Indian tribes, point out the small areas of land still under the control of the Iroquois in New York State. Have the pupils hypothesize why this tribe has so little land compared to the Navajo people.
2. Display pictures of the physical features of the northeastern United States. Both large urban areas and rural settings can be shown.

Problem I

<u>In what ways has the land in which the Iroquois lived influenced their way of life?</u>

Content

The Iroquois were village dwellers and agriculturalists. Their life-space consisted of the forest and the cleared areas, where they built their villages.

When European colonization of the eastern North American continent began in the 1600's

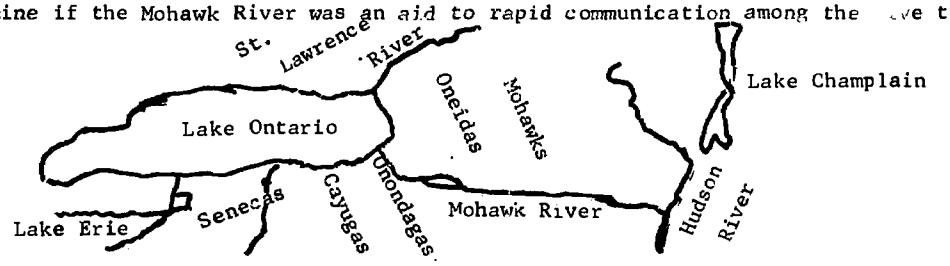
THE IROQUOIS HERITAGE

the Iroquois were occupying the prese - day state of New York. The Iroquois nation consisted of five tribes: The Mohawks; the Oneidas; the Onondagas; the Cayugas; and the Senecas.

The legends and myths of the Iroquois reflected the physical features of the land.

Activities for Problem I

1. At the beginning of the unit, have a group begin work on a model of an Iroquois village. Another group can work on a large model of an Iroquois longhouse. (Milk cartons and Plaster of Paris can be used for the basic dwelling shapes and land forms.) This activity as well as other construction activities can serve as a motivational device and also to increase the understanding of the community peculiar to the forest-dwelling Iroquois people. Construction activities can be abused if the teacher loses sight of their purpose. Building impressive models is not necessary. Rather, the teacher should consider the learning occurring during the building of the model: extending the meaning of a concept or providing opportunities for planning among the children. The pupils will have to consider how a model can show the two divisions in the life-space of the Iroquois: the forest and the clearing. With the d picting of this division as an objective, the planning of the model can be more than merely busy-work.
2. Have the pupils locate the area where the Iroquois people lived before the arrival of the European settlers. Today, this is the state of New York. Have the pupils locate New York State on a wall map of the United States and also on a globe. Establish the direction and distance of this state from New Mexico, Arizona, or Utah. Have groups of pupils find information on the geographic differences between these southwestern states and New York State. For instance, compare yearly rainfall and temperatures for the two regions. Compare the number of rivers and the land area covered by forest. Pictures can be displayed showing the differences.
3. Depending on the resources of the school library, have each pupil begin reading a book on the eastern Indians. Some books that probably will appeal to the class are Lightfoot by Shippen, Wayah of the Real People by Steele, Red Streak of the Iroquois by Parket, and Mary Jamison by Gardner. A chart can be displayed in the room listing each child and the book he or she is reading. The book jackets of the selections being read can also be displayed near the chart. Each pupil can design a new book jacket, and the class can decide whether or not the new jacket is more appealing to a person browsing in the library than the original one.
4. Locate the areas occupied by the Senecas, Cayugas, Onondagas, Oneidas, and Mohawks in the eastern Great Lakes Region. Based on a pupil prepared map, such as that given bel have the class determine if the Mohawk River was an aid to rapid communication among the ve tribes.



5. The class should compare the creation stories of the Iroquois and the Navajo. (A version of the Iroquois story is in Hertzberg, The Great Tree and the Longhouse.) Consult with the school board members about the procedure that would be best to follow when bringing myths and legends into the classroom. In addition to the creation story, other myths and legends should be compared in order to show how the Iroquois sometimes explained the world in terms of their natural surroundings.
6. Illustrate the great tree and the turtle of the Iroquois creation story. Again, as in activity No. 5, consult with the Navajo school board members about the best method and the time of year for discussing and telling the myths and legends of the Navajo people and those of other people that would necessitate introducing those of the Navajos.
7. The events of the French and English colonization of North America can be studied in terms of their effects on the Iroquois. Specifically, locate the sites of French settlements at Montreal, Three Rivers, and Quebec and then have the pupils speculate about the items the French wanted--furs. How would many Iroquois men searching far away from the villages to meet this demand affect the agriculture of the tribes? The English settlements in New York and in Massachusetts should also be studied from the point of view of the self-interests of the Iroquois. (Later in the unit the pupil will be asked to put himself in the place of both the Iroquois and the European colonists.)
8. Construct a time line relating the events of European colonization to the events of Iroquois and Navajo history. Because both the Iroquois and Navajos did not have a written language, and therefore discrete events have not been identified, indicate the locations of Navajo and Iroquois settlements and their approximate dates.
9. Have the class divide itself into two groups. One group will assume they are early Navajos; the other group will assume they are early Iroquois. Have each group determine the items in the physical environment that were identified, valued, and capable of use in terms of the society's technology. Have each group prepare a chart or some type of visual display of the natural resources identified for its society. "How was the environment used in a similar way by the Navajos and the Iroquois? How did the two societies differ in their use of the environment?"
10. Using the same groups as in activity No. 9, determine what would be confusing about Navajo life to an Iroquois person and vice-versa.

Add your own activities:

Problem II

When an Iroquois boy and girl became an adult, how was he or she expected to behave?

Content

The daily tasks in Iroquois society were either done by men or women; a few tasks were done by both men and women.

The year was divided into two cycles; the corn and hunt cycles. Each cycle had its own required

work and ceremonies.

Childhood activities were centered around the village and the longhouse.

Activities for Problem II

1. The Iroquois sense of time, like that of the Navajos, was not one in which time moved forward with each year being numbered larger than the one preceding it. The basic unit of time for the Iroquois was the cycle of the year. Holidays came at the point when the work of the summer or winter cycles could be interrupted.

   Using the resources of the library and classroom materials have the pupils find the Iroquois holidays. List them on the chalkboard:

Summer		Winter
March: Thanks to the Maple	August: Green Corn Festival	February: Midwinter Festival
May: Planting Festival	Harvest Festival	
June: Strawberry Festival		

   Each of these festivals was related to the changes in the physical environment on which the Iroquois people depended for survival. The Thanks to the Maple holiday, or festival, celebrated the awakening of the earth in spring. It also gave thanks to the supply of maple sap, which boiled gave the people the only sweetener they had. The Planting Festival was held to celebrate the beginning growth of the seeds planted by the tribe. The other festivals were also related to the dependence of the Iroquois on his environment.

   The class can be divided into groups, each group taking one or several Iroquois holidays. The groups will determine what was being celebrated at each Iroquois festival, and they will also determine if a similar celebration was held or is held by the Navajo people. The form of the celebration is not as important as the idea that the gifts of nature to the people are being formally recognized. Have each group present a short illustrated report to the class showing how the Navajo and Iroquois festivals were similar. If the celebrations were much different, that is, something other than thanking nature for sustaining the people was involved in either the Iroquois or Navajo celebrations, this fact should be explained to the class. The teacher may choose to make this either primarily a verbal activity or an art activity.

2. Present the following headings on the chalkboard:

Summer Cycle	Winter Cycle

   Have the pupils determine from library sources or from teacher-prepared material the jobs required to be done in Iroquois society. For instance, some of the numerous jobs would be planting, cultivating the fields, hunting, harvesting, and making baskets. The list of jobs as determined by the pupils can be divided among groups of pupils, and these groups will determine which jobs came in the summer and which jobs came in the winter cycles. Perhaps some jobs were done in both cycles. Again, as in activity No. 1, compare this list of jobs and each job's position in the yearly cycle to Navajo society. If there are similarities and differences, have the pupils speculate why they exist.

3. Based on activity No. 2, determine which jobs were done by men and which jobs were done by women. "Did the children do any of the jobs?" Present the findings along with a comparison of Navajo society. The teacher may find it useful to follow a similar procedure for reporting pupil findings in activities No. 1, 2, and 3. Combining a verbal with a visual report is desirable.
4. Have each pupil keep a notebook recording the findings of activities No. 1, 2, and 3. He may illustrate the notebook if he so desires.
5. Have boys in the class find information on the hunting practices of the Iroquois. The weapons used can be modeled (note comments in activity No. 1 of Problem I)or illustrated.
6. Have the girls report on Iroquois food and how the women and girls prepared it. The school cafeteria staff may be helpful in devising ways to prepare one or two of the recipes found by the girls.
7. Draw pictures that tell a story of how boys and girls helped the women of the tribe in the jobs that were done in the longhouse and in the fields.
8. Compare Iroquois baskets and pottery to that of the Navajo people.
9. The Iroquois man had to be able to "read" the forest in order to be a successful hunter. Discuss if there are any special skills that Navajo men and boys need to be successful hunters on the Navajo lands. How would the skills in an arid land be different from those required in heavily forested land. (If the teacher is new to the Southwest, he can perhaps call on the class to instruct him in learning to "read" the land on which the school is located.)

Add your own activities:

Problem III

What was the purpose of the Iroquois League?

Content

The Iroquois League was based on the village and the clan. Each village had a council, made up of men representing different clans. Women chose the council members.

The head chief presided over the village council. The tribal council was composed of the head chiefs from the villages.

The Council of the Iroquois League was composed of the tribal chiefs.

The League preserved the freedom of each Iroquois tribe, maintained peace among them, and controlled the use of hunting grounds.

Activities for Problem III

1. Before a description of how the Iroquois League functioned, the difference between the fireside (nuclear) family and the longhouse (extended) family should be established by the pupils. A chart can be prepared tracing the relationships among these two family concepts. Have the pupils assume they are Iroquois and have each pupil draw a chart showing who his fireside and longhouse

family would include. This chart will be very much like the Navajo kinship system, and the similarities should be stated by the pupils.

2. Display pictures drawn by the pupils, showing a longhouse with its clan symbol. The ten clans of the Iroquois were grouped into larger categories. Have the pupils find how these larger categories were organized on the Iroquois principle of going by "two's and "three's." An extension of the chart in activity No. 1 should be made by each pupil indicating how every Iroquois belonged to a fireside family, a longhouse family, a clan, a group of clans, and a tribe (or Nation, as the Anglo described it). Prepare a large class chart of this kinship system.
3. Role play a meeting of the League Council. Have the class divide itself into five groups representing the original tribes (Oneidas, Onondagas, Cayugas, Mohawks, and Senecas). Within each group assign the roles of regular council members (tribal chiefs) and Pine Tree chiefs (non-voting members elected by the Council). Have each chief explain how he was elected and also the function his tribe played in maintaining the Great Peace.
4. Discuss the advantages and disadvantages of having the women of the villages select and remove the men clan representatives.
5. Compare the decision-making process of the Iroquois with the traditional and modern processes in Navajo society. Prepare a chart of the traditional Navajo system and compare it to a chart explaining the process used in the Iroquois League.
6. Each pupil will write a paragraph explaining why the Great Tree of Peace and the Great Longhouse as symbols of the Iroquois League reflect the role of men and women, respectively, in Iroquois society.
7. Find examples from reference books and history books of how the League kept peace in the eastern woodlands. Have the pupils who do this activity report to the class.
8. Find the stories that tell of the lives of the League's founders according to Iroquois tradition: Deganawidah and Hiawatha.
9. Report on how new tribes could be brought into the League. Later in the unit the pupils will learn why the Tuscaroras joined the League.

Add your own activities:

Problem IV

What brought about the downfall of the Iroquois League and the Great Peace?

Content

The Iroquois in the 1600's and 1700's were located between two colonial powers: the French and the English.

The unity of the Iroquois League was broken during the American Revolution.

Most of the Iroquois were driven from their lands after the American Revolution.

Activities for Problem IV

1. Prepare a large map for display in the classroom showing the areas of French and English settlement in North America. Also locate the Iroquois lands. This map can be used and added to during the study of the events before and during the American Revolution.
2. Compare the reasons for French and English colonization. How did the European demand for furs alter the hunting practices of the Iroquois. (Activities No. 1, and 2, may already be started from Problem I.) Have several pupils report on the rivalry between the Iroquois and Hurons. The latter tribe controlled more fur areas than the Iroquois. When the Hurons would not share this territory with the Iroquois, the Iroquois attacked them in 1646. How was the traditional purpose of raiding parties altered by the pressure of European trade? The pupils can explore the changes that were occurring in Iroquois life, for example, greater emphasis on conquest of neighboring tribes.
3. Role play a Tuscarora chief asking to join the Iroquois League in the early 1700's because of the North Carolina English colonists driving them from their traditional lands. The point of view of the colonists should also be role played.
4. During the 1700's the Iroquois were the most powerful Indian group in the eastern North American continent. They gained their power by the trading with the French and English. The Iroquois also became more settled and began adopting European tools, clothing, and houses. Ask the pupils why one Iroquois would say: "You see the footmarks of our forefathers...all but perceptible is the smoke where they used to smoke the pipe together." Can the pupils identify what ways of acting the more settled Iroquois missed?
5. Report on the life of Joseph Brant, a leading chief of the Mohawks during the American Revolution.
6. Locate the major battles of the American Revolution that occurred in New York. What was the role of the Iroquois in these battles?
7. Two Iroquois tribes joined the Americans and four joined the British during the Revolution. Role play a meeting of the League Council. Assign neutral, pro-American, and pro-British roles to the pupils. Ask the players to present arguments for their point of view. Can they find evidence supporting the course of action they suggest the League take?
8. Locate the areas of Canada that many Iroquois migrated to after the American Revolution.
9. Report on the way of life today on the small reservations in New York State where descendants of the original five Iroquois tribes live.

Add your own activities:

Culminating Activities

Contrast the traditional Iroquois and Navajo ways of life. The following categories should be included:

Meeting basic needs: food; clothing; and shelter.
Roles of men, women, and children.
Family structure.

Decision-making processes.
Types of persons highly valued.
Effects of contact with Anglo society.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. Wall map of the United States and a globe.
2. Model-making materials.
3. Art supplies for pupil drawings.

Sources for Teachers

Books

John Collier, Indians of the Americas, 1947.
Alvin M. Josephy, Jr., The American Heritage Book of Indians, 1965, $1.65.
Hazel W. Hertzberg, The Great Tree and the Longhouse, 1966.
Alice Marriott and Carol Rachlin, The Story of the American Indian, 1969.
Lew H. Morgan, League of the Iroquois, 1962.
Robert G. Silverberg, Home of the Red Man: Indians of North America Before Columbus, 1955.
Ruth Underhill, Red Man's America, 1953.

Organizations

The New York Historical Society, New York City, New York.
New York State Museum, Albany, New York.
American Indian Historical Society, San Francisco, California.
The National Council for the Social Studies, Washington, D. C.
Indian Affairs and Indian Arts and Crafts Board, Department of the Interior, Washington, D. C.

GRADE 5

Theme: THE CONTRIBUTIONS OF INDIAN SOCIETIES TO THE AMERICAN HERITAGE
Teaching Unit Title: THE PACIFIC NORTHWEST INDIAN HERITAGE

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. The choices made by people in adapting to their environment depends on their cultural values, economic wants, the degree of technological insight and on such physical factors as climate, water, soil, and landscape.
2. Geographic factors influence where and how people live and what they do; man adapts, shapes, utilizes, and exploits the earth to his own needs.
3. The art, music, architecture, food, clothing, sports, and customs of a people help to produce a national identity.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Become aware of the other Indian Tribes in the United States.
2. Understand that people's ways of living are conditioned by their environment.
3. The art, music, architecture, food, clothing, sports, and customs of a people help to produce a national identity.

Attitudes. To help the Navajo pupil:

1. Become aware of significant historical happenings that have influenced other American Indian people.
2. Build and maintain pride in the Indian heritage.

Skills. To help the Navajo pupil:

1. Strengthen communication abilities.
2. Develop an academic curiosity.
3. Work cooperatively with others.

Suggested Initiation Activities

1. Display books from the school library on the Pacific Northwest.
2. Write to the state governments of the Pacific Northwest region for pictures and other materials on the geography and history of the region. Display the materials that are obtained.
3. Display pictures of the traditional clothing styles of the Pacific Northwest Indians.

Problem I

Who were the first Americans in the Pacific Northwest and what was their way of life?

THE PACIFIC NORTHWEST INDIAN HERITAGE

Content

The Northwest Coast includes the coastline from the panhandle in southeastern Alaska through British Columbia, Washington, and Oregon to the northwestern corner of California.

Commencing in the North, there are Tsimshians, Bella Coolas, and Kwakiutls on the British Columbia Coast; Nootkas on the west side of Vancouver Island; various Coastal Salish tribes around Puget Sound: Makahs, Quinaults, and others on the Washington and Oregon Coasts; and Wiyots and Tolowas in Northwestern California.

These Indians subsisted principally on fish, lived in plank houses, and enjoyed a considerable surplus of the necessities of life. The great rainforests, particularly the spruce and the cedar, provided materials for houses, canoes, implements, and clothing.

Activities for Problem I

1. As a class project, construct a relief map of the Pacific Northwest. (Water, salt, and cornstarch heated together will form a clay-like substance that will stay soft as the pupils work it into the desired shapes.) The map should include Puget Sound, the Cascade Mountains, Vancouver Island, the Columbia River, and the mountains of western Oregon. Markers can be placed on the map to indicate the Amer. an Indian tribes studied in this unit.
2. Locate the states of Washington and Oregon and the province of British Columbia on a globe. With string, have the pupils determine the direction of these areas from the school. Also have the pupils determine the distances from parts of New Mexico, Arizona, and Utah to Puget Sound and other areas of the Pacific Northwest. (Refer to the Grade 6 unit on India, Problem I, for globe activities.)
3. On a vegetation map of the United States, compare the types of forests found in the Pacific Northwest with the forest areas of the Navajo lands. Also have the pupils compare the yearly rainfall in the Puget Sound area with a nearby location, for instance, Albuquerque. Below are listed some figures that represent the type of information the pupils should find using library or classroom sources.

Seattle	Albuquerque
Rainfall--38 inches	Rainfall--8.13 inches
Snow and sleet--14 inches	Snow and sleet--8.8 inches

(Source: The New York Times Encyclopedic Almanac, 1970, p. 189.)

Have the pupils discuss if there is any relationship between the yearly rainfall in each region and the type of forests found in each region. Point out to the pupils that the mountains along the Pacific Northwest coast divide the wet areas of vegetation from the drier, semi-arid plains. Have the pupils point out these mountains either on the relief map of activity No. 1 or on a wall map of the Pacific Northwest.

4. On the basis of activity No. 3 and other activities similar to it in which the pupils discover through reading and reference to maps the main characteristics of the physical environment of the Pacific Northwest compared to the one they know in the Southwest, determine the items in the

physical environment that could have become natural resources for the Indian people. This type of activity is found in all the Grade 4 units and is also part of the other units for Grade 5.

The teacher should not assume, however, that the pupils have mastered the concept of natural resource. Depending on the characteristics of the class, the pupils may immediately begin finding in library sources or from teacher-prepared materials the items of value from the environment that were part of the Indian people's way of life. The pupils should be ready to point out how the people used the item from the environment; that is, how did their technology allow the use of the item.

5. Have each pupil locate on an individual desk outline map of the Pacific Northwest the main tribes. Because so many different tribes can be found in reference works, the pupils will have to decide which ones were "important." Point out to the pupils that the amount of information available on a tribe may be one way to establish its importance. The population of the tribe is another way to establish its importance. Ask the pupils if they can think of other reasons why one tribe should be included on the map and another tribe not included. It is entirely possible that some children will not have any ideas for the selection of tribes to be included on the map. This is a normal reaction, and the pupil may wait until later in the unit to determine how he would identify major and minor tribes. For this activity the pupil should be able to state the reasons for his identifying one tribe as important and other tribes as less important.
6. As a related activity to No. 5, have the pupils write a short paragraph explaining why or why not the Navajo tribe should be considered a major American Indian society in the southwestern United States. Have the class try to reach an agreement on the characteristics of the Navajo tribe that makes it one worth inquiring about when studying the Southwest. (The teacher can develop this type of activity into role-playing situations--for instance, two Navajo boys arguing whether or not the Navajo people have over the centuries maintained a sense of being Navajo--or the teacher can develop this activity into writing projects--a survey and report on the 5th grade's ideas on the most important characteristics of the Navajo tribe.)
7. Encourage each child to start a notebook on the Pacific Northwest Indians. The topics in the notebook can include homes, food, clothing, ceremonies, kinship systems, and tools.
8. Explore the folklore of the Pacific Northwest Indians. For this activity refer to the unit on Foiklore in The Navajo Social Studies Project of the College of Education of the University of New Mexico.
9. Have the class construct an illustrated time line showing the events in early Navajo history along with the events of Indian history on the Pacific Northwest. Have the class determine where the tribes in the Northwest were located when the Navajos migrated into the Southwest.
10. Divide the class into small groups and have them do research on the occupations of men, boys, women, and girls. Give the reports orally.
11. Draw pictures of articles of clothing used by the Northwest Coast Indians. Make a chart and compare the clothing used by these Indians to those used by the Navajo and other Indian societies studied in Grade 5.

12. Compare the types of homes used by the Northwest Coast Indians of long ago. Also include a comparison of the Iroquois longhouse and the pueblo.
13. Draw pictures of the Northwest Coast Indians' baskets or blankets and compare them to those of the Navajos.
14. Have each pupil pretend he is a Northwest Coast Indian instead of a Navajo. Each pupil will then write a paragraph. The boys should describe how the Northwest Coast Indian men fished or sea hunted. The girls may describe how the women went about their chores such as gathering berries and clams, smoking salmon, making baskets, or weaving blankets.
15. Draw pictures of the various kinds of canoes. Examples: Northern type; Nootka type; Coast Salish version of the northern type; shovelnose type; and lower Klamath type.
16. Have the boys carve one of the canoes using a piece of wood.
17. Have the pupils do research to find out why the sea was so important to the Northwest Coast Indians. Find out why the cedar tree was so important.
18. Divide the class into small groups and have them do research on the following: habits and routes of the whales; the whale hunt; and the life cycle and the migration of salmon.

Add your own activities:

Problem II

What types of celebrations and arts and crafts were characteristic of the Pacific Northwest Indians?

Content

The word "potlatch" comes from Chinook jargon, a widespread trade language, and simply means "giving" in the sense of giving a gift. A potlatch was a ceremonial given by a chief and his group as hosts at which the guests were given wealth goods. The overt purpose of both feast and potlatch was the announcement of an event of social significance: marriage of an important person; birth of a potential heir to one of the group's titles; and high status and rescue or ransom and restoration to free status of a war captive.

The arts and crafts of the Pacific Northwest Indian people reflect a high level of woodcarving skill.

Activities for Problem II

1. Have pupils locate information on the potlatch to find out if it is similar to the minor ceremonies of the Navajo people.
2. Do research and study pictures of Northwest Coast Indian designs used on the totem poles. Make a list of the animals and birds the pupils find in them. Have the boys make totem poles from wood. (Totem poles had no religious significance; they were symbols of prestige.)
3. Study the designs of the Chilkat blankets or the Hingit shirts and compare them to the Navajo designs. Make either of the Chilkat or Hingit designs using burlap or muslin.
4. Make a mask of the Northwest Coast style using a paper sack or paper mache. Draw the mask with colored chalk on black art paper.

5. Consult with the music teacher and prepare a program for a school assembly on the music of the Northwest Coast Indians. Other classes studying Plains or Eastern Indian societies can also be in the program.
6. Discuss with the class the ways in which Navajos show they have achieved status in their society. "How does an Anglo-American display his status?"
7. Construct a mural showing the Northwest Coast Indian and Navajo crafts and the tools used by each tribe. This chart can be used to compare the crafts of each tribe.
8. Have a group of pupils compile a list of books on Pacific Northwest Indian arts and crafts found in the school library.
9. Study pictures of Northwest coast Indian designs and make a list of the animals and birds you find in them.
10. Prepare a bulletin board display in the school lobby on the arts and crafts of the Pacific Northwest Indian people.

Add your own activities:

Problem III

How did the Indian way of life change when Europeans and Anglo-Americans began moving into the Pacific Northwest?

Content

The fur trade brought the British and Anglo-Americans into the Pacific Northwest where the two groups competed with each other in establishing trade with the Indian people. The Indian tribes became more dependent on this trade as the fur resources were extracted by the British and Anglo-Americans. As the Pacific Northwest was opened to the Anglo settlers, the tribal institutions of the Indian people were weakened.

By the late 1800's the Northwest Indians were restricted to small areas of land.

Activities for Problem III

1. Trace the route of Captain James Cook along the west coast of North America in the late 1700's. Identify on a flat map the land occupied by the Nootkas of Vancouver Island with whom he established trade. Ditto maps can be given each pupil, and he can indicate the areas of British influence over the Indian tribes.
2. Report on the fur trade established by the Hudson's Bay Company in the Oregon territory. What happened to the traditional Indian way of life as they became dependent on white men's goods and moved closer to the white settlements to make trading easier?
3 Have several pupils find information on the American fur companies that came into the Columbia River Valley during the 1820's to compete with the British in the fur trade.
4. The early British and Anglo-American settlements along Puget Sound and the Columbia River can be drawn by the pupils and displayed in the room. Have each pupil write a paragraph explaining what his picture shows.

5. Using the time line of Problem I, extend it to the period of European colonization and the opening of the fur trade. Place these events in relation to the history of the Navajo.
6. From readings and discussion have the pupils determine why some of the best Northwest Coast art is said to be in British museums.
7. Locate the Indian reservation lands in the Northwestern states. Compare the population and areas of these reservations with the Navajo population and land area. Present the findings in a graph constructed by the pupils.

Add your own activities:

Culminating Activities

Several Pacific Northwest Indian tribes in the Puget Sound area are starting industries on reservation lands. The activities that follow may be divided among groups of pupils. Each group will pursue its investigations and then be prepared to report to the class.

1. Locate Bellingham, Washington, on a map of the Pacific Northwest. Have the pupils locate Seattle, Washington, and Vancouver, British Columbia, and the distance and direction of these cities from Bellingham. Locate Lummi Bay near Bellingham, the area of the Lummi Indian Tribe. (The Washington State Highway Department at Olympia has road maps available that clearly show this area.) This tribe is developing new sea life products in the bay. Find information on how the Lummi Tribe is attempting to build its economic base. For sources of information, see Unit Resources.
2. Following a procedure similar to activity No. 1, locate Neah Bay at the northwest point of the Olympic Peninsula. Have one group find information on the Makah Tribe's Cape Flattery Company, which is now processing fish meal.
3. As in activities No. 2 and 3, find information on the Quinault National Fish Hatchery, located on the Quinault reservation on the western coast of the Olympic Peninsula.
4. A final group can locate the Yakima reservation in central Washington and report on the farms, orchards, and sawmills in the tribe's new industrial park.

Have the four groups report to the class on their findings. If insufficient information is available for the groups, the activities may be altered. The teacher should establish reliable sources of information before teaching the unit. It may be possible to investigate education, the teaching of traditional culture, or other topics for which information is available. Comparisons should be made between current trends in the Pacific Northwest and in the Navajo Nation.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. Water, salt, and cornstarch for the relief map.
2. A globe and string.
3. A wall map of North America.
4. Ditto maps of the Pacific Northwest.
5. Butcher and construction paper.
6. Burlap or muslin (optional).
7. Paper sacks.
8. Colored chalk.
9. Wood for totem poles.

Sources for Teachers

Books

Phillip Drucker, Indians of the Northwest Coast, The Natural History Press, 1963.
Alvin M. Josephy, Jr. The Indian Heritage of America, Bantam Books, 1968.
Anne Terry White, The American Indian, Random House, 1963.

Organizations

Washington State Historical Society, Tacoma, Washington.
Survival of American Indians Association, Inc., Tacoma, Washington.
Center for Indian Teacher Education, 120 Miller Hall, University of Washington, Seattle, Washington.
Oregon Historical Society, Portland, Oregon.
Provincial Museum, Victoria, British Columbia.

GRADE 6

Theme: CHANGING CULTURES AND PEOPLE BETWEEN TWO CULTURES
Teaching Unit Title: THE MODERNIZATION OF MEXICO

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. It appears that humans everywhere shape their beliefs and behavior in response to the same fundamental human problems and needs.
2. Continuous and unrelenting change has been a universal condition of human society throughout both remembered and recorded time.
3. If the contact of cultures is prolonged, and especially if it involves a degree of interdependence, some mutual adaptation almost always results.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand the contributions that different ethnic groups can make to the larger society.
2. Become aware of the social and economic progress that can result by cooperative efforts of the people in a society.
3. Recognize that some of the economic and social problems of the Navajo people are similar to those of other societies.

Attitudes. To help the Navajo pupil:

1. Appreciate cultural diversity in a society.
2. Develop pride in the American Indian heritage.
3. Develop an academic curiosity.

Skills. To help the Navajo pupil:

1. Collect and organize information.
2. Improve his ability to use library resources.
3. Work in small groups in the classroom.
4. Communicate orally.

Suggested Initiation Activities

Prepare a display area of the classroom that includes wall maps of North America, the United States, and Mexico. Pictures of scenes in Mexico should also be shown. The display area can include a table on which book about Mexico are available to the pupils.

THE MODERNIZATION OF MEXICO

Problem I

What was the culture of the Indian societies in Mexico before the Spanish conquest?

Content

The Mayan civilization in southern Mexico did not have adequate political organizations or sufficient agricultural techniques. When the Spanish arrived the Mayas were disunited. The Spanish found evidence of wealth in areas other than those occupied by the Mayan people.

Many centuries before the Spanish conquest the Toltec civilization flourished in central Mexico.

The Aztec civilization in northern and central Mexico was in a high state of development when the Spanish explorers arrived.

Activities for Problem I

1. It is important that the pupils understand that Indian societies existed in Central and South America as well as North America before the Europeans arrived in the Western Hemisphere. Read short selections from library sources that emphasize this point. Review the 5th grade units on North American Indian people and the 6th grade unit on Brazil if it has already been covered.
2. Ask the class to hypothesize concerning the places the South American Indians may have come from. This activity can be used to point out the difference between the anthropologist's method of investigation and the answers that folklore provides. (Refer to the unit on folklore in The Navajo Social Studies Project of the College of Education, University of New Mexico.)
3. Plan a class time line of the history of Mexico. A convenient type consists of a wire extending from one side of the room to the other. On the wire clip small drawings depicting the event. The date of a particular event is not as important as the sequence of several events. A mural-type time line on butcher paper is also effective. Each pupil should be encouraged to plan and develop a time line in his notebook.
4. The major activity in this part of the unit is a comparison of the Aztec and Maya civilizations. Have the class divide themselves into two groups. Each group will gather information on one of the two civilizations. Ask the pupils what types of things a person should know about a society in order to gain some understanding of the way of life in that society. List these points supplied by the pupils on the chalkboard. Discuss these points until the two groups agree on the kinds of information they will be looking for as they read about either the Aztecs or Mayas. Listed below are some basic topics that probably will be agreed on after guidance from the teacher. (There may be other topics suggested by the pupils.):

Land and climate.	Shelter.	Education of children.
Food.	Tools.	Recreation.
Clothing.	Language.	Types of things built.

Government (who makes the rules).

Have the pupils use their textbooks and library sources to gather the information.

An example of what they may find is given below:

	Mayas	Aztecs
Food Crops	Maize, beans, squash, cacao, and fruit.	Maize, beans, squash, cacao, and fruit.
Language	Mayan.	Nahualt.
Education	Sons of nobles and priests.	Girls and boys separated at age 12 at school. Schools for sons of nobles.
Government	Ruling class of nobles.	Ruler, Council, and elected tribal leaders.

The pupils will decide the best way to present their information so that both civilizations can be compared. First, have the pupils establish similarities between the two civilizations based on the information they have gathered. Then, have them determine differences. What would some of the consequences be of these differences; for example, which one had the more adequate food supply permitting large urban development? This information can be used to ask questions such as: "How would life have been different for the Aztecs or Mayas if they had been nomadic as the Navajos were?"

5. Give each pupil a ditto map of Mexico. Have him locate the important Aztec and Mayan cities. Compare the location of these cities with the location of important cities in Mexico today. Establish the distance and direction of ancient and modern cities in Mexico from the Navajo lands.
6. Make a diorama of a Mayan ceremonial center.
7. Groups of pupils can report and illustrate the Mayan calendar and number system. Their number system was based on twenty rather than ten. A dot stood for 1, a bar for 5, and the zero was a shell symbol. Two hundred and sixty days constituted the religious year. Twenty name days were preceded by a number from one to thirteen in seriation; 260 days elapsed before the same day and the same number would reappear.
8. Have each pupil pretend that he is an Aztec or Mayan boy or girl. Have him write a paragraph or two on the events in a typical day in his city. Encourage him to draw a picture showing one part of the day he has written about.
9. Compare the natural resources used by the Mayas, the Aztecs, and the early Navajos. How were the natural resources used in daily living?
10. Locate the area of Mexico occupied by the Toltecs. Have the pupils find reasons historians give for the decline of this society centuries before the arrival of the Spanish. Have several pupils show pictures of Toltec and Mayan art. Are there similarities between them.
11. Have each pupil draw a picture of his favorite story from Mayan or Aztec folklore. Display the picture along with the name of the book or magazine in which the story can be found.
12. Show the class a picture of the Aztec capital city, Tenochtitlan. This city is shown frequently in books. After the pupils have studied the picture, have them offer suggestions about different types of work that might have been done in the city. Who would have done this work? Compare the

type of work done in this Aztec city with that done in Pueblo and Iroquois villages.
Add your own activities:

Problem II

How did the Spanish conquest of Mexico change the way of life of the Indian people?

Content

Unlike the French and English colonial system the Spanish became rulers over the Indians and forced them to work in extracting raw materials. The encomienda system of indirect rule gave large land grants to individual Spanish colonists, who then had a right to the land and labor of the Indians.

Intermarriage between the Spanish and the Indians led to the creation of three groups of people: white; mestizo; and Indian. The authoritarian traditions of Spain, transplanted in Mexico, tended to keep political and economic power in the hands of the white minority.

Activities for Problem II

1. Read about the Spanish capture of Tenochtitlan, the Aztec capital, in 1521. Locate the Spanish possessions in the Caribbean and the areas of South America that were brought under Spanish control in the early 1500's. Place the events of the Spanish conquests on the class time line and also relate these events to the Navajos during the 1500's.
2. Have the class prepare arguments for and against the right of the Spanish to claim Mexico, or New Spain as they called it, as their territory. From the Indian point of view, to whom did the land belong? This activity will require the pupils to investigate the government of the Aztecs and the authoritarian nature of it. Although both Aztec and Spanish rule were authoritarian, land was held collectively in pre-Hispanic times.
3. Have individual pupils prepare drawings of the major events in the lives of well-known Spanish explorers and also Aztec rulers; for example, Cortez, Balboa, Montezuma, and Pizarro. A short oral report can be given by each pupil on the drawings.
4. Report on the work of Bartolome de las Casas to protect the Indian people from injustices by the Spanish colonists.
5. Prepare a bar graph showing the ethnic composition of Mexico today: about 10% white; 75% mestizo; and 15% Indian. Have several pupils find information in the library on the reasons for such a large mixed group (mestizo). This group can also find information on the amount of intermarriage in French and English colonial areas.
6. Prepare a chart, based on information that pupils find in their textbooks, in the library, or from handouts prepared by the teacher on the colonial system of New Spain. The chart should show that the authority for governing Mexico came from Spain. The information found in activity No. 2 will be of use in constructing this chart. The chart should also show the small number of Spanish officials who lived in the western hemisphere.
7. Report on the hacienda system of land tenure. Have the pupils find what per cent of the population of Mexico owned or controlled most of the land. Why were most of the Indians

and mestizos unable to own land for themselves?

8. Review the Spanish influence on the Pueblo Indians studied in the 5th grade unit The Pueblo Heritage. Discuss: "Why was Spanish control over what today is New Mexico weaker than the control over land and people around Mexico City?" A map should be used to point out the great distance between the northern Rio Grande valley and Mexico City.
9. Using the chart prepared in Problem No. 1, comparing Mayan and Aztec cultures, what categories can be used to show the changes in the life of the Indians and mestizos brought about by the hacienda system. Add information to this chart under the categories suggested by the pupils.

Add your own activities:

Problem III

How are the Mexican people changing and improving their way of life?

Content

Spanish rule over Mexico ended in 1821. Although Mexico had many governments during the next 100 years, it was not until 1910 that changes occurred improving the life of the Indians and mestizos.

Activities for Problem III

1. The numerous names and dates in Mexican history between 1810 and 1920 are not to be memorized by the pupils. The main idea the pupils should understand is that although Mexico became independent of Spain in 1821 and numerous governments existed after that time, the way of life for most people did not change. Not until the Revolution of 1910 did real change begin to take place.

   Have the class divide into four groups. Each group can present a report on the following events:

   a) The 1821 Revolution (Father Hidalgo, Father Morelos, and Agustin de Sturbide).
   b) War with the United States (Santa Anna).
   c) The French invasion of Mexico (Benito Juarez and Maximilian).
   d) The dictatorship of Porfirio Diaz.

   Have each group determine if the events they describe brought changes to the way of life of the Indians and mestizos. Why didn't change occur? If the pupils believe change did occur, what evidence do they have to show change?
2. Present the class with the information that the Revolution that began in 1910 was one that resulted in many different governments between 1910 and 1920. There were changes in some of the ways people lived. Distribute handouts or assign reading in textbooks and library sources on the land reform programs beginning with the Constitution of 1917.
3. Compare the ejido plan of land redistribution with the land ownership systems under the Aztecs and Spanish.
4. Find the per cent of the Mexican population that lives on farms and compare this to the United States, Canada, and Brazil.

5. Locate the most productive and least productive areas of Mexico on the map. Find information in the library on the amount of food that must be imported into Mexico.
6. Write PEMEX in Mexico City for information on the national ownership of oil resources. Relate this type of ownership to the way the Navajo Tribe controls its oil resources.
7. Compare industrial production in Mexico before and after World War II.
8. Write the Mexican Tourist Bureau in Mexico City for rail and road maps. Plan a trip from your school to Mexico City using these maps.
9. An important activity, and one that all pupils should do, is a comparison of the problems of Mexico with those of the Navajo people. Have the pupils list the problems facing the Navajos. After the pupils group the problems into categories, the list will probably include among others:

   Education. Employment.
   Transportation. Health.

   Have the groups of pupils find information on how both the Navajos and Mexicans are trying to solve these problems:

   a) Where does the problem exist?
   b) Why does this problem exist?
   c) What is being done about it?
   d) What more could be done about it?

10. Write the Organization of American States in Washington D. C. for information on the ways Mexico is preserving its Indian heritage. Display the material acquired, and have the pupils point out the ways in which the Indian heritage is being preserved. Can they suggest additional ways in which the heritage can be preserved?

Add your own activities:

Culminating Activities

This activity should not only show the Indian heritage in Mexican culture, but should also show how the Indian, mestizo, and white people of Mexico are trying to solve their social and economic problems. The activities of Problem III are aimed at the latter point. A display of modern Mexican art and architecture can be used to show the significant Indian influence in Mexico. Discuss with the pupils how the problems facing the people of Mexico can perhaps be solved more efficiently if the people have pride in their traditions and customs. Literature from the government of Mexico can be used to illustrate such pride in a culture that reflects both Spanish and Indian influence.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. Wire or butcher paper for the time line.
2. Individual desk outline maps.
3. Art materials.
4. Butcher paper for charts.
5. Map of Mexico.

Sources for Teachers

Lewis Hanke, Mexico and the Caribbean, D. Van Nostrand, 1959.

Hubert Herring, A History of Latin America, Alfred A. Knopf, 1962.

GRADE 6

Theme: CHANGING CULTURES AND PEOPLE BETWEEN TWO CULTURES
Teaching Unit Title: UNITY AND DIVERSITY IN BRAZIL

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Nearly all human beings, regardless of racial or ethnic background, are capable of participating in and contributing to any culture.
2. Social classes have always existed in every society, although the bases of class distinction and the degree of rigidity of the class structure has varied.
3. The early history of a country has a definite bearing on the traditions, beliefs, attitudes, and ways of living of its people.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Become aware of how cultural unity and diversity may exist within a nation.
2. Learn that industrialization of a nation results in many changes in the way people live.
3. Understand that different countries may have problems that are in many ways similar.

Attitudes. To help the Navajo pupil:

1. Appreciate the inherent worth of all cultures.
2. Appreciate the diversity of American Indian societies.
3. Develop a capacity for empathy with other cultures.

Skills. To help the Navajo pupil:

1. Be able to organize information.
2. Increase his ability to use books and other sources for locating information.
3. Make inferences from information.

Suggested Initiation Activities

1. Display pictures showing the different peoples of Latin America.
2. Play recordings of Latin American music.
3. Display books or book jackets on Latin America.

Problem I

What do we know about the early Indian people of Brazil?

Content

The representative content given below and for each problem in this unit has been selected in light of the specific objectives. This content is not exhaustive; it may serve as a guide for further selection.

UNITY AND DIVERSITY IN BRAZIL

The Indians, or Amerinds, who lived in the region of present-day Brazil before the arrival of the Portuguese had a culture that was not as complex as those of other Latin American tribes.

The Indian tribes in Brazil had no political institutions to hold them together nor did the individual tribes have chieftans. Tribal villages had a common language, common customs, and kinship ties through intervillage marriage.

The Tupi-speaking people along the coast came into contact first with the Portuguese.

Activities for Problem I

1. Locate Brazil on a map of South America. Provide the pupils with individual outline maps so they can locate Brazil and the other places called for in this exercise. After locating the Amazon River, the Andes Mountains, and the Brazilian Highlands, discuss how these are natural barriers to transportation and communication.
2. Locate the major cities of Brazil and compare their populations with the major cities of the western United States. Compare the size of Brazil with that of the United States. Also compare the length of the Amazon River with that of the Colorado and Rio Grande. Have the pupils determine the land that the Colorado and Rio Grande drain along with their tributaries. Determine the same things for the Amazon River.
3. Locate the tropical rainforests along the northern and southern coasts of Brazil. Also locate the central plains and eastern highlands. Point out that the Tupi Indians lived in the coastal rainforest. Discuss the meaning of rainforest.
4. Divide the class into two groups. One group will review the Grade 5 unit on the early Navajos, and the other group will use the library and classroom books to collect information on the early rainforest Indians of Brazil. Discuss with the pupils the best way to compare these two Indian groups as they lived in the 16th century. An example of the categories that could be compared is given below. The information presented by the pupils should be placed in some type of chart form. Note that the pupils should decide what categories to include.

	Navajos	Rainforest Indians
Food Source	Hunting.	Gardens.
	Food gatherers.	Some hunting.
Houses	Conical frames covered with available material.	Thatched huts.
Government	Organized bands, but no village or tribal institutions.	Informal village ties.

Encourage the pupils to state differences in the way of life of these two early Indian groups.

5. Have the class divide themselves into three groups. Each group will prepare a short class report on one of the complex Indian cultures of Latin America: Aztecs; Incas; and Mayas. The groups should decide what point they will include in the reports so that a comparison can be made about these three civilizations. Some points would be: type of farming; tools; religion;

family structure; government; inventions; and laws. After the reports have been presented, ask the committees to speculate as to the reasons for the differences between civilizations. Can the committees present evidence supporting their speculations?

6. The Mayas developed a calendar of 18 periods, each of 20 days, with 5 extra days at the end of the year. Contrast this with modern calendars. Also have the pupils find the Navajo names for the months.
7. Construct a time line, preferably illustrated by the pupils, showing the sequence of events for the Aztecs, Incas, Mayas, and Navajos. Emphasize the sequence of events rather than specific dates.
8. The Aztecs, Incas, and Mayas were able to live in cities because, among other things, they produced a surplus of food to support a city population. The Tupi-speaking Indians were subsistence farmers. Present examples of subsistence and surplus farming from the contemporary world and have the pupils determine if this relationship between a food surplus and city life holds true in most cases. Ask the pupils why the Navajos did not build cities. "Would they have built cities if they had produced a food surplus?" Consider the band organization of the Navajos and their world view.
9. Prepare a chart or graph showing the number of Indians and the per cent of the population this number represents for each nation in Latin America. "Which countries represent the areas of the Aztecs, Incas, and Mayas? In what countries were the early nomadic and simple agriculturalists (such as the rainforest Indians)?"
10. Using class textbooks and library sources, identify the features of the Inca way of life that would have been strange to a Spanish explorer. "What ways of acting by the Spaniard would have been strange to an Inca?"

Add your own activities:

Problem II

How were the Indians effected by the arrival of the Portuguese colonists and African slaves?

Content

When the Indians resisted the efforts of the Portuguese to make them work on sugar plantations, African slaves were brought to Brazil as field hands. Today the Indian people live primarily in the Amazon Basin.

The culture of the slaves was more similar to that of the Portuguese than was the culture of the Indians. Assimilation between these two cultures was greater than between the Portuguese and Indians.

Brazil claims to be a "racial democracy." There is less concern over a person's color than over his social and economic status.

Activities for Problem II

1. Trace on a class map (with individual maps for pupils) the routes of the Portuguese explorers.

UNITY AND DIVERSITY IN BRAZIL

Locate Madeira, the Azores, Cape Verde Islands, and the Cape of Good Hope. Also locate the places of Portuguese settlement in Southeast Asia. Discuss how the agreement of 1494 between Spain and Portugal resulted in Brazil being settled by Portugal and the rest of South America being dominated by Spain.

2. Discuss how the society of Portugal in the 16th century consisted of a variety of racial and cultural elements. Report on the Moors and how North Africa influenced life in Portugal and Spain.
3. Role play the following situation: A Portuguese plantation owner tries to convince a group of Indian men to work in the sugar-cane fields. The men are not used to this type of work and cannot understand why anyone would want to do it. Other situations may be role played; for instance, a Portuguese landowner convincing persons in Portugal to invest money in his plantation in Brazil. (Adapted from a suggestion by Thomas Griffith, Sanostee Boarding School.)
4. Use the library to find information about the culture of African people who were enslaved by Europeans. (The Portuguese obtained many slaves from West-Central Africa.) Compare Indian, Black, and Portuguese cultures in terms of agriculture, government, tools, etc. "Which cultures were most alike and which were least alike? What does this mean for how easily the groups would work together?"
5. Locate the Minas Gerais region of Brazil (southeast). Here, in the 18th century, gold was discovered and the skills of the Negro slaves allowed the Portuguese to improve the mining and refining operations. Display pictures of gold mining areas of the world, and have pupils practice panning for gold with a pie pan, gravel, and water.
6. Have the pupils fill in the chart below the class of person most likely to be doing the work in the 18th century (The chart has been completed):

Work	Worker
Working in a sugar-cane field.	Black.
Boatman on a river.	Indian.
Priest.	Portuguese.
Cook in a plantation house.	Black and Indian.
Storekeepers.	Portuguese.

Present this contemporary information on Brazil to the pupils:

Work	Worker
Doctor.	Preto--black.
	Branco--white.
	Mulato--mixed.
Factory worker.	Preto, Branco, Mulato.
Storekeeper.	Preto, Branco, Mulato.

Discuss how the intermarriages among all ethnic groups has tended to make a person's color relatively unimportant, but his education, job, and wealth very important. Ask the pupils what makes a man or woman very important in a Navajo community.

7. As a class project construct a large map of Brazil. Illustrate the regions of the country with

pictures of the types of vegetation, land forms, and products. Locate the regions of greatest Indian and Indian-European populations. "Why are these areas in the Amazon Basin and along the coast?"

8. Have the pupils find information on when slavery was abolished in Brazil and in the United States.
9. Let pupils write stories dealing with change; that is, An Indian describing life before the Portuguese arrived. A slave describing the independent attitudes of the Indians. A young Portuguese boy describing his first trip down a river to the coast.
10. Have pupils prepare a report on an imaginary journey up the Amazon River.
11. Have the pupils present a program to another classroom on the music and art of Brazil. Identify Indian and African influences in the examples used in the program.
12. Discuss what may happen to isolated Indians in the Amazon Valley if a company began moving near the villages in order to bring out a certain natural resource.
13. Have the pupils use the pictures in the Suggested Initiation Activities and other pictures to show how there is no clear distinction between people of different ethnic backgrounds from their appearance. Spend time to develop the meaning of the term "racial democracy."

Add your own activities:

Problem III

What are some of the problems the people of Brazil face today?

Content

The educational problems of Brazil include a shortage of schools, a lack of trained teachers, and drop-outs. Brazil has a rapidly increasing population. Brazil is industrializing in order to provide more jobs for its people and not be dependent on its one major product--coffee. Transportation is good in populated areas, but it is poor in the rural areas.

Activities for Problem III

1. Have each pupil make the chart below to keep in his notebook. As the activities are done, he will be able to organize the information collected.

Problem	Where in Brazil It Exists	Reasons for Existence	What Is Being Done	What Else Might Be Done

2. Have the class identify problems faced by the Navajo people. Good sources are copies of the Navajo Times and booklets available from the Navajo Tribal Museum, at Window Rock; for example, The Role of the Navajo in the Southwestern Drama, by Robert Young. List the problem on the chalkboard and have the pupils group them into a few categories. Discuss why these problems exist and what is being done about them.
3. Construct a graph to show the problems of Brazil in providing adequate education with a rapidly growing population. For example:

Population	Illiterate People	% over 15 Illiterate
1920--27,000,000	17,000,000	65
1960--70,000,000	20,000,000	46

Ask the pupils if the problem of illiteracy is greater or less in 1960 compared to 1920.

4. Have a committee prepare a large map showing railroads and roads in Brazil. Have them relate the areas of good and poor transportation to population density.
5. Role play the situation where a farm family has recently moved to a large city. Have the role players show how members of the family might be afraid, bewildered, and angry.
6. Ask a member of the school board or a Navajo community leader to speak to the class about the transportation problems on the Navajo reservation.
7. Over a period of several weeks, collect news items dealing with social and economic problems of Latin America. Classify the problems following the chart in activity No. 1.
8. Have a group of students report on the coffee industry in Brazil.
9. Prepare a display on Brasilia, the new capital of Brazil. Ask the pupils to plan a town that would show the unity of the Navajos. Have each pupil write one sentence giving an example of Navajo unity. Post the sentences on the bulletin board.
10. Have a small group find information in national magazines on the evidence that the Brazilian government's Indian Protection Service has been forcing Indian people from their lands so that non-Indian people can acquire this land. Have the pupils report on the sources of their information. Discuss whether or not the evidence is clear on this issue. On the basis of the evidence that is found, have the class write the Brazilian Embassy in Washington D.C. for the Brazilian government's account of these alleged recent acts. The class may wish to express their position on this issue in a letter to the Secretary-General of the United Nations. (The author of this unit found such allegations in an article by Malcolm W. Browne of The New York Times that appeared in the Seattle Post-Intelligencer on March 2 , 1970.)

Add your own activities:

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. Wall maps of North and South America.
2. Butcher paper for the time line.
3. Pie pan, gravel, and water (optional).
4. Recent newswpapers and magazines.

Sources for Teachers

Books

Elizabeth Bishop and the Editors of Life, Brazil, 1962.

Georgette Dorn, editor, Latin America: An Annotated Bibliography of Paper Back Books, Library of Congress, 1967, $.35.

Hernane Tavares de Sá, The Brazilians: People of Tomorrow, John Day, 1947.

William L. Schurz, Brazil, The Infinite Country, Dutton, 1961.

Organizations

Embassy of Brazil, Washington, D.C.
Pan American Union, Washington, D.C.
The United Nations, New York, N.Y.

GRADE 6

Theme: CHANGING CULTURES AND PEOPLE BETWEEN TWO CULTURES
Teaching Unit Title: THE INDUSTRIALIZATION OF JAPAN

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Geographic factors influence where and how people live, and what they do; man adapts, shapes, utilizes, and exploits the earth to his own ends.
2. The increased and more frequent contacts of persons from various cultures made possible by modern-day transportation and communication systems are resulting in extensive cultural diffusion, cultural borrowing, and cultural exchange.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand the interrelationships of population with environment, resources, and culture.
2. Develop an awareness of how societies become interdependent for economic survival.
3. Recognize cultural overlappings and relationships.

Attitudes. To help the Navajo pupil:

1. Appreciate the variety of value systems throughout the world.
2. Appreciate his own immediate frame of reference.
3. Develop an academic curiosity.

Skills. To help the Navajo pupil:

1. Communicate orally and in writing.
2. Organize information.
3. Read social studies material.

Suggested Initiation Activities

1. Display pictures that show both the traditional and the modern aspects of Japanese society. Allow adequate time for the pupils to discuss the displayed material. (From a suggestion by Clemnie J. Copeland, Teek Nos Pos Boarding School.)
2. Show the class examples of Japanese writing and translate symbols that represent commonly known words.

Problem I

How have geographic factors influenced the way the Japanese people obtain an adequate food supply?

THE INDUSTRIALIZATION OF JAPAN

Content

Japan is a small country with a large population. There is much mountainous land and relatively little level land. Most of the land is not suitable for farming. Conservation of water and land is a necessity for maintaining food production. The ocean is a major source of food.

Activities for Problem I

1. Locate the four main islands of Japan on a globe and also on a wall map of the world. Have the class determine the direction and distance of Japan from New Mexico, Arizona, or Utah. Determine what hemisphere Japan is in, the latitude of Japan compared to that of the school, and the area of the four main islands compared to your state.
2. Find the flying time by commercial jet aircraft between Los Angeles and Tokyo. The flying time from other cities to Tokyo can be determined. (Refer to Problem I of the unit Changing Village Life in India for suggestions on other map and globe activities in addition to this activity and No. 1 above.)
3. Compare the areas and populations of the Navajo lands and Japan:

	Area (Square Miles)	Population (1960)
Japan	142,773	93,000,000
Navajo lands	23,574	93,377

Ask the pupils what life would be like if the Navajo lands had the same population density (persons per square mile) as Japan. Also ask the class and discuss: "What types of problems may Japan have because of its small area and large population." (The areas and populations of other countries can be compared to Japan.)

4. Construct graphs comparing the population density of Japan with your state and the Navajo Nation.
5. Refer to land-use maps of Japan and the Navajo lands. Find the per cent of the land under cultivation for both areas (Japan: about 15%; Navajo lands: less than 20%). Determine the other uses of the land for both groups. Discuss the similarities and differences of the land in Japan and in the Navajo Nation.
6. Construct a map of Japan showing the areas of greatest population. On the same map locate the major cities.
7. Prepare a report on how fertilizers help increase food production. Include instances of modern farming methods by both the Japanese and the Navajo.
8. Have each pupil write a letter as if he lived in Japan, describing his family farm. Then, have each pupil write another letter describing his real family's farm or garden here in the United States to a person in Japan.
9. Have pupils find information on the way Japan obtains food from the sea. The information can be presented in an oral report to the class. The students reporting should also point out the areas on the world's oceans where the Japanese fish.

10. Find information on the diet of the Japanese people. Have the pupil investigate how the types of food reflect the small areas available in Japan for grazing animals and growing grain.
11. On the basis of activity No. 9, have the pupils investigate the types of food common in the Navajo Nation and how these foods reflect the land available for food production.

Add your own activities:

Problem II

How has Japan become an industrial country with so few natural resources?

Content

Japan has limited mineral resources: water and lumber are the most abundant resources. Because no city in Japan is far from the sea, raw materials can be shipped easily to factories in these cities from all parts of the world. The location of Japan allows trade to Asia and the Western Hemisphere. There is a large urban population to work in factories. The Japanese have borrowed inventions and ideas from other cultures, especially industrialized western countries.

Activities for Problem II

1. Locate the Glen Canyon dam on a map of the Southwest. Have a group of pupils prepare a report on the construction and uses of the dam. A map can be drawn showing the location of hydroelectric plants in Arizona and the cities that receive power from these plants.
2. Have an official of the utility service visit the class and explain how electric power is distributed on the reservation.
3. Discuss why the land forms and rivers of Japan promote hydroelectric power.
4. Compare the ratio of forested land to agricultural land in Japan with this ratio on Navajo lands. Construct a chart showing the uses of lumber in Japan with the uses of lumber in the Southwest.
5. Have the pupils identify products in the school or at a store that have been made in Japan. If there are few items, identify others from magazines. List these items, and after the class is divided into several committees, each one of the committees should select several items from the list and determine their principal raw materials. Each committee, using textbooks or literature from the Japanese Embassy in Washington D. C., should determine whether these raw materials are imported into Japan or obtained within the country. This activity can be the basis for a discussion on why countries trade. (From a suggestion by Joseph R. Marotta, Sanostee Boarding School.)
6. Construct a chart on Japan's resources. Use the headings Resource, How Abundant, How Used. Also place the same information on the chart for the Navajo reservation, Arizona, New Mexico, or Utah.
7. Using pictures of Japanese homes, identify the materials used in their construction. Identify the materials used in home construction on the Navajo lands. Discuss with the pupils where the materials in each case came from, and why some materials used in Japan are not used in the Southwest and vice-versa.

8. Locate the urban centers of Japan. Estimate the distance between the major seaports of Japan and those of Asia and the western coasts of South and North America. Discuss the advantages for world trade that Japan has over other countries because of the closeness of industrial centers to the sea.
9. Have the class assume that a large industrial plant is located in Window Rock. How would this plant's product be shipped to New York, Denver, Albuquerque, Los Angeles, and Japan. Discuss the costs involved in shipping goods to these places.
10. Because Japan imports most of its raw materials, many of its industrial products are those requiring skilled labor as the most valuable part of the manufacturing process (electrical equipment and precision instruments). Have the class discuss whether the Navajo Nation has adequate raw materials to support industries or whether the Navajo people have, like the Japanese people, an abundant supply of skilled labor. Can the class find any similarities between the Japanese and the Navajos in terms of their industrial development?
11. About 26 million Japanese people live in large cities and work in industrial production. Compare the per cent of the Navajo population who work in some type of industry to that of Japan.
12. On a time line indicate the opening of Japan to western trade in 1854. Have a group of students report on what western inventions were and could have been introduced into Japan in 1854.

Add your own activities:

Problem III

How does Japanese society reflect the influence of other cultures?

Content

The Japanese borrowed the Chinese system of writing about 1200 years ago. Confucianism was also introduced from China. Buddhism was introduced from India and probably came to Japan by Korean influence. Christianity was brought to Japan by Europeans in the 1500's.

Japan would not allow trade with other countries or its people to visit other countries beginning in the 1500's because the rulers feared their power would be weakened by the influence of other countries. The United States and Japan agreed to trade with each other in 1854; Japan also began trading with other countries. The Japanese adopted many customs and inventions from other countries. Since the end of World War II, the Japanese have borrowed many American ideas and customs.

Activities for Problem III

1. Have groups of pupils report on the influence that China and Korea had on early Japanese society. Include the topics of Buddhism and writing. Pictures of Buddhist temples can be drawn and a few Japanese symbols for words can be explained. The reports should include a comparison of Pueblo and Spanish influence on Navajo society. (Refer to Grade 5 units.)

2. Compare the ideas of Confucianism, Buddhism, and Shintoism. Ask the pupils if these ways of explaining man's relation to nature are strange to them. If so, why?
3. Trace the route of the early Spanish and Portuguese explorers and traders on a globe and a flat map.
4. Role play a situation that has several Japanese rulers arguing whether to stop the outside influences during the 1500's. Have the role players take opposing stands on the need for a society to change. The class may also question the role players concerning why they support or are against change.
5. Have the pupils draw their idea of the meeting between Commodore Perry in 1853 and the Japanese rulers. Ask the pupils to explain what they have shown in their drawings.
6. Have the pupils write Haiku poetry. Haiku is a short poem of seventeen syllables, the first line has five syllables, the second line has seven, and the third line has five. The poem does not rhyme, and it conveys an image or picture:

   On the withered branch
   A crow has alighted
   Nightfall in autumn.

   A heavy snow
   Upon the roofs, on which men,
   Shouting come and go...

   Have the pupils write from their own experiences. Display the poems and have the pupils draw pictures illustrating the images of the poems they like best.
7. Display examples of traditional Japanese art and, if possible, examples of Navajo visual arts.
8. Show a film on contemporary Japanese family life. Before showing the film, instruct the pupils to look for old and new family ways of behaving. After the film is shown, compare and contrast how Japanese family life today reflects both traditions and new ways of behaving. Does Navajo family life today reflect the same combination of the old and the new?
9. Compare Japanese holidays and festivals with Navajo and American ceremonies and holidays.
10. Have several boys explain Sumo wrestling.

Add your own activities:

Culminating Activities

Have the pupils discuss the influences on their lives of Japanese culture; that is, television sets and perhaps cameras. Have the pupils also discuss how the United States has influenced Japan. Which influence, that of the United States or Japan, do they believe has been greater? Have the pupils identify traditional Japanese ways of behaving that have not changed under the United States' influence. Do the pupils believe these traditions will last or will they eventually be forgotten by the Japanese people?

THE INDUSTRIALIZATION OF JAPAN

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. A globe and wall maps of the United States and the world.
2. Land-use maps of Japan and the Navajo Nation.
3. Magazines.
4. Butcher paper for the time line.

Sources for Teachers

Books

Leonard Kenworthy, Studying Asia in Elementary Schools, World Affairs Materials, 1962, $.50 (Brooklyn College, Brooklyn, N.Y. 11210).

H. Paul Varley, A Syllabus of Japanese Civilization, Columbia University Press, 1968, $2.25.

Organizations

Japan Society, 250 Park Avenue, New York, N. Y. 10017.

Foreign Policy Association, 345 East 46th Street, New York, N.Y. 10017.

The Asia Society, 112 East 64th Street, New York, N.Y. 10021.

GRADE 6

Theme: CHANGING CULTURES AND PEOPLE BETWEEN TWO CULTURES
Teaching Unit Title: CHANGING VILLAGE LIFE IN INDIA

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Every region is an area homogeneous in terms of specific criteria chosen to delimit it from other regions. This delimitation is always based on an intellectual judgment.
2. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Develop an understanding of the concept of scarcity.
2. Learn of places beyond his immediate environment.
3. Learn of economic problems common to many places and how man attempts to cope with these problems.

Attitudes. To help the Navajo pupil:

1. Develop empathy for people in distant places.
2. Develop an academic curiosity.

Skills. To help the Navajo pupil:

1. Locate, organize, and record information from library sources.
2. Maintain and develop map-reading skills.
3. Make inferences on the basis of specific data.

Suggested Initiation Activities

1. Display pictures showing different aspects of life in India: rural scenes; urban street scenes; and scenes of mountains and lowlands.
2. Collect bookjackets from the library of books on India. Arrange a table in the classroom where the jackets, and if possible, the books are available for the pupils to examine.

CHANGING VILLAGE LIFE IN INDIA

Problem I

In what ways is the geography of India similar and in what ways is it different from that of the southwestern United States?

Content

Three natural regions of India are the northern mountain ranges, the river valleys and lowland plains to the south of the mountains, and the plateau and hills farthest south on the subcontinent.

Most of the people live on the low plains. Outside of the great cities, the people of the plains live in small villages. Villages are also found in the other regions of India.

The amount of rainfall in one part of India compared to another may be very large or small.

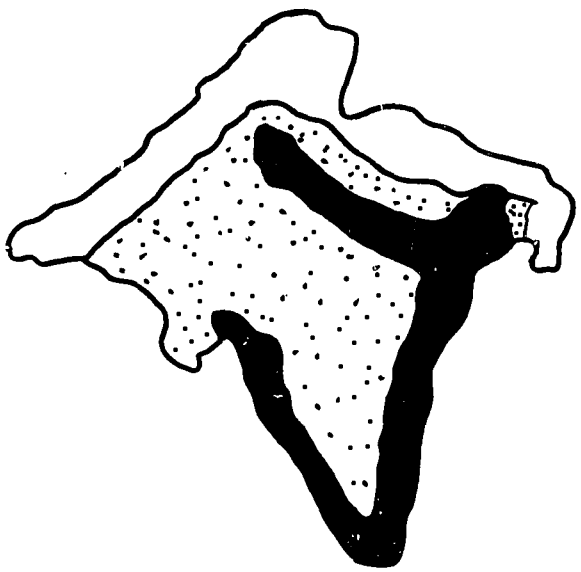
Activities for Problem I

1. Using either a globe or a wall map, locate the position of India. Point out its location on the Indian subcontinent. "Where is India in relation to the continent of Eurasia?" Discuss with the pupils the meaning of subcontinent. (Although a wall map is adequate for finding the position of places on the Earth, the relative direction of one place to another is better seen on a globe. Globes also represent the actual shape of areas better than do Mercator projection maps.) Depending on other places in the world that the children have studied, locate the Indian subcontinent in relation to these places.
2. Have one group of pupils determine the direction of India from Arizona, Utah, or New Mexico by referring to a flat Mercator projection of the world. Have another group of pupils connect India to the Southwest on a globe with string. "The string (a great circle) indicates that India is what direction from the Southwest?" Have the class give reasons why the directions on the two maps differ. Use other pairs of places on the globe to show the difference between a flat world map and the globe.
3. Absolute distance between the Southwest and India may not be as important as the time required to cover the distance by modern means of transportation. Discuss with the class the means of travel available to India. Air and sea are the logical alternatives. Have one group of students determine the time required for the air trip, and have another group determine the time required for the ocean trip. (As noted in Unit Resources, the teacher may find it useful to write airline companies for literature, for instance, Air India will probably be very cooperative in supplying pictures, maps, and air schedules.) To aid the pupils' understanding of the differences between absolute and travel distance, the following chart can be filled in by them:

	Miles	Time Required
Our School to Albuquerque.		
Our School to (wherever the child has traveled to)		
Our School to Home		
Our Home to the Chapter House		

Can the students explain why some short distances require longer to travel than some long distances? Have them determine what may be the factors that affect travel time. Depending on your location and class, some students may quickly grasp the relationship between distance and time. Other students with limited travel experience, may need a great amount of guidance in small groups or individually.

4. Many activities can be done, all of a similar nature, to review and develop additional map skills. For example, have the pupils compare the length of the Himalayan mountain range to the length of the Rocky Mountains (Sangre de Cristos or the Lukachukai Mountains). In addition, have the class compare the elevation of both ranges.
5. Distribute individual desk outline maps of the Indian subcontinent to every pupil. Using his textbook, library sources, or teacher prepared materials, the pupil will indicate where many and few people are found in India. It is not necessary that precise and standard maps be prepared. The child should indicate to his and the teacher's satisfaction that differences in population are shown on his map. Give each child another outline map of India, and have him indicate areas of light, moderate, and heavy rainfall. An example is given below:



Population Distribution
- small
- light
- heavy

Rainfall
- under 20 in.
- 20 to 40 in.
- 40 to 80 in.
- over 80 in.

(Adapted from India: A Society in Transition, Educational Research Council of America, 1965.)

Ask the pupils whether or not they can see any relationships between the two maps. For instance: "Where do most of the people in India live? Is this an area of heavy or light rainfall? Where do the fewest people in India live? What can you say about the rainfall in this area? Do many people live in an area of heavy rain? Do many people live in an area of light rainfall?"

6. Using the same procedure as in activity No. 5, compare rainfall and population distribution maps of the United States. Ask the pupils to see if the distribution of people is related to the areas of different rainfall. If there is a relationship seen by the pupils, does it have a similarity to any relationship between rainfall and population found in the maps of India? Select other countries or world regions and continue the procedure. After several sets of maps have been studied, ask the children if they find any relationship that seems to be common to all the sets of maps studied.
7. If the class could suddenly be transferred to India, in what parts of the country would they have to live in order to find the same yearly rainfall and population distribution as the part of the United States they live in? Locate the major cities, rivers, and physical features of this part of India.
8. The activities to this point have considered yearly rainfall. The class should look at rainfall in a different way, one that more fully describes reality. Below are some monthly figures for the average number of days of rain per month for Calcutta, located in eastern India:

January--1	April--3	July--18	October--6
February--2	May--7	August--18	November--1
March--2	June--13	September--13	December--1

(The yearly rainfall in Calcutta is about 63 inches.) The same monthly figures are given below for Karachi, Pakistan, a large city in the same natural region as extreme western India.

January--1	April--1	July--2	October--1
February--1	May--1	August--2	November--1
March--1	June--1	September--1	December--1

(The yearly rainfall for Karachi is about 8 inches.) Have the pupils find monthly figures for a recording station in the southwestern United States (Albuquerque, Gallup, Cortez, or Phoenix.) Ask the pupils to decide which city, Karachi or Calcutta, is most like the Southwest in terms of rainfall. The pupils should record the information they find on different monthly rainfall so that they can point out the information that shows which city is most like the Southwest. (The cities above are used only as examples. Inches of rainfall per month can also be used to compare the cities.)

9. Display pictures of the natural regions of the cities identified in activity No. 8. (Karachi, Pakistan, is used because of the availability of data.) Have the class point out similarities and differences between the geographic features in the pictures and their region of the Southwest.
10. Using a physical features map of India, have the class, working in small groups, divide the Indian subcontinent into whatever number of parts they wish on the basis of some category:

mountains vs lowlands and plains; large areas of vegetation vs desert and arid lands; or areas of urban centers vs sparsley populated areas. Using the same procedure, divide the state in which the school is located into regions. Have the pupils explain on what basis they made the divisions. On a desk outline map of India, have each pupil locate the physical features that were used in his creation of regions. The same map activity can be done with the state, locating the state's major physical features.

11. Display pictures of river valleys, plateaus, mountains, rain forests, and hills. Number the pictures and on an outline map of the Indian subcontinent have the pupils indicate where these features are found.
12. Have the pupils, working in small groups, prepare a graph showing that about 85% of the people of India live in small villages. Have the pupils hypothesize where most of these villages are located. (The lowland plains.)

Add your own activities:

Problem II

What is traditional village life like in India?

Content

Traditional agriculture in India is subsistence farming. Most farmers in India have less than seven acres, sufficient only for themselves and not adquate for producing a surplus for sale. In addition to small and uneconomical farms, the land is not productive. The realities of life in India are poverty, unemployment, and disease.

Activities for Problem II

1. Before the class begins the activities for this problem, the teacher may wish to review with the pupils the basic generalization of limited resources - unlimited wants as it applies to the experience of the pupils. A review activity is given below:

   Present to the class a fictitious Navajo family; the father works for the Navajo Tribe or perhaps farms irrigated land near Shiprock. (Adjust the family situation to the particular situation of the class.) Also present the class with a fictitious paycheck the father receives each week, for instance, sixty dollars. In small groups have the pupils identify the basic items that the family must purchase with their income: food; payment on the home being purchased through the Tribal Housing Authority; gasoline for the pickup truck; the electric bill; and a payment on the TV set. After the groups have "spent" the money for these items, have each group determine the amount left from the father's paycheck. On a string suspended from one side of the room to the other, have the pupils clip pictures of other items the family could spend its remaining money on. Discuss with the pupils the alternatives open to the family for spending their remaining money. Ask the pupils how they would spend the money and why.

2. Using classroom textbooks and library sources have the students find the basic foods of village people in India (rice and wheat and some vegetables). Have several pupils report to the class on how these foods are grown in India. Have the class determine the basic foods for the Navajo people. Ask the pupils: "Which of the foods does your family grow and which ones do they purchase in stores? How does your family obtain the money to purchase these foods?" Discuss with the students the difference between selling goods--the products of the family farm--and selling service--the labor the father or other members of the family perform for wages or a salary.

3. A chart may be prepared by the class with the following headings:

Basic Foods in India	Basic Foods in the Navajo Nation
Foods Grown by Village Dwellers in India	Foods Grown by the Navajo People
Foods Purchased by Village Dwellers in India	Foods Purchased by the Navajo People
Jobs Done by Village Dwellers in India	Jobs Done by the Navajo People to Earn Income

Information for all the headings except the last two for India can be placed on the chart after activity No. 2 is done.

4. From library sources have the pupils find information for the two headings left alone in activity No. 3. (The class will find that few, if any foods, are purchased by the village people and that manufacturing or service industries, available to some extent to the Navajo people are not available to the village dwellers.)
5. Have the class prepare a series of pictures depicting village life in India. This activity should be related to the information obtained in earlier activities.
6. Homes in the villages of India are usually made of stone or mud bricks. The roofs may be palm leaves, straw, or in a few instances corrugated iron. A group of students can find information on the materials available for home construction. Have these pupils show the class pictures or drawings of how these materials are used. Discuss with the class the building materials available to Navajo people. "Can Navajo people afford to buy materials that people in many villages of India cannot afford?" Have the pupils give reasons for their answers.

(Refer to activity No. 1. Have the pupils hypothesize about the income and expenses of village people in India compared to Navajo people.)

7. The pupils can find the cost of different building materials by referring to The Navajo Times or by writing or telephoning nearby businesses. If possible have a parent or community person visit class and answer questions about the types and costs of building materials.
8. Have several pupils find information on the different agricultural products of India. Have the pupils prepare for display in the classroom information on the main products of India. The display should indicate the products that are consumed locally and those shipped out of the country. For example, cotton and jute are exported but rice and wheat are not grown in sufficient

quantities to allow export. Textbooks usually have information for an activity such as this. Writing skills can be developed by having the pupils outline the material presented in the textbook.

9. Prepare a line or bar graph comparing the life expectancy of persons in India with persons in other countries. This type of activity dealing with health can involve someone from the Public Health Service, who can present facts comparing the health of Navajos to persons living in India.
10. Several pupils can read about the Hindu religion and report to the class on the caste system. Pupils who do this activity can determine if the caste system makes it difficult to bring about change in village life.
11. Many of India's villages cannot be reached by road. Have the pupils compare transportation in India with that in Brazil, Japan, and Mexico. The pupils can determine which country (or region of a country) has the best transportation system. (The pupils should decide on the characteristics of a good system.) Discuss with the pupils how poor communication between villages in India hinders change. "What communities in the Navajo Nation are difficult to reach because of the poor roads?" Discuss with the class how communication among the Navajo people could increase by improving existing roads and building new ones. Have several pupils compose a letter inviting a Chapter official to come to class and discuss how transportation can be improved.
12. If possible, obtain films depicting traditional village life in India.

Add your own activities:

Problem III

How is village life in India changing?

Content

The content for this problem is determined by the sources of information available to the class on contemporary village life in India. All the activities are concerned with how change is occurring. Whenever possible, the teacher should encourage the pupil to compare changes occurring in India to change in the Navajo Nation.

Activities for Problem III

The class can divide itself into groups. These groups should select one of the following topics or others selected by the teacher: irrigation; education; or industry. (More topics can certainly be possible; the three above are examples.) Each group should do the activities below (or similar ones) that pertain to its topic. As a pupil collects the necessary information for an activity, he should keep notes on his research, and he should also maintain a notebook that can be displayed along with those of other pupils when the activity is done.

HANGING VILL E LIFE IN INDIA

1. The government of India is encouraging villagers of all ages to attend school. Find information on the ways the government is helping the villagers learn to read and write. Specifically, the pupils who do this activity can prepare an illustrated written or oral report on how learning to read and write may change the life of a village person. For instance, understanding what his government says through the printed word, understanding directions in a booklet on modern farming methods, and understanding the terms in a contract he may make to borrow money.
2. Find statistics on literacy in India today. Compare literacy in India with that in Brazil, Mexico, and Japan. Prepare a chart presenting this information.
3. Write the Embassy of India in Washington D.C. For information on the schools of India. (Information on other topics is available as well as display material.)
4. Locate the places where minerals are found in India. (The major industrial resources of India are coal, petroleum, iron ore, bauxite, and copper.) Discuss with the group the requirements for establishing industries that can use these mineral resources (capital, labor, and markets). Have the group find information on new industries in India and how well the requirements for industry are being met. The group can compare the efforts of India to those of the Navajo Tribe; that is, where does the money come from for establishing new industries on the reservation? Are enough persons trained or can they be trained to work in these industries? Where do the raw materials come from? Where do the Navajo industries sell their products? (Do any pupils have relatives that work in industries?) Have the group find the unemployment rate on the reservation and offer reasons why it is higher than the rest of the United States.
5. Display pictures of the different types of industries in India. Label the pictures indicating where the industry is located. Also indicate in the label what raw materials are found near the industry.
6. One group can write to: Navajo Indian Irrigation Project, Bureau of Indian Affairs, P.O. Box 2157, Farmington, New Mexico, for information about the irrigation project near Fruitland, New Mexico. This project, which began with the construction of the Navajo Dam, may create up to 20,000 new jobs. (See "In Transition," one of the booklets issued by The Navajo Social Studies Project of the College of Education of the University of New Mexico.) Compare irrigation projects on Navajo lands with those undertaken by the government of India. The group can also investigate how dam construction affects flood control, transportation, power, recreation, and land drainage.
7. On a map of India, have one group locate sites on the Indus, Ganges, and Brahmaputra Rivers where dams might be located. Have the group give reasons for their locations and how the dams might affect the people living in the vicinity.

Add your own activities:

Culminating Activities

The groups formed for Problem III can present their information to the class. Organize the groups' findings so they can be presented in a bulletin board display in the school lobby.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. A globe and wall maps of the world and of India.
2. String.
3. Individual des outline maps.
4. Butcher paper and art supplies.

Sources for Teachers

Books

India: A Society in Transition, Educational Research Council of America, 1965.

Clifton A. Stavrianos, A Global History of Man, Allyn and Bacon, Inc., 1966.

T. Walter Wallbank, A Short History of India and Pakistan from Ancient Times to the Present, Mentor Books, 1958.

Organizations

Air India, New York, N.Y.

Embassy of India, Washington, D.C.

National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C.

Foreign Policy Association, 2141 14th Street Boulder Colorado.

GRADE 7

Theme: THE NAVAJO TRIBE IN AMERICAN HISTORY

Teaching Unit Title: NAVAJO HISTORY, 1868-1970

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Human societies have undergone and are undergoing continual, though perhaps gradual, changes in response to various forces.
2. Resources and resource use are related to the level of technological development; industrial societies place heavy demands on the earth's resources.
3. Most modern societies perceive economic welfare as a desired goal for their members; universally, poverty is devalued as a human condition.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Become aware of significant historical happenings that influence his life.
2. Understand the problems that are caused by an increasing population on a limited resource base.
3. Become aware of the different types of work away from his immediate environment.

Attitudes. To help the Navajo pupil:

1. Develop a sense of participation in and commitment to his society.
2. Appreciate that work is necessary to exist and to maintain self respect.
3. Appreciate that change is inevitable and need not be a threat, and that he can have a part in it.

Skills. To help the Navajo pupil:

1. Apply problem solving skills to socio-economic issues.
2. Communicate his ideas to other people orally and in writing.
3. Locate information in newspapers.
4. Maintain and develop map-reading skills.

Suggested Initiation Activities

1. Post pictures around the classroom that show Navajo men and women working at different jobs. Also post pictures of people in different parts of the United States working at a variety of jobs. Discuss or have the pupils reply individually to the question: "What type of work do you want to do when you graduate from high school? Do you know someone who has gone to college or to a vocational school? What are they doing now?"
2. Have the class list changes that they see occurring around them. Ask the pupils if they think these changes (new roads and buildings) are good or bad. Establish what they believe good and

bad means to them. Do the changes affect everyone or only some people?

Problem I

How has living on reservation land destroyed the traditional ways of grazing?

Content

When the Navajos returned from captivity at Fort Sumner in 1868, they signed an agreement (treaty) with the United States that established the boundaries of the reservation: roughly, a rectangle with Fort Defiance on the south; the Utah-Colorado border on the north; Shiprock on the east; and Chinle on the west. This land was about one-sixth what the Navajos traditionally used for grazing.

The Navajo did not stay within the reservation boundaries. Much of the off-reservation grazing was done to the south. When the Santa Fe Railway was built in the 1880's, most of this good grazing land was given to the Railway by the United States Government.

The reservation was increased at different times, until it reached its present area in 1934. The reservation today is still smaller than the area the Navajos used for grazing before the United States acquired control of the Southwest.

The animal reduction program of the United States Government in the 1930's and 1940's was not understood by many Navajos. Killing animals and allowing a family to graze their sheep and goats only in certain areas was against tradition.

The Navajo Tribal Council regulates grazing today. Subsistence stockraising on poor land is a current and continuing problem.

Activities for Problem I

1. Refer to the class textbook for this activity. Distribute desk outline maps to every pupil. He should draw on the map the boundaries of the area within which the Navajo people lived before 1860. (The Navajos were scattered from the Jemez Mountains to the Hopi villages and from the San Juan River to the region south of the Little Colorado River.) The pupils should also indicate the territories and states in 1860 in the Southwest. Indicate the present boundaries of the Navajo Nation. Discuss with the class the original area of the present-day reservation and the major additions that have been made to it during the past century:

   1878--about 900,000 acres along the western boundary to compensate for land lost in the southern part of the reservation to railroad companies.

   1880--1,000,000 acres along the San Juan River.

   1884--2,400,000 acres near the Colorado River.

   1900--1,500,000 acres west of the Hopi lands.

   1907--3,000,000 acres in New Mexico and Arizona.

   1918--94,000 acres in the Gray Mountain area.

   1934--800,000 acres along the southern boundary.

2. Have the pupils locate their homes on a map of the reservation, and have each pupil write a short

paragraph explaining whether or not the land he lives on was part of the Navajo Nation in 1868. The pupil may also indicate what other land he has lived on. If some pupils can identify other land acquisitions their parents or grandparents have lived on, have them point this out on a map.

3. Construct a time line on butcher paper indicating: the Mexican War; the Long Walk; the construction of the Santa Fe Railway; the formation of the southwestern states; the additions to the reservation; the Second World War; the formation of the Tribal Council.

   This time line can be a class project, supervised by a committee. New events will be added throughout the unit. Have the pupils illustrate the events and place the illustrations near the time line.

4. Construct a map of the reservation showing the different vegetation and land forms. Have the pupils determine what type of land is best for grazing and where this land is located on the reservation. Discuss: "Is the land around our school good grazing land?"

5. Present the pupils with population data (from Welcome to the Land of the Navajo and the Navajo Yearbook) about the Navajo people from 1868 on. Give each pupil a handout with this information and also place it on the chalkboard:

Year	Estimated Population	Area of Navajo Lands (Square Miles)	Population Density
1870	10,000		
1880	12,000		
1890	17,600		
1900 and 1910	20,000		
1930	39,000		
1950	62,000		
1960	82,000		
1968	118,000		

   The population density of the Navajo lands should be determined by the class. Using the maps of activity No. 1 and sources from the school library, groups of pupils can take specific census years and provide the data for the third and fourth columns in the above chart. Discuss: "Do you think the Navajo lands were increased enough by the United States Government to meet the needs of the Navajo people?" Also discuss with the pupils what types of land they think the Navajo needed; that is, grazing, hunting, or farming land.

6. After activity No. 5 has been done, present this information from the Navajo Yearbook and Welcome to the Land of the Navajo to the class (handouts and on the chalkboard):

Year	Estimated Number of Sheep on Navajo Lands
1880	1,100,000
1914	1,781,900
1928	1,800,000
1930	1,100,000

Year	Estimated Number of Sheep on Navajo Lands
1940	621,000
1950	400,000
1960	367,000

Have the pupils roughly estimate the stocking ratio (animals per acre) for each year in the chart above.

7. After activities No. 5 and 6 have been done, discuss with the pupils how the Navajo population was increasing at the same time as were the number and stocking ratio of sheep up to the 1930's. Discuss: "Can a relatively fixed land area such as the Navajo Nation support both large human and animal populations?" Develop the concept of a fixed resource base.
8. Invite an official of the Chapter to visit the class and explain how the animal population is controlled today on the reservation.
9. Read "Kaibah: Recollection of a Navajo Girlhood," from When Cultures Clash (The Navajo Social Studies Project, University of New Mexico). Ask the pupils: "What is happening in this story? Why does the family not want to kill their sheep? How would you feel if you were a member of the family? What would you do? Why?" Use this story to show how the stock reduction program of the 1930's was not accepted or understood by many Navajos.
10. Ask someone in the area of the school who remembers the stock reduction programs of the 1930's and 1940's to tell his experiences to the class.
11. Role play a situation in which an official of the United States Government tells a family that some of their animals must be killed because the land cannot support all the sheep and stock that Navajos can.

Add your own activities:

Problem II

How have the Navajos learned to use the resources of the reservation?

Content

The timber resources of the Navajo tribe are located near the New Mexico-Arizona border, near Tsaile and Fort Defiance. Large areas of forest are set aside for tribal use. There are about 470,000 acres of commercial timber.

An early sawmill was built in the Toadlena-Sanostee area in 1907 to provide lumber for the Shiprock agency.

Lumber production was increased by the rebuilding of a mill at Sawmill in 1936.

In the 1950's a survey of the timber resources showed that the production of lumber could be greatly increased without destroying the forests. The Navajo Forest Products Industries was organized by the Tribal Council in 1958, and a new sawmill was constructed at Navajo, New Mexico, in the 1960's.

Although oil was discovered within the boundaries of the reservation in 1921, not until the middle of the 1950's were oil and natural gas production high enough to provide the Tribe with large

sums of money to finance Navajo businesses on the reservation.

Uranium has been mined near Tuba City, Mexican Hat, and Shiprock.

Coal is mined in the Four Corners Area and is used in generating plants.

Activities for Problem II

1. In 1948 a report on the welfare of the Navajo people stated that the reservation could support 35,000 people; however, with some industrialization, according to the report, a greater number of persons could earn a living in the Navajo Nation. Discuss with the class why perhaps so few persons could live off the land by agriculture alone. Refer back to the activities of Problem I. Point out the increasing human population on the land with no significant increase in productive land to accommodate this increasing population.
2. Have several pupils find facts on the conditions that existed on the reservation in the late 1940's. For instance, it is stated in Navajo: A Century of Progress, 1868-1968 that there were only 95 miles of paved roads in 1948. Depending on the sources available in the school, the pupils will either have much data or a few facts. Have the pupils present their information to the class; discuss with all the pupils the categories into which the information can be placed. As an example, the class may decide on four categories: health; education; transportation; and communication. Using the facts found by the pupils, construct a chart permitting comparison between the 1940's and 1970:

	Health	Transportation	Education	Communication
1940's		95 miles of paved roads.		
1970		1,075 miles of paved roads.		

   The 1970 information may be located by the same group that obtained the 1940's information or by another group of pupils. The teacher may decide to write and distribute to the class a handout that requires the pupil to read several paragraphs and identify facts pertaining to 1970.
3. Discuss with the class what they believe are some factors that have brought about the changes indicated in the chart of activity No. 2. For example, are more roads related to the opening of oil fields? Are more doctors and clinics partly the result of the concern over the health of Navajo people by the United States Government? Are more schools related to the need for providing Navajos with work skills? The important point of this activity is not the correctness or sophistication of the pupil statements; rather, it is to encourage the pupils to become aware of change and to speculate about it.
4. The ratio of industry to agriculture in the Navajo Nation has increased greatly since 1950. Discuss with the class the requirements for industrialization; i.e., raw materials, labor, capital, and markets. Ask the pupils: "Where has the Navajo Tribe obtained the money for developing industries on the reservation?"
5. This activity is representative of the type that can enlarge activity No. 4.

Present the following data (from the Navajo Yearbook) on individual handouts and on the chalkboard.

Year	Approximate Barrels of Oil Pumped
1940	296,000
1950	141,000
1957	1,300,000
1958	5,600,000
1959	29,000,000
1960	20,000,000
1961	30,000,000

Also present data on Tribal income from oil and gas leases and royalties:

Year	Income	
1940	$ 40,000	
1950	378,000	(Lease bonuses and higher rentals compared to 1940)
1957	34,000,000	(33 million--lease bonus)
1958	29,000,000	(26 million--lease bonus)
1959	15,000,000	
1960	11,000,000	

Ask the class: "What are some of the ways that the Navajo Tribe could have spent the money from this new source of income? Do you think the Tribal Council should have divided the money equally among all Navajos?" (The 1957 oil and gas receipts divided in this way would yield $425 per person.) Tell the class: "You are now the Tribal Council and have 34 million dollars to spend for 1957. How will you spend it?"

6. Two or three pupils can construct a chart showing how some of the 1957 income was spent by the Tribe, for example:

   Scholarship fund--5 million dollars
   Water Development--3 million dollars

   (Write the Tribal Council for data on the budgets during these early, high income years.)
7. On individual desk outline maps of the reservation, have the pupils locate the oil producing areas.
8. Show a film on oil production and write oil companies for literature and pictures on the drilling and refining processes.
9. The map used in activity No. 7 can include the places of coal on the reservation. Uranium deposits can also be indicated.
10. Role play this situation: Four Tribal Councilmen disagree over allowing oil and coal companies to extract the resources of the Navajo Nation. Two councilmen believe the Navajos should not look toward industrialization (selling raw materials and promoting native and outside industries) for a better life. They believe this will lead to a destruction of Navajo culture and the adoption

of Anglo ideas and customs. Two councilmen agree with this statement:

"Clearly the old pastoral economy was doomed for all but a relative few of the ever-increasing population. No longer could the tribe expand westward, southward or in any other direction to find new grazing lands that would be needed if it were to continue to subsist in the old way. The only route remaining open to future generations was education, the acquisition of salable work skills and cultural adaptations of the type demanded of wage earners by industry." (Robert W. Young, The Role of the Navajo in the Southwestern Drama, p. 70.)

11. If there is a business nearby that sells building materials, have several pupils visit it and find out what products of the Navajo Forest Products Industries of Navajo, New Mexico, can be purchased.

Add your own activities:

Problem III

How are some Navajos learning new ways of earning a living?

Content

The content can be selected by the pupils and the teacher.

Activities for Problem III

1. As an activity for this unit and also as a continuing one, reproduce articles from The Navajo Times that present information about Tribal industries. The following article appeared in the February 18, 1970 issue:

NFPI'S Profit For '69 More Than '68

NAVAJO, N. M.--Navajo Forest Products Industries (NFPI)--an enterprise of the Navajo Tribe--showed a net operating profit for the 1969 fiscal year of $1,573,716, compared with $533,363 in 1968.

This gain of $1,040,352 was made despite the fact that less lumber was sold.

"Some of this must be credited to operational gains and a minor amount to non-operating income, but by far the predominant factors were the extraordinary lumber market and our ability to take advantage of it," NFPI's recently-released annual report disclosed.

Navajo employment increased from 452 to 504, and total earnings by these employees amounted to $1,802,541. The average bi-weekly pay check amounted to $155.36, up $9.51 from the previous year.

The 504 Navajo employees are out of a total work force of 542.

"Most of the increase was for the newly-staffed millwork division; secondly the woods operation," the report said. "As Navajo skills, experience and performance develop, more openings to higher grades become available to them."

Stumpage payments to the Tribe amounted to $872,598, and NFPI contributed

$176,041 to community development in the fast-growing community of Navajo.

Total economic benefits to the Tribe amounted to $5,104,568.

NFPI made a cash payment to the Tribe of $4,000,000, continuing to pay off the original tribal investment of $8.5 million.

Total sales were $1,267,936 more than the '68 fiscal year. Volume of logs cut was 48,146,000 board feet.

Navajo pine products were shipped into 23 states during the year.

This article provides information related to the unit problem, and it also can be the basis for other activities, for instance:

a) Pupils can investigate the meaning of "net operating profit."

b) Pupils can write the company for information on how the products are used in some of the 23 states that provide the company's market.

c) The class can discuss whether or not a bi-weekly pay check of $155.36 is less or more than many other Navajos earn on the reservation.

d) The class can discuss the skills needed by the company's employees.

2. To carry activity No. 1 further, introduce editorials to the class. This editorial appeared in the same issue as the story in activity No. 1:

Two Successful Enterprises

Navajo Forest Products Industries, which is proving to be the biggest money-maker on the Navajo reservation, is fulfilling all of the criteria for a successful industry on the reservation: Making money, hiring and training Navajos and preserving the natural resources.

A report elsewhere in today's paper shows that during the 1969 fiscal year NFPI showed a net profit of $1,573,716, more than a million dollar gain over the previous year.

Five hundred and four, of the total work force of 542, are Navajos. Employment has steadily increased since the Navajo, N. M., sawmill began operation eight or nine years ago. The 504 figure was a jump of 52 over the previous year, and the figure is even more impressive when compared with the 166 employees back in 1959, the year before NFPI began.

Perhaps best of all, NFPI is conducting a successful industry without destroying the forest. A program of selective harvesting assures the Navajo people that the forest will still be there for future generations to enjoy.

NFPI compiled these impressive figures despite a bad slump in the lumber industry near the close of the fiscal year. An increase in interest rates dealt a severe blow to the construction business, particularly homebuilding, thus curtailing the sale of lumber.

No relief from the high interest rates is in sight so it is entirely possible

that NFPI will be down somewhat during the current fiscal year, but this in no way detracts from the overall success of this tribally-owned enterprise. Every business has its ups-and-downs and NFPI is no exception.

The Navajo Tribal Utility Authority (NTUA) is also making money and, like NFPI, is also fulfilling the requirements of a successful industry in the Navajo Nation.

NTUA handed the Navajo Tribal Council its annual report recently which showed a net profit during the 1969 fiscal year of $395,415.

NTUA is, indeed, transforming the reservation, bringing lights, gas, water and sewage facilities to areas that have never had such facilities. An example of this was a few months ago with the dedication of a power line into the Gouldings-Oljatoh area along the Arizona-Utah border--one of the more remote areas of the reservation.

Have you ever stopped to think how much this means? The Navajo people are just now beginning to realize many things that most other Americans take for granted--education, health, decent housing and modern appliances.

There are still far too many who have not realized any of these things, but industries such as NFPI and NTUA are helping to close the gap.

Both NTUA and NFPI are Navajo tribal enterprises, operating with their own boards of directors. Maybe this is one reason why both are operating in the "black" and both making such lasting contributions to the Navajo people.

Ask the pupils:

a) What information has the writer of this editorial used from the story on the Navajo Forest Products Industry?

b) Do you see evidence around the school or around your home that the Navajo Tribal Utility Authority is transforming the reservation? What is the evidence?

c) What is the "gap" the writer speaks of in the next to the last paragraph?

d) Do you agree with the writer's statement in the last paragraph?

3. Reproduce articles on non-Navajo financed industries and have each pupil write an editorial based on the story. For example, this story appeared in The Navajo Times on July 16, 1970:

Fairchild Plans Enlargement

The Economic Development Administration has approved a $462,800 loan to the Navajo Tribe for the expansion of the Fairchild Semiconductor plant at Shiprock, which will provide for about 150.

It will mean an added payroll of $624,000 per year to the plant, according to Paul Driscoll, plant manager.

Announcement of the loan came from the offices of both Sen. Joseph M. Montoya, D--NM, and Congressman Ed Foreman, R--NM.

The loan will be matched with $429,200 in tribal funds to make total cost of the addition $712,000. The loan will be repayable over a 25-year period at 6¼ per cent interest.

Driscoll said the loan would enable the addition of 22,500 feet to the plant for an equipment manufacturing facility. Driscoll said the new facility would turn out sophisticated equipment for all divisions of the Fairchild company, but most of it would be for the semi-conductor division.

He said construction of the plant would be put to bid and estimated it would be one or two months before work could begin.

Driscoll added that the new facility will employ only men, which he said would help stabilize the ration of male-female employees. When the plant first started, Driscoll said the ratio was about seven women for every man worker, and now it is 3 to 1.

4. Have the class investigate the classified advertisements in a local newspaper. Discuss the types of work available and determine the ratio of on-reservation to off-reservation work opportunities. "What skills do the jobs require?"
5. Invite different types of workers to speak to the class about their jobs.
6. Have the class conduct a survey of the school neighborhood to determine the types of work available and the skills required to perform the work. (The nearest community may be studied if the school is isolated.) Have the class decide what types of work, if any, have resulted from the efforts of the Tribe to exploit its resources or attract outside industry.
7. Have groups of pupils select one of the following industries:
   a) Utah Mining and Construction Company (Fruitland).
   b) Peabody Coal Company (Kayenta).
   c) Kerr-McGee Corporation (Farmington).
   d) Shell Oil Company Refinery (Aneth).
   e) El Paso Natural Gas Company (Window Rock).
   f) Fairchild Semiconductor Division (Shiprock).
   g) FedMart Stores (Window Rock).
   h) Navajo Arts and Crafts Guild (Window Rock).

   Have the groups exchange information on: when the company came to the reservation; how many Navajo people are employed; whether or not it is owned by the Tribe; what goods it produces or what services it provides; the skills needed by the employees; where these skills can be learned.
8. Present a class or school lobby display of the information collected in activity No. 7.
9. Invite an official of the Chapter to speak to the class about the employment opportunities and problems in the school area.
10. Role play a young Navajo boy or girl applying for a job with one of the companies listed in activity No. 7.
11. Ask each pupil to write a paragraph completing this statement: "If a new industry came into the school area and needed 1,000 Navajo men and women employees...."

Add your own activities:

Culminating Activities

The activities should bring together the learnings that have occurred throughout the activities. A useful method for maintaining the theme of change that is evident in the problems presented is to have the pupils identify those things that are changing in Navajo society and those things that the pupils believe are not changing. This could be presented in both charts and pictures.

Unit Resources

These items are the basic classroom materials required for these activities. Some sources for teachers are also listed.

Classroom Materials

1. Desk outline maps of the Southwest and the Navajo Nation.
2. Butcher paper for the time line and charts.
3. Navajo Times and other area newspapers.
4. Teacher prepared handouts.

Sources for Teachers

Books

J. Lee Correll and Editha L. Watson, Welcome to the Land of the Navajo, The Navajo Tribe, 1969.
Maurice Frink, Fort Defiance and the Navajos, 1968.
Clyde Kluckhohn and Dorothea Leighton, The Navajos, revised edition, Garden City, 1962 (paperback).
Martin Link (ed.), Navajo: A Century of Progress 1868-1968, The Navajo Tribe, 1968.
Edward H. Spicer, Cycles of Conquest, University of Arizona Press, 1962.
Robert W. Young, The Navajo Yearbook, Navajo Agency, 1961.
_____, The Role of the Navajo in the Southwestern Drama, The Gallup Independent, 1968.

Organizations

The Navajo Tribal Council, Window Rock, Arizona.
The Navajo Tribal Museum, Window Rock, Arizona.
Various local industries.

GRADE 7

Theme: THE NAVAJO TRIBE IN AMERICAN HISTORY

Teaching Unit Title: AMERICAN INDIAN AND ANGLO-AMERICAN CONFLICT IN THE WESTERN UNITED STATES, 1830-1880

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Each culture tends to view its physical habitat differently. A society's value system, goals, organizations, and level of technology determine which elements of the land are prized and utilized.
2. Ideally, the past should be understood on its own terms. Historical events should be examined in light of the standards, values, attitudes, and beliefs that were dominant during a given period and for a given people, rather than evaluated exclusively by twentieth-century standards.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand the historical events that occurred in and near his region of the United States.
2. Learn about significant events in the history of the dominant culture.
3. Understand some of the value conflicts in the history of Indian and Anglo-American relations.

Attitudes. To help the Navajo pupil:

1. Appreciate the cultural values of the American Indian.
2. Appreciate the complexity of human events.

Skills. To help the Navajo pupil:

1. Read and interpret maps.
2. Read social studies materials critically.
3. Develop note-taking skills.
4. Organize information.

Suggested Initiation Activities

1. Display a map of the United States on the bulletin board. Around this map post pictures of different Indian people (the pictures do not have to be labelled). Run string from the pictures to the area of the nation these people inhabited. People such as the Blackfeet, Cheyenne, Apache, and Kiowa can be shown.
2. Discuss with the pupils what they know of other Indian people in the western United States. List the facts mentioned on the chalkboard. Ask the pupils what more they would like to learn about the western Indians. Use their replies as a basis for developing activities throughout the unit.

AMERICAN INDIAN AND ANGLO-AMERICAN CONFLICT

Problem I

When the Anglo-American society began occupying the land west of the Mississippi River, what Indian societies were living on this land?

Content

The content of this unit is found, at least in a basic form, in most junior high school textbooks. The teacher can select the activities and develop new activities appropriate to the classroom and library resources.

Activities for Problem I

1. Have the class divide itself into four groups. Each groups will take one of four regions--the Great Plains, the Great Basin, the Northwest Plateau, and the Pacific Coast. Each group will identify several Indian tribes that lived in the region and place the names of these tribes on a large outline map of the western United States (state boundaries should not be drawn until later). The map should be posted on the wall to be added to as the activities are completed.

   Great Plains

   Perhaps the Plains Indians have been stereotyped most by the dominant culture. They are the ones most romanticized and best known, but the pupils may find that there were differences in the way of life of the tribes that inhabited the area between the Mississippi and the Rocky Mountains and the Saskatchewan River Basin in Canada to Texas. Have the pupils who take this region for study identify tribes representing a semi-agricultural way of life (Osages, Pawnees, Mandans, and Santee) and a nomadic, horse-mounted way of life (Blackfeet, Atsinas, and Assiniboines).

   Great Basin

   This region extends across Utah and Navada and from northern Arizona to southeastern Oregon. Tribes to identify include the Utes, Shoshonis, and Washos.

   Northwest Plateau

   The northwestern region between the Rocky Mountains and the Cascades includes the basins of the Columbia and the Fraser Rivers. Have the pupils selecting this region identify such tribes as the Kalispels, Flatheads, Umatillas, and Cayuses.

   Pacific Coast

   Puget Sound tribes such as the Makah, Quinault, and Nootka as well as southern coastal tribes such as the Salinan, Chumash, and Turok can be identified.

   Note: The resources of your school library will determine the tribes most easily studied. The teacher may find it necessary to distribute duplicated material from the sources given at the end of the unit.

2. The pupils in each group formed in activity No. 1 will find information on the natural resources available to the tribes of the group's region. Review with the class the meaning of a natural resource; that is, an item being perceived by a people, having value to them, and being available to the people because of their technical skill. A partial list of items that might

be natural resources for each region is:

Great Plains: buffalo; rabbits; and birds.

Great Basin: pine nuts; antelope; and juniper trees.

Northwest Plateau: fish; roots; and deer.

Pacific Coast: fish; acorns; and palm fronds.

Each group should decide what items they have listed indeed were natural resources. How does each item meet the three criteria for a natural resource? (For a similar activity see the 4th grade unit on the Plains Indians.) The pupils should establish the way in which the land was used and the value each tribe placed on the land. For instance, food gathering tribes of the Great Basin required large areas in order to acquire an adequate harvest of berries and small game. It is not necessary that each group state a relationship between the tribes and the land that they find in a book; rather, each group should be able to give examples from their investigations of how that land was used and valued by different people. Encourage the pupils to form their own idea of the relationship from the information they have found. The groups can draw pictures showing different tribes using the land, and they can also put their information into a chart to be displayed in the classroom.

3. Have each group formed in activity No. 1 prepare a reading list that can be given to everyone in the class. This list should consist of library books that describe or have stories about the Indian societies of their regions. Several of the books can be available to pupils in the classroom.
4. Compare the Navajo use of land with that of the different tribes investigated in activity No. 2. Did the Navajos, for instance, value the same items as the Shoshonis or did the two tribes place value on different items in their environment? Have the pupils give their own reasons why the two tribes valued similar or different items.
5. Distribute outline maps of the United States to each pupil. Have them locate the tribes studied by the four class groups in activity No. 2. Each tribe can be given a number, and this number can be placed on the map. In his notebook the pupil can list the code number for each tribe, and after the number he can write a summary of the tribe: name; language; clothing; shelter; tools; major ceremonies; and transportation.
6. Many, if not most of the American history textbooks for junior and senior high school present the westward migration of the Anglo society in terms of an expanding frontier. It is important that the Navajo pupil be aware that the concept of a "frontier" did not apply to American Indian societies. This concept reflects an Anglo point of view; that is, a frontier existed in the minds of the American pioneer, but it did not necessarily exist in the minds of the Mandan people or the Sioux of what today is South Dakota. The concept of point of view is a basic one to the historian. Events have different meaning depending on the way in which different persons perceive them. This activity is meant to help the Navajo boy or girl perceive events from two different perspectives. Other activities can be developed by the teacher using content from traditional American history sources.

Locate the boundaries of the land that the United States government purchased from France in 1803. Indicate on the class map (activity No. 1) the areas claimed by Great Britain and Spain. Ask this question: "If you were a plains Indian, living in 1803, would you agree that part of your hunting land now belonged to the United States? If you were living on the Pacific coast, would you agree that Spain possessed the land?" (Can someone in class find information on the differences between the Anglo or Spanish idea of land being owned by someone and the Indian idea of land "ownership"?) "If you were an Anglo-American living in 1803, would you consider the United States claim to Louisiana as a violation of Indian rights and tradition"?

7. Prepare a mural or a series of pictures showing a human activity both before and after contact with a new culture. For example, the travois pulled by a dog, used by the Plains Indians, can be shown, and then, after Spanish influence came to the Plains, a picture showing the use of the horse can be drawn. What other changes could be illustrated for other tribes throughout the western United States? Relate this activity to Spanish and Pueblo influence on the Navajos.
8. Begin a time line to be extended as the unit activities are done. Major events can be illustrated and placed in sequence around the walls of the room.
9. Locate the area in present-day Oklahoma where the Cherokee, Choctau, Chickasaw, Creek, and Seminole tribes were moved to by the United States government in the 1830's. An investigation by the class of the motives of the government and the viewpoint of the Indians can begin by reading this 1836 speech of Speckled Snake, a Creek Chief:

> Brothers: We have heard the talk of our Great Father (Jackson, the President); it is very kind. He says he loves his red children. Brothers, when the white man first came to these shores, the Indians gave him land, and kindled fire to make him comfortable. When the Pale Faces of the south (Spaniards) would have taken his scalp, our young men drew the tomahawk and protected him. But when the white man had warmed himself at the Indian's fire, and had filled himself with the Indian's hominy, he became very large. He stopped not at the mountain tops, and his foot covered the plains and valleys... Now he says, "The land you live upon is not yours. Go beyond the Mississippi; there is game; there you may remain...Brothers: Will not our Great Father come there also? (Irvin Peithmann, Broken Peace Pipes, 1964, pp. 50-51.)

10. Role play the following situation: A representative of the United States government talks to Speckled Snake and tries to convince him that the Indians will not be disturbed west of the Mississippi. The Chief does not believe him and gives evidence from U.S. history before 1840 in support of his distrust of the government's statements.
11. Report on the Black Hawk War in Illinois during the 1830's. "What did the Anglos want? What did the Indians want? What did each society value most? How did the values conflict?"
12. On a map of the eastern United States, locate the areas in the Ohio River Valley that were

being settled by Anglo-Americans in the early 1800's. Discuss why these settlers would want the Indians removed. What items did the American pioneers use as natural resources? Compare the use of land by these pioneers with that of the Indian societies they came in contact with. The same process used in activity No. 2 can be applied to the "pioneer" people.

Add your own activities:

Problem II

How did the Anglo-American migration to the Pacific Coast threaten traditional Indian societies?

Activities for Problem II

1. On individual outline maps of the western United States, have each pupil trace the Oregon Trail, the California Trail, and the Santa Fe Trail. Also locate California and Oregon Territories. Referring to the large class map of Indian societies, decide what Indian groups would come into contact with Anglo-Americans because of the westward migration.
2. Read selections from Parkman's Oregon Trail to the class. What statements can be made about the Plains Indian's way of life from this source?
3. Draw pictures of how the Plains Indians hunted buffalo. Also draw pictures of the items made from the buffalo. Draw pictures of Anglos hunting buffalo. Why did the Anglos hunt buffalo?
4. Report on the Morman migration to and settlement of the Great Salt Lake area. Discuss the motives for this migration. How did this society use the land? What conflicts did they have with the other Americans?
5. Have the pupils organize the information about the Anglo-American settlements in California and Oregon according to:
   a) The area that was settled.
   b) How the settlers provided for their basic needs.
   c) How the Indians in the area were affected.
   d) What this settlement meant to the growth of the United States.
6. Report on the discovery of gold in California in 1848.
7. Using the class textbooks and sources in the library, fill in the following chart. Parts of the chart can be filled in at this point in the unit; other parts will be filled in later in the unit.

GROWTH OF THE UNITED STATES

What Land	Who Claimed It	How It Became Part of the U.S.	When	What Indian Societies Where Affected
Original 13 states.	England.	American Revolution	1783.	Iroquois, Cherokee, and Seminoles.

8. Locate the territory acquired by the United States in the Mexican War. Review the history of the Navajos up to 1848. From what the pupils have learned about motives for westward

migration of the Americans, ask them to speculate why the land of the Navajos was not wanted by settlers.

9. The Plains Indians and the United States government signed an agreement in 1851 at Fort Laramie, in present-day Wyoming, to maintain peace on the plains. Have several pupils find information in the library about why this peace was broken.

Add your own activities:

Problem III

How did the building of railroads across the western United States affect Indian societies?

Activities for Problem III

1. On the large class map locate the plains areas not settled by Anglo-Americans in 1850. Ask: "What do you think might happen that would make the American settlers move into these areas? Require that the pupils give reasons for their statements."
2. Trace the route of the first transcontinental railroad. Determine which Indians would be most affected by the new railroad. Then, trace the nothern and southern transcontinental routes and the tribes affected by them.
3. Report on the resistance of the northwest coast Indians to giving up their lands. The report should include the plans for a railroad from Minnesota to Puget Sound. "If land could be offered settlers along the railroad, would this make it successful? Where would this land for settlers come from?"
4. Locate the route of the Santa Fe Railway. Determine what affect it had on Navajo rights to land along the southern part of the reservation. The pupils may wish to spend time discussing the meaning of the "checkerboard."
5. Report on the government plan to place all Indians on reservations during the 1870's. Have several pupils describe the work of the Indian Peace Commission during the 1860's.
6. In order to understand some of the misunderstanding between the government and Indian tribes over the meaning of treaties, have groups of pupils find who made the following treaties, what they dealt with, why they were broken, and Indian and government reasons why they were broken: Nez Perce Treaty, 1863; Medicine Lodge Treaty, 1867; Laramie Treaty, 1868. Have the pupils write an account of one treaty from two different points of view. First, an account justifying the way the U.S. government negotiated treaties with Indian tribes. Second, an account criticizing the government for taking advantage of Indian tribes.
7. Draw pictures and present short biographies of Indian Leaders: Chief Joseph; Sitting Bull; Red Cloud; Black Kettle; and Manuelito.
8. Locate the reservations created during the 1870's after Indian resistance to Anglo-American settlement ended.
9. Have the groups from Problem I, activity No. 1 report on the number of Indians in their region, the reservations and their locations, and the things they are doing as a tribe to improve their

social and economic life. The groups should also identify the states created in their regions. Compare the date that the state was created to the events occurring in Navajo society.

10. Report on the mineral resources or desirable farm land that Anglo-American settlers would want in the areas they migrated to. This type of activity is meant to contrast the different values to land held by the Anglo and Indian societies.

Add your own activities:

Culminating Activities

1. Hold a mock session of the Congress of American Indians. Have each pupil or small groups of students represent one of the tribes studied in the unit. Have each pupil describe an important event in his tribe's history and what the tribe is doing to improve their way of life.
2. Using The Navajo Times, the Albuquerque Journal, and newspapers from Gallup, Flagstaff, and Phoenix as well as national magazines, have one area of the bulletin board for news stories on the American Indian societies studied in this unit. The items can be kept up to date by the pupils during the school year.

Unit Resources

These items are the basic classroom materials required by the activities. Some sources for teachers are also listed.

Classroom Materials

1. Butcher paper for charts.
2. Physical and political wall maps of the United States.
3. Individual outline desk maps of the United States.
4. Art supplies for illustrations and murals.
5. Recent area newspapers and national magazines.

Sources for Teachers

Books

William Brandon, The American Heritage Book of Indians, Random House, 1961.

John Collier, Indians of the Americas, New American Library, 1947, $.75 (1301 Avenue of the Americas, New York, N. Y. 10019).

Alvin M. Josephy, Jr., The Indian Heritage of America, Bantam Books, 1969, $1.65 (666 Fifth Avenue, New York, N. Y. 10019).

Organizations

American Indian Historical Society, San Francisco, California.

National Congress of American Indians, Washington, D.C.

Bureau of American Ethnology, Smithsonian Institution, Washington, D.C.

Bureau of Indian Affairs and Indian Arts and Crafts Board, Dept. of the Interior, Washington D.C.

Denver Museum of Natural History, Denver, Colorado.

GRADE 7

Theme: THE NAVAJO TRIBE IN AMERICAN HISTORY

Teaching Unit Title: THE SOUTHWESTERN UNITED STATES

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Continuous and unrelenting change has been a universal condition of human society throughout both remembered and recorded time.
2. Successive or continuing occupance by groups of people, as well as natural processes and forces, results in changing and changed landscapes.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Learn of significant events in his country's history.
2. Learn of events in the history of his immediate environment.
3. Learn of the population centers outside of the reservation.

Attitudes. To help the Navajo pupil:

1. Appreciate the diversity of people in his geographical region.
2. Appreciate a national society whose members have diverse backgrounds and interests.
3. Develop confidence in his ability to communicate with peers and adults.

Skills. To help the Navajo pupil:

1. Use the resources of the library.
2. Maintain and develop map skills.
3. Develop critical and creative thinking skills.
4. Increase his ability to communicate in writing.

Suggested Initiation Activities

1. Display books from the library that are related to the period 1783-1860.
2. Have one person in the class assume the role of a man or woman who comes from a distant country and knows nothing about how the Southwest became part of the United States. The other pupils tell this person all they know about how the Southwest was added to the nation. Each pupil, in turn, tells this person one thing. List the pupil statements on the board and have a class secretary record them for use in the culminating activity. Small groups, each offering one item of information, may be a substitute procedure.

Problem I

How did the United States Government begin increasing the land under its control after achieving independence from England?

THE SOUTHWESTERN UNITED STATES

Content

This unit is designed to complement the traditional junior high school United States history course. The activities are representative of those that can be used to further develop the seventh grade course using available textbooks and library sources.

1. On individual desk outline maps of the United States, have each pupil indicate the territory added to the nation up to the time of the war with Mexico. As the pupil does this activity, he should fill in the chart below. Several examples are given:

Land	Claimed by	How it was added to the U. S.	When	Why
13 original states	England	American Revolution	1783	Independence
Northwest Territory	England	American Revolution	1783	For settlement
Louisiana Territory				
Florida				
Texas				
Oregon				

The pupil may review his textbook for the information required. On the map the pupil can shade and label the original United States, draw a red line around the Northwest Territory, a green line around the Louisiana Territory, and so forth. Also point out these areas on a large wall map of the United States.

2. On the basis of activity No. 1, have the pupils look at this expansion of the United States from the point of view of the Anglo-Americans and the American Indian tribes that lived on these lands added to the country.
   a) Why did the Anglo-Americans want to move into the Northwest Territory?
   b) What would the attitude of the Indian societies be to the new people moving in from the East?
   c) How was the land used by the Anglo-American?
   d) How was the land used by the American Indian?
3. To develop activity No. 2, have each student write a paragraph from the point of view of an Anglo-American settler. Select an event in the settlement of the Northwest Territory, for instance, the use of the Federal Government's army in the 1790's to drive American Indians northward to Canada. The paragraph from the Anglo point of view can express an opinion on whether or not this removal of Indian societies was a good thing. Then, have the pupil write a paragraph from an American Indian point of view. For instance, the pupil can describe how the land was being defended from people who did not have the right to move onto the land. (An activity such as this one is similar to the activities in the Grade 7 unit on conflict in the western United States. Textbooks usually do not develop the concept of point of view; the teacher should compensate for this deficiency.)
4. Most textbooks present facts about the National Road leading into the Ohio Valley, the Erie Canal across New York State, and the flatboats and steam powered boats on the Ohio and Mississippi

Rivers. Have the pupils read the textbook and place the information they find in a chart such as the one below (one item included as an example):

Means of Transportation	Where Used	By Whom	Materials Needed to Build	Speed	Number of People Carried
Flatboat.	Ohio River.	Anglo	Wood and nails.		
	Erie Canal.	Settlers.	Pitch and paint.		

Have the pupils also include information on the means of transportation used by the Indian people; e.g., travois and canoe. Discuss the differences between Anglo and Indian means of transportation. "What does the information indicate about the way the Anglo could move into traditional Indian areas?"

5. Present to the class or small groups of students questions that permit the children to speculate about historical events. For example,
   a) What would have happened if flatboats could not have been used on the Ohio River?
   b) What would have happened if England had claimed the land west of the Appalachian Mountains?
   c) What would have happened if the Anglo-American had been willing to share the land with the Indian people?
   d) What would have happened if the Iroquois League had been still working in 1790?
   e) What would have happened if the Indian forces had won the battle of _____?
6. A time line can be made by several students, and events studied in the textbook can be added by a different group of pupils each day.
7. Each pupil can write on the topic: Why some Anglo-Americans were not happy with their life along the Atlantic Coast and therefore began moving to the west.
8. As an expansion of activity No. 7, have the pupil also write on such topics as: Why some Navajo people are not happy with their life on the Navajo lands and therefore are moving to Los Angeles. The ideas offered by the pupils can be shared by forming small discussion groups.
9. Distribute handouts to each pupil of an early account of travel (or other relevant topic). An example is given below. For this example the pupil is told before he begins reading to:
   a) Decide why the writer was so excited and afraid of travelling by stagecoach.
   b) Find in the account things that give us an idea of how people lived in 1840, when the story was written.
   c) Find things we still have today (the brake and toll road).
   d) Find things we do not have today (Conestoga wagons).

John Parson's Trip

The coach full, off we started, going at a great rate, past the beautiful and fertile valleys that lay between Frederick and Hagerstown and on to Hancock, where the country is very broken and the hills very high. Six miles from Hancock is the base of the Cumberland Mountain, whose ascent we immediately began and which continued

for more than three miles. It was a stupendous sight, as we mounted higher and higher, the fleecy clouds over our heads and far, far below the little brook, now only a thread. Each held his breath, marveling at the spectacle; doubtless each mused on the thought of how frail the bond between him and eternity, to which a false step, the stumble of a horse, the breaking of a trace, would consign us.

The hilltop reached without the least slackening of speed, down, down the next incline we raced, each no doubt inwardly wondering if the bottom of the hill would ever be reached in safety though somewhat comforted by the thought that the vehicle was equipped by a novel device known as a "brake," a piece of iron running across the bottom of the stage and which the driver, by the use of a crank, could throw against the wheel and thus impede its velocity. And at the bottom of the hill was waiting the postilion, an unusual sight, who quickly attached the two horses he was holding to our four, to make our next ascent easier.

From Hancock to Cumberland the road repeated itself, the forty miles stretching between the two highest points being filled in with hills and valleys; and then came Cumberland, a pretty place of 3,000 inhabitants, where begins the famous Cumberland Road, commenced by the United States government thirty or thirty-five years ago, and which almost every year has been a subject of debate in Congress. It has been carried through Wheeling Va., on to Terre Haute, Indiana. It is macadamized and is indeed one of the finest roads in the United States, although, from excessive use, it is in many places in bad repair, in spite of the state act which I was told was passed in 1828, authorizing the erection of toll gates for the purpose of collecting toll in order to make repairs on the roads....

The scenes and happenings of these two days and two nights of travel were so varied and numerous as, at the time, to be confusing, but as I look back I see them in a series of pictures on my mind. The broad white highway, winding ribbonlike over mountain top and through valley, with its many stately stone bridges, its iron mile posts and its great iron toll gates, and over it the long procession of stage coaches, like ours, going and coming, heralded by the winding horn, with picturesque drivers, who, at each appointed spot, drew up the horses, threw down the reins and watched the quick attachment of the fresh team, and off again at the same high rate of speed; the great Conestoga wagons of which I had heard but never seen, long and deep, bending upward at the bottom in front and rear, the lower broadside painted blue, with a movable board inserted above painted red, the covering of white canvas, stretched over broad wooden bows, and the whole heralded by the bells on the high arch over the horses' backs; the emigrant wagon, whose occupants encamped at night by the roadside; and occasional young man on horseback with a country lass behind him, on their way to a frolic; "pike boys," the aristocracy, who dwelt beside the pike, and country

boys, and now and again a long line of Negro slaves...fastened to a long thick rope. (Source: Adapted from R. B. Morris and J. Woodress (ed.), Jacksonian Democracy: McGraw-Hill Book Company, 1961, pp. 51-2.)

10. On the basis of activity No. 9, have the pupils write an account of a trip down the Ohio River on a flatboat, a meeting with several Plains Indians, a visit to New Orleans, or another topic that has been mentioned in the textbook or discussed in class.

Add your own activities:

Problem II

How did the United States Government acquire the land that today includes Arizona, New Mexico, and Utah?

Activities for Problem II

1. On the class chart made for activity No. 1 in Problem I add: California, The Southwest. Using the class textbook, information under the other headings of the chart can be added. Point out to the class these areas on a large map of the United States.
2. Have several pupils find from sources in the library the population of the United States at different intervals between 1790 and 1850. Have them show the increases on a bar graph. Discuss: "Is there any relationship between the increasing population of the United States during the early 1800's and the large number of persons moving westward across the North American continent?"
3. On individual desk outline maps of North America, locate Santa Fe, Salt Lake City, San Francisco, Omaha, and St. Louis. Have the pupils trace the route of the Santa Fe, Oregon, and California Trails.
4. On a large (3 x 4 feet) outline map of North America (precision is not necessary) trace the paths of Anglo migration as was done in activity No. 3. Write the names and locations of the Indian societies whose land these travelers crossed.
5. A group of pupils can present information to the class on the way Texas became part of the United States. Review the location of the Navajo Tribe in the 1840's. Determine how many miles, or days travel, the Navajos were from the areas of conflict between the United States and the Mexican governments. Have the group presenting the information tell the class if the Navajos were or were not involved in the conflict. Why or why not?
6. Have the class divide itself into groups of two or three pupils each. Have each group make a jigsaw puzzle of the United States in 1850. The land acquisitions from 1783 to 1848 should be on the completed puzzle. Exchange the puzzles and have each group put the puzzle together.
7. Assume that The Navajo Times was being published in 1848. Have the class write, lay out, and duplicate what page one might have been when news of the transfer of Mexican-claimed land to the United States reached Window Rock. Include an editorial in the newspaper. Before the paper is written, discuss with the class how the interests of the Navajos were affected by the

Treaty of Guadalupe Hidalgo. Ask the pupils questions such as: "Did the Navajos agree with the Mexican government that Navajo land was part of Mexico? Would the Navajos have been concerned at all with questions such as this? What claim did the Navajos have to their land?"

8. Display cartoons in the classroom that present Mexican and United States viewpoints on the results of the War.
9. Discuss with the class: "What would have happened if gold had been discovered in 1849 at Fort Defiance rather than in California?

Add your own activities:

Problem III

How were the Navajos affected by their lands being added to the United States?

Activities for Problem III

1. Although the United States Government made several treaties with the Navajos (1855 and 1858), they would not remain within the boundaries of the agreements a few Navajos had made as if speaking for many. Fighting between the Navajos and forces of the United States occurred frequently between 1848 and 1864. Below are three statements concerning this period. Have the pupils read each selection.

"After Spanish and American colonists settled in the Southwest, the Navaho raided their ranches for horses and sheep. Finally, in 1863, 'Kit' Carson rounded up the marauders and marched them to Fort Sumner, N. Mex."

(Source: The World Book Encyclopedia, Field Enterprises Educational Corporation, 1969, Vol. 14, p. 59.)

"The Navaho of Arizona and New Mexico easily adopted the customs of the whites. But sometimes they raided settlements of Americans, Mexicans, and other Indians. The government sent many expeditions against the Navaho, but fighting always broke out again. Finally, in 1863, Kit Carson marched with 400 men through the Navaho stronghold, the Canyon de Chelly in northeast Arizona. The troopers killed so much livestock and destroyed so many crops that the Indians appealed for peace. Carson rounded them up and took them to Fort Sumner in New Mexico. The Indians remained prisoners until 1867."

(Source: The World Book Encyclopedia, Field Enterprises Educational Corporation, 1969, Vol. 10, p. 149.)

"Soon after the United States declared war in 1846, on Mexico, it acquired the territories of New Mexico and Arizona. Now the Navajos faced a new enemy, but one more powerful and determined than the Spanish-Mexicans had been. After the Mexican War, settlers came, staked out their homesteads and plowed under the grass that was

the life-blood of Navajo herds. In defiance of the Navajo a fort was built in our heartland, and for the next twenty years the land shuddered beneath the pounding hoofs of cavalry and warriors. Finally it was decided that the Navajos should no longer live on the land between the sacred mountains. Soldiers, under the command of Colonel 'Kit' Carson, ravaged the country-side burning the fields of corn and destroying homes, orchards, and sheep. The people, starved into submission, surrendered in the winter and spring of 1864."

(Source: Martin A. Link (ed.), Navajo: A Century of Progress, 1868-1968, The Navajo Tribe, 1968, p. ix.)

Discuss with the class or in small groups have the pupils discuss:

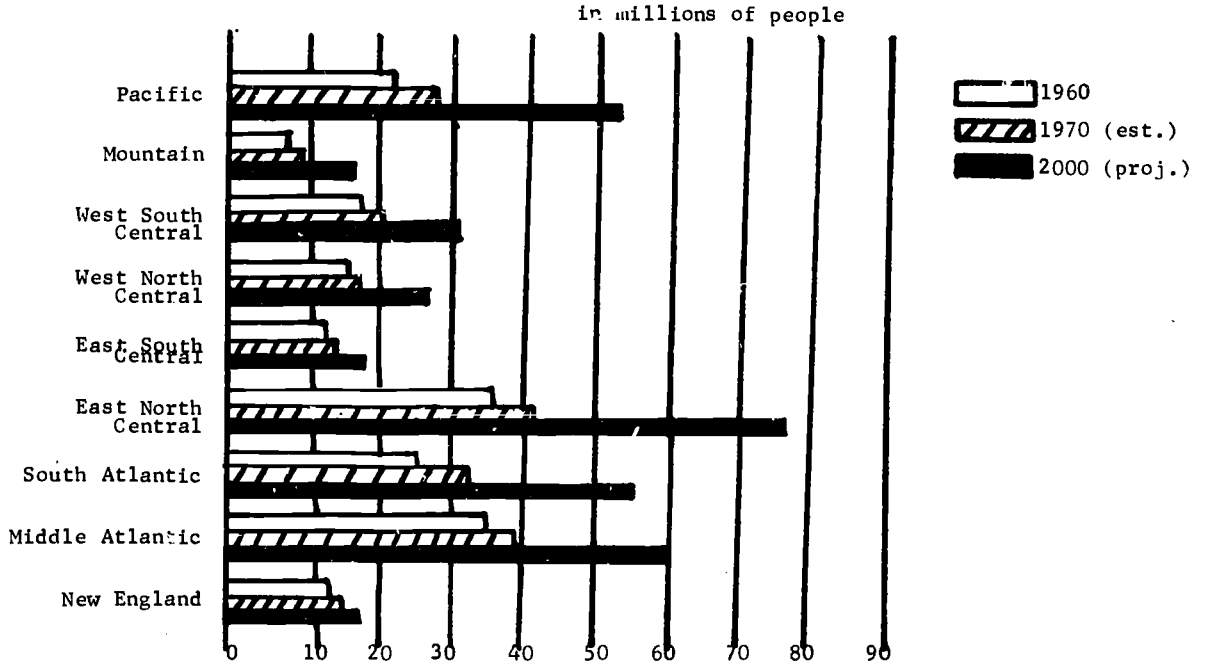
a) What facts all three writers agree on.
b) Whether or not each writer seems to say that either the Navajos or the whites caused the violence.
c) What emotional words each writer uses.
d) The point of view of each writer.

Discuss with the pupils how facts can be used different ways depending on one's point of view.

2. Have several pupils locate information on the period the Navajos spent at Fort Sumner. (Refer to Treaty between the United States of America and the Navajo Tribe of Indians, K. C. Publications, 1968. Available from the Navajo Tribal Museum.)
3. Trace the route of the Long Walk on roadmaps of Arizona and New Mexico.
4. Discuss with the class why the Southwest was one of the last settled areas by Anglo-Americans. Identify the wealth that could be acquired from Arizona and New Mexico compared to California and the Pacific Northwest. Locate the mineral resources in your state.
5. Have the students locate the route of the Santa Fe railway across New Mexico and Arizona. Identify the large towns on the railway. Discuss why most railways in the Southwest are east-west rather than north-south.
6. Have several pupils find information on the original Fort Defiance. Have these pupils speculate why it was located in the eastern part of the reservation. (Refer to the Grade 7 unit, Navajo History, 1868-1970, Problem I. It was in the approximate center of the original reservation.) Have the pupils draw pictures of the original fort.
7. Discuss the attractions of the Southwest to many Anglo-Americans today: clean air; recreation; and less populated than other areas.
8. On a map of your state, have the pupils point out where new cities may be some day and have them give reasons for their choices.
9. On individual desk outline maps of the United States, indicate state boundaries and the location of major cities.
10. Determine the travel time by car from your school to Denver, Phoenix, Salt Lake City, and Albuquerque.

11. Present the following bar graph to the pupils on individual handouts. Discuss:
    a) Which regions are expected to have the greatest population growth?
    b) What regions will grow the least?
    c) What factors may influence the growth of the region that includes Arizona, New Mexico, and Utah (Mountain region)?

POPULATION GROWTH BY REGIONS



Source: Study Report 23, Outdoor Recreation Resoures Review Commission; Census Bureau. Adapted from W. A. McClenaghan, Magruder's American Government, Allyn and Bacon, 1970, p. 456.

Add your own activities:

Culminating Activities

1. Repeat Suggested Initiation Activity No. 2 and have the pupils compare the statements to those made at the beginning of the unit.
2. Prepare a school lobby display of materials developed by the pupils during the unit.

Unit Resources

These items are the basic classroom materials required for these activities. Some sources for teachers are also listed.

Classroom Materials

1. Individual desk outline maps.
2. Art supplies.
3. State roadmaps.
4. Wall maps of the United States and your state.
5. Butcher paper.
6. Duplicating materials for the class newspaper.

Sources for Teachers

J. W. Caughey, J. H. Franklin, and E. R. May, Land of the Free, Benziger Bros., 1966, 2 volumes.

Earl Miers, Our Fifty States, Grosset, 1961.

GRADE 7

Theme: THE NAVAJO TRIBE IN AMERICAN HISTORY

Teaching Unit Title: THE IMMIGRANT IN UNITED STATES HISTORY

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. The life style of a culture is shaped by the contributions of groups that comprise that culture.
2. Nearly all human beings, regardless of racial or ethnic background, are capable of participating in and contributing to any culture.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Learn of the migrations to the United States from foreign countries.
2. Become aware of some of the difficulties immigrants encounter.

Attitudes. To help the Navajo pupil:

1. Value the contributions to society of persons from different ethnic groups.
2. Become sensitive to the pluralistic nature of the national society.
3. Value individual differences among people.

Skills. To help the Navajo pupil:

1. Obtain information from charts and tables.
2. Classify information and use it as a basis for making inferences.
3. Use the library for locating information.

Suggested Initiation Activities

A bulletin board display contrasting the "melting pot" and the "salad bowl" concepts of the United States can be made several days prior to the beginning of the unit. The melting pot, hand drawn, would have above it pictures of people representing different ethnic groups. Below, or in the pot, picture a stereotyped American. On the other hand, the salad bowl shows society (the bowl) with the people from different ethnic backgrounds co-existing, retaining their identity.

Problem I

<u>What are some problems that immigrants face when they arrive in their new nation</u>?

Content

All the people of the United States, with the exception of the native American Indians, have ancestors who came to this country for a variety of reasons. Although different personal reasons motivated these ancestors to come to North America, they faced, as all people moving into a new environment do, many similar problems.

THE IMMIGRANT IN UNITED STATES HISTORY

Activities for Problem I

1. Duplicate or type advertisements from the classified section of The Navajo Times that offer men or women employment off the reservation. Below are several such advertisements:

PROVIDENCE HOSPITAL
Portland Oregon!!
Why not insure your medical future now? Enjoy a good starting salary with a top employee program. Flexible relief schedule.

SUPERVISOR
3 to 11 Shift
P. T. SUPERVISOR
to relieve 11 to 7 Supervisor

Write, wire or apply
Mrs. Loyring (Pers. Dir)
700 N. W. 47th Street
Portland, Oregon
(503) 234-8211

CONTINENTAL CAN COMPANY
Now Hiring--Runway Mechanic. Must have experience with any one of the major can companies (steel or aluminum) or can equipment installation firms. Day Shift-Steady Work-Top Pay must be willing to work overtime. Apply:
CONTINENTAL CAN COMPANY
8201 Woodley
Van Nuys, California
or Phone:
(213) 989-5200

TOOL WELDERS
*Military certification in Heliarc welding required.
*Experienced Gas-arc Tig and Sciaky seam welding, with background in jig and fixture building.
Persons with above qualifications are needed in our Aircraft Division which offers steady employment--good wages and excellent benefits.
EX-CELL-O CORP.
Highland Park, California
14307 Third Avenue

FARMHAND
in Western Penn. Knowledge of sheep and general farm work. Increasing flock. Prefer married man and family. We offer good housing, nourishing food, school but transportation at the door, family transportation, 14 mi. to Erie, Penn. Suitable wage, depending upon individual person. No age limit. Write: James F. Foukrod, 1337 West 114th St., Cleveland, Ohio 44102.

Have the pupils form themselves into small groups and discuss why some men or women who have the skills called for might reply to the advertisements. Have each group at the end of 15 minutes be ready with three reasons that might motivate the men or women to reply. List the statements on the chalkboard. Some statements, for example, might be:

a) The man might earn more money than he is now earning.
b) The woman might be unemployed.
c) The man has always wanted to see Cleveland.
d) The woman doesn't get along with her family.

(The purpose of this activity is to have the students become aware of the different reasons people have for moving away from their homes and migrating to new areas.)

2. Developing activity No. 1, have the groups, or new groupings, determine three things that a Navajo man or woman who has lived for years at Kayenta might find difficult in learning to live in Albuquerque, Gallup, Flagstaff, or a town with which the pupils have some familiarity. (If the experiential background of the pupils is limited, films, filmstrips, and pictures of city life can be available to the pupils.)

3. Each pupil should refer to his textbook and locate reasons given for immigration into the United States during the 1800's that are similar to those proposed by the groups in activity No. 2. Have each pupil record these reasons from the textbook and the group statements in his notebook.
4. The teacher can write short descriptions of immigrants and non-immigrants and either write them on the chalkboard or distribute them on handouts. Have the pupils decide which are and are not descriptions of immigrants. For example:
    a) Lois left Shiprock by bus this morning to spend the summer with her uncle, who is working on a farm near Brigham City, Utah.
    b) Samuel arrived in Los Angeles by airplane from Norway. He is going to work for a furniture company and plans to buy a home in the San Fernando Valley, near Los Angeles, in a few years.

    Discuss with the pupils the characteristics of an immigrant. Have each pupil write a statement explaining the meaning of immigrant. Have the class come to a decision on the meaning of the term.
5. Before the unit is started, the teacher can determine the books that have stories of immigrants available in the library. Pupils can read selections from the books that describe experiences (fictitious and true) of immigrants to the United States. On the basis of activities No. 1 and 2, have each pupil be ready to share with other pupils the reasons why the person or persons in the story left the home country and the problems first encountered in the United States.
6. Students can illustrate the story they have read. "What one experience the person had can best be described in a picture?"
7. On a world map locate the countries of the immigrants described in the stories of activity No. 5. String can be placed from the country to the bookjackets, arranged around the map.
8. Role play situations such as: an immigrant boy from Italy who is resented by the members of the class in his new school.
9. Have each pupil write a short paragraph describing a situation he has experienced in which he felt much like the person in the story he read for activity No. 5. In other words, he felt like a stranger among other people and much of what he saw and heard was new to him. The pupil may keep his paragraph or he may share it with other pupils, but not necessarily the teacher.
10. If the teacher is non-Navajo, tell the class some of the ways that you felt like an immigrant to a new country when you first arrived in the Navajo Nation.

Add your own activities:

Problem II

From what foreign countries did the ancestors of the non-Indian population of the United States come from?

Content

The activities for this problem are largely based on the content found in most junior high school textbooks. No special resources beyond those available in the school library are necessary.

THE IMMIGRANT IN UNITED STATES HISTORY

Activities for Problem II

1. Distribute the following chart on a handout to every pupil:

IMMIGRATION AND NATIONAL POPULATION

1790-1960

Census Year	Population	Since Preceding Census: Immigration	Since Preceding Census: Percentage of Total Increase
1790	3,929,214	.....	.....
1800	5,308,483	(1,379,269)*	35.1
1810	7,239,881	(1,931,398)*	36.4
1820	9,638,453	(2,398,572)*	33.1
1830	12,866,020	151,824	33.5
1840	17,069,453	599,125	32.7
1850	23,191,876	1,713,251	35.3
1860	31,443,321	2,598,214	35.5
1870	38,558,371	2,314,824	22.6
1880	50,155,783	2,812,191	30.1
1890	62,947,714	5,246,613	25.5
1900	75,994,575	3,687,564	20.7
1910	91,972,266	8,795,386	21.0
1920	105,710,620	5,735,811	14.?
1930	122,775,046	4,107,209	16.1
1940	131,669,275	528,431	7.2
1950	150,697,361	1,035,039	14.5
1960	179,323,175	2,515,479	18.5

*These figures represent the total population increase over the ten year periods.

(Source: Adapted from W. A. McClenaghan, Magruder's American Government, Allyn and Bacon, 1970, p. 82.)

Ask the pupils:

a) What 10-year periods in United States history had the greatest number of immigrants?

b) What 10-year periods had the fewest immigrants?

c) During what 10-year period was the percentage of the total increase in population due to immigration the greatest?

Continue such questions, promoting the pupil's ability to locate information from charts and tables.

2. Transform the information in the chart of activity No. 1 into a line or bar graph.
3. Refer to the Grade 7 unit Navajo History, 1868-1970. Present population figures for the Navajo tribe, and have the class determine if the population of the Tribe has increased at the same per cent as the population of the United States.
4. The class textbook as well as the stories read for Problem I provide the pupils with much information on immigrants to the United States. This information should be recorded by constructing a chart with headings such as:

Immigrants from (Country)	Most Arrived between the Years	Settled in (Regions)	Work Usually Done	Problems They Encountered	Approximate Number Who Have Come To U. S.

The class can be grouped, each group finding the required information for a different nationality of immigrants.

5. On the basis of activity No. 4, discuss with the class: "Which immigrants seemed to have had the greatest difficulties? Why? Which groups seemed to have the least difficulty? Why? Which immigrants were most like non-Indian Americans, who spoke English and whose ancestors came from the British Isles? Which immigrants were most unlike these non-Indian Americans? What do you think this means?"
6. On individual desk outline maps of the world, have the pupils connect the countries represented in the chart of activity No. 4 with the United States. Discuss with the pupils how the map can also show the countries from which most immigrants have come. Let each pupil try his own ideas for showing this.
7. Have pupils write stories from the point of view of an immigrant arriving in Phoenix or Gallup in 1970. Give the pupils some initial guidance; that is, this person speaks a foreign language, he is a baker, and he has two teen-age sons. Have the pupils write about a problem he encounters and how he tries to solve it (successfully or unsuccessfully).
8. Discuss: "Were the Navajos immigrants to the Four Corners Area?" Refer to the class agreement on the meaning of immigrant (Problem I, activity No. 4).
9. Pupils can read about and share information on the lives of famous immigrants such as Artur Rubenstein (play a recording of one of his performances), Andrew Carnegie, John J. Astor, Enrico Fermi (locate Los Alamos, New Mexico on a road map), and Ole Rölvaag.
10. Display a picture of the Statue of Liberty. Ask the pupils to write one sentence on: "How an immigrant in 1880 felt when he saw it for the first time." Discuss: "Does the Statue of Liberty mean anything to a Navajo boy or girl? Does it mean anything to me?"
11. Discuss: "How would you feel if a large number of immigrants from a distant country, not able to speak either Navajo or English, settled with the Tribal Council's permission near your home?"

Add your own activities:

THE IMMIGRANT IN UNITED STATES HISTORY

Unit Resources

These items are the basic classroom materials required for these activities. Some sources for teachers are also listed.

Classroom Materials

1. A map of the world.
2. Individual desk outline maps.
3. Butcher paper for charts.

Sources for Teachers

Oscar Handlin, The Uprooted, Little, Brown, and Company, 1951.

John F. Kennedy, A Nation of Immigrants, Harper and Row, 1964.

Donald W. Oliver and Fred M. Newmann, The Immigrant's Experience, American Education Publications, 1967.

GRADE 8

Theme: GOVERNMENTS OF THE WESTERN HEMISPHERE
Teaching Unit Title: THE NAVAJO TRIBAL COUNCIL

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. The decisions, policies, and laws that have been made for a given society reflect and are based on the values, beliefs, and traditions of that society.
2. Human societies have undergone and are undergoing continual, though perhaps gradual, changes in response to various forces.
3. The consent of the governed is to some extent a requirement of all governments and without it, a government will eventually collapse; but in a democracy, consent of the governed is clearly recognized as a fundamental prerequisite of government.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand the way in which the democratic process operates in the contemporary political institutions of the Navajo society and in some political institutions of the larger national society.
2. Understand how the political system of the Navajo society has changed over time.
3. Acquire some understanding of his rights and duties as an American citizen.

Attitudes. To help the Navajo pupil:

1. Develop a sense of participation in an commitment to the community, the tribal, the state, and the national societies.
2. Appreciate the democratic process for solving social and economic problems.
3. Develop confidence in his ability to make choices when confronted by several alternatives.

Skills. To help the Navajo pupil:

1. Develop the ability to think critically.
2. Work and express himself within groups.
3. Comprehend social studies reading material.

Suggested Initiation Activities

The purpose of these activities is to promote interest in the problems and activities that follow. The activities should be consistent in the sense that they all illustrate group decisions being made by Navajos.

1. Several days prior to beginning the unit, display pictures and articles dealing with both the

United States Congress and the Navajo Tribal Council.

2. Show the class a picture of a session of the Council. Ask them what the pictures shows. Have each pupil write a short paragraph on the topic: "What this picture means to me."
3. Ask the pupils to gather in small groups. Tell each group that they have ten thousand dollars. They must decide two ways of spending the money in order to improve the life of the Navajos. Write on the chalkboard the decisions made by each group.

Problem I

Why did the early efforts by the United States to create a government for all the Navajos not succeed?

Content

The Navajos have never been an organized group with central authority. Before 1868 the Navajos shared a common language and culture, but were separated into local bands led by a naat'aanii, or headman, who was acknowledged by those in the band as their leader. At times, there were war chiefs for several bands.

After the Navajos returned from Fort Sumner in 1868, United States Army officers and civilian agents appointed certain headmen to represent the people. Because these persons were not selected by the Navajos, they could not be leaders as headmen had been before 1861. Neither the Navajos nor the government officials trusted them.

In order to communicate with the local areas of the Navajo reservation, the United States government grouped the local areas into chapters. This plan did not work because it was not based on traditional Navajo ways of making decisions.

Activities for Problem I

1. Have each pupil answer the following question by writing his answer on a sheet of paper (Do not have the pupil write his name on the paper.):

   Mark the groups that are the most important to you. The ones that are most important to you are those that you feel a member of and are proud to belong to. Mark the most important with a 1; the next important with a 2, and so on.

Your clan	The United States
The school	Arizona (or the appropriate state)
The Navajo Tribe	The 8th grade in this school
Your family	

   Collect the papers and record the results on a chart that the class can see. Use the results to compare 1868 and 1970. "What groups would Navajo boys or girls have felt were most important to them in 1868?" Also use the results to discuss what groups are important to them today.
2. Select an article from the Navajo Times that reports an action of the Tribal Council. The article should name several council delegates. On a road map locate the communities that the delegates represent. Have the pupils decide whether the delegates were trying to do what was best only for their communities or what was best for all the Navajos.

3. Invite a delegate to speak to the class or present the class with the types of problems that a Tribal Council delegate handles. (A letter to the delegate might be appropriate.) Classify the problems into categories such as Roads, Law, Jobs for Persons, Housing, etc., and then construct a chart that compares these categories with the types of problems a headman might have had to handle before 1868. Questions such as "What kinds of problems do we have today that our ancestors did not have?" should be asked.
4. Compare the decision-making process in the Iroquois Confederacy and in the pre-1868 Navajo communities. The distinction between arriving at a decision through majority opinion or unanimity of opinion should be emphasized. Relate unanimity to the values of the Navajo and Iroquois. (A good source on the Iroquois that can be used in class is Hazel W. Hertzber, The Great Tree and the Longhouse, paperback. See the Grade 7 unit The Iroquois Heritage.)
5. Using materials from the Navajo Tribal Museum, the Museum of New Mexico, and other sources of early Navajo history (see the Grade 5 unit, The Navajo Heritage), have groups of pupils report on different periods of Navajo history.
6. Have a group of pupils prepare a chart with the headings: What Ways the Navajos All Acted Together; Ways in Which Navajos Did Not Act Together. Use 1630, 1868, and 1933 for the comparisons.
7. Discuss: "In 1868, were the Navajos a state? a people? a territory? a government? a nation?"
8. Show a film on early Navajo history. Have the students identify instances of Navajos making decisions.
9. Contrast the concepts of biological family, extended family, clan, and community in traditional Navajo society. Develop the relationship of community to the Chapter.

Add your own activities:

Problem II

Why is the Tribal Council a new way of making decisions for the Navajos?

Content

The discovery of oil on Navajo land in 1921 made it necessary to form a representative governing body that could speak for all Navajos.

The United States government appointed councils of well-known Navajos to make agreements with the oil companies, but these councils were not representative of the Navajo people.

In 1923 the Tribal Council was formed by the United States government to represent all the people. Each of the six superintendencies (San Juan, Western Navajo, Southern, Pueblo Bonito, Leupp, and Maqui) elected delegates to the Council. The twelve delegates and twelve alternate delegates were apportioned among the six jurisdictions in proportion to their populations. The Chairman and Vice Chairman were elected by the Council. The meetings were called by the Commissioner of Indian Affairs. There is some doubt whether this council did reflect the community social organization of the Navajos.

The Council was reorganized in 1938 by a group that included many headmen from the local communities.

THE NAVAJO TRIBAL COUNCIL

Today the Council is composed of 74 delegates who represent election communities. The Council Chairman and Vice Chairman are also elected by the people. Seven judges are appointed by the Tribal Council Chairman, with the approval of the full Council, to the Navajo Tribal Court of Indian Offenses. The delegates and the Chairman and Vice Chariman serve for four years. (Determine the extent to which you will select content based on the structure of the tribal government. Knowledge of these structures apart from how they provide for decision making procedures is of limited value.)

Activities for Problem II

1. Role play this situation: A group of pupils have been asked to plan a dance or party by the principal of the school. When the pupils report their ideas in a meeting with the principal, he only calls on one pupil to give his ideas. This pupil is the most popular and the best student among them. Stop the role playing at different places to ask the class questions such as: "Does this pupil really speak for all of them?" "Should the principal ask for other opinions? Why?"
2. Have several pupils locate information on oil production on Navajo lands and elsewhere in the United States (write oil companies for materials). Discuss: "Does the oil pumped near Farmington, New Mexico, come from land that also belongs to Navajos near Tuba City, Arizona?" This exercise can also be used to clarify what values are in conflict between preservation of Navajo traditions and the adaption of modern technology.
3. Compare the Federal government and Tribal government in terms of the legislative, executive, and judicial functions.(See the Grade 8 unit State Government in Arizona, New Mexico, or Utah.)
4. Discuss the way in which the states are represented in Congress according to population.
5. Show a film on the Congress of the United States. Discuss who is represented by the members of this Congress.
6. Write the Navajo Tribal Council for a sample ballot from the last election or prepare a facsimile of one. Have the pupils conduct a mock election
7. Have a representative of the Student Council speak to the class about how they represent the pupils in the school.
8. Have the pupils draw a picture showing a delegate talking to a group in a local community. Ask some pupils to draw the group arguing with the delegate; ask other to draw the delegate listening to the people explain their problems. (What does the pupil think they are arguing about or what does he think the problems are?)
9. List problems that a Council delegate deals with and contrast these to the problems handled by representatives to the state legislature and the national Congress.
10. Discuss: "Should Navajos younger than 21 be allowed to vote for Council delegates?"
11. Report on the lives of different Council Chairmen. (See Virginia Hoffman and Broderick H. Johnson, Navajo Biographies, Navajo Curriculum Center, 1970.)

Problem III

What kinds of decisions are made by the Navajo Tribal Council?

Content

No specific content is required; rather, the objectives of the unit are achieved by referring to current activities of the Council as reported in newspapers by community leaders. The Council's activities should be those that the pupils will be able to comprehend.

Activities for Problem III

1. Locate these places on a map of the Navajo Nation: Fort Defiance (General Dynamics plant); Shiprock (Fairchild Semi-Conductor plant); and Page (Vostrom Electronics Plant). Write the Tribal Council for information about the number of Navajo employees and the annual payroll. Write the companies for information on the products, raw materials, and markets. Divide the class into three groups, one for each company. Have each group report to the class on how these operations are changing the life of Navajos. Have the groups decide what other types of industry could be brought to the reservation and where different factories could be located. Send the suggestions to the Tribal Council office in Window Rock. (The activity is similar to one in the Grade 7 unit Navajo History, 1868-1970. In grade 8 the depth to which the pupils explore reservation industries can be increased.)
2. Select an article from The Navajo Times that reports on action by the Council. Clarify the issue, and then, working in small groups, have the pupils decide what the alternatives are, what they would do if they were members of the Council, and why they selected one alternative over others. Identify the values that are upheld by the alternative selected. This activity can be conducted on any level of sophistication; it does not have to be formally structured in a class setting.

An article of the type useful for this activity appeared in The Navajo Times on April 16, 1970.

Cattle Drive Protested

The Navajo Tribe has strongly protested a planned trail drive, involving a thousand head of Charolais cattle, which would begin May 17 west of Grants, N.M., and end May 30 or 31 at Pagosa Springs, Colo.

The cattle drive was also held last year and is being promoted by Great Western Land and Cattle Co., Albuquerque.

In a letter to R. L. Wilder, president of the company, from W. B. Bonner, supervisor, Land Administration, Navajo Tribe, it was pointed out that if the drive crosses Navajo land "you will be considered in trespass and will be prosecuted under the Herd Law Act of the State of New Mexico."

The letter continued: "This law allows any landowner to impound any trespass

livestock and collect $1 per head per day for each animal impounded. Even though you obtain a permit from the Bureau of Land Management, these tracts are widely scattered and you cannot cross our area without trespassing on our land. Furthermore, we have a lease on most of the BLM land in our area and you will be considered in trespass from a grazing standpoint.

If you should attempt drive along the public road across our area, we will have riders present to impound any cattle that stray outside the road right-of-way.

This closing remark may be unnecessary but we will make it anyway. You call this the Great Cattle Drive, we call it the Great Grass Steal.

In your last drive you robbed many Navajo stockmen of most of their winter grass. The income of many of these families is less than $1,500 per year. I wonder if you feel proud of this fact?"

. Write The Navajo Times expressing an opinion on a current issue. As in No. 2, the issue does not have to be complex. Be certain that all the pupils see their names printed in the paper.

. Locate on a road map the areas developed by the Tribal Parks and Recreation Department.

. Prepare a chart with these headings: Jobs; Education; Water Resources; Roads; Health; and Housing. List the activities of the Tribal Council that come under each heading. Have each pupil make a list for himself of the activities that affect his family.

. Using the headings in activity No. 6, prepare a chart that describes the problems faced by Navajos twenty years ago in each category and what is being done today to solve the problems in each category.

. Invite a representative of the Community Action Program to speak to the class.

. Have the class identify problems that exist in the school. Have the pupils suggest how the problems could be solved. "What types of rules would be necessary to solve these problems: Who would make these rules? A person? The class? The student council? The teachers? Are there any problems that rules cannot solve?"

. Using magazines and newspapers, identify current problems of your state. Discuss: "Are Navajos involved in these problems?"

. Use newspaper articles to identify problems that exist on the reservation. An example is given below (Navajo Times, February 19, 1970). Discuss with the class what the Navajo Tribal Council might do to help whatever the situation is. What would the students do? What can they do now as an eighth grade class?

These Shameful Scenes at Shiprock, N. M.

At the present time none of the existing housing programs sponsored by the Department of Housing and Urban Development provide housing for single people.

The housing picture is grim in Shiprock in terms of adequate and available units for people who have moved to the area for employment. The situation

has become so drastic that families and single people are living in tents and constructing tar paper shacks in order to continue working. The photos accompanying this justification show some of the shacks and tents constructed since last September when Fairchild moved into their new building south of Shiprock. Federal Low Rent Housing rents for $45 a month for 2-bedrooms, $50 for a 3-bedroom and $55 for 3-bedroom expandable with a maximum allowable income limit of $5,500. Five persons are required for a 2-bedroom and seven persons for a 3-bedroom. Three hundred people are presently waiting to get into these homes.

Nataani Nez Lodge accepts singles on a seasonal basis, but limit permanent residents during the summer tourist season. The rate is $10.50 per week per person. Most units do not have kitchenettes.

Shiprock Hotel rents rooms without bath or kitchen at the rate of $15 per week for one person; $11.75 per week for two in a room. Trailers are available at $25 per week for two persons, $27.50 per week for three and $30 per week for four. These are of ancient vintage requiring constant attention to maintain in working order. They are cold in the winter and hot in the summer and are sub-standard by any reasonable criteria. More single working women are housed here than any other single facility. It is by necessity and not by choice the girls use these for housing.

Occasional rentals (1 and 2-bedrooms) are available in the Kirtland area at an average of $60 per month including water and this is 18 miles away necessitating a vehicle and the expense of commuting.

Current statistics show that of the 1,118 Indian employees at Fairchild, 423 are single, separated, divorced or widowed, and 267 have expressed a desire for rental housing.

The grim circumstances of single housing here was tragically punctuated recently by the death of two Fairchild single women by carbon monoxide poisoning. The vehicle of death was a trailer far beyond its point of safe service as a home. Girls walk, hitchhike, and commute long distances because there is no place to live. Two lost their lives in an auto accident in 1969.

Industry continues to circumvent Shiprock as they become aware of the inadequate housing for potential employees and management staff. Fairchild is the oldest industrial plant on the reservation. They have been in Shiprock since 1965. There has been a constant struggle for adequate housing since their first trainees were put on the job. It we expect industrial development and a standard of living with a minimal level of

decency, we must have adequate housing. An apartment complex for single women would be a major step toward progress in this essential area of man's needs--shelter.

Add your own activities:

Culminating Activities

The purpose of these activities is to summarize the learnings that have occured during the unit.

1. Invite a Council delegate to speak to the class or several classes. Prepare questions to ask before he speaks.
2. Visit the Tribal Council offices in Window Rock, Arizona.
3. Visit a local project that is supervised by the Council.
4. Have the class attend a Chapter House meeting.

Unit Resources

These items are the basic classroom materials required for these activities. Some sources for teachers are also listed.

Classroom Materials

1. Butcher paper for charts.
2. Art materials.
3. Newspapers.
4. Roadmaps of the Navajo Nation.

Sources for Teachers

Books

Chinle Boarding School, "Navajo Tribal Government and its Political Structure," 1967.

Clyde Kluckhohn and Dorothea Leighton, The Navajo, revised edition, Garden City, 1962.

Robert W. Young, The Navajo Yearbook, Navajo Agency, 1961.

_____, The Role of the Navajo in the Southwestern Drama, The Gallup Independent, 1968.

The Navajo Times.

Organizations

The Navajo Tribal Council, Window Rock, Arizona.

The Navajo Tribal Museum, Window Rock, Arizona.

GRADE 8

Theme: GOVERNMENTS OF THE WESTERN HEMISPHERE

Teaching Unit Title: STATE GOVERNMENT IN ARIZONA, NEW MEXICO, OR UTAH

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Every society creates laws. Some laws are designed to promote the common good; other laws protect special interests or groups. Penalties and sanctions are provided for violations of law.
2. A democratic society depends on citizens who are intellectually and morally competent to conduct the affairs of government.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand that society has norms of behavior expected from its members.
2. Acquire some understanding of the decision-making processes in his state.
3. Recognize several social and economic problems of his state.

Attitides. To help the Navajo pupil:

1. Develop a sense of participation in the society within his state.
2. Appreciate the democratic process for solving social and economic problems.
3. Develop confidence in his ability to contribute information and ideas to other persons.

Skills. To help the Navajo pupil:

1. Distinguish among statements of fact, inference, and value.
2. Read social studies materials.
3. Acquire information through listening.

Suggested Initiation Activities

1. Display pictures showing various physical features of the state. Pictures of the cities and towns can also be displayed. Post the pictures around a road map of the state, and connect string from each picture to its location on the map. Several weeks before starting the unit, have the pupils write to the Governor's office at the Capitol requesting pictures and literature about the state.

Problem I

How is the Navajo Tribal government similar to the state governments of Arizona, New Mexico, or Utah?

Activities for Problem I

1. Have the pupils find the capital of their state on the map. Determine the distance and direction

of the capital from the school. Using a road map, plan a trip to the capital, locating the roads that would be used.

2. Find the population of your state and the population of each county (or election district). Construct a chart showing the number of representatives and senators in the state legislature and the numbers from each county or election district. On this chart also show the number of representatives from the Navajo election districts to the Navajo Tribal Council.

The Navajo Nation is divided into Land Management Units, or Districts. The districts are irregularly shaped because each corresponds to a watershed area. Each district is approximately 1,000,000 acres. The district is divided into chapter units; a councilman represents each unit. There are 98 chapters: 68 on the reservation and 30 in the checkerboard. Some councilmen represent several chapters. Below are listed the chapters that the 74 councilmen of the Navajo Tribal Council represent.

District 1	District 2	District 3	District 4
Red Lake	Navajo Mountain	Tuba City	Blue Gap
Kaibeto	Inscription House	Coal Mine Mesa	Pinon
Lechee	Shonto	Cameron	Forest Lake
Copper Mine		Bodaway House	Hard Rock
District 5	**District 6**	**District 7**	**District 8**
Red Lake	Is the Hopi	Jeddito	Kayenta
Bird Springs	Reservation	Dilkon	Chilchinbeto
Leupp		Indian Wells	Dinnehotso
		Teetso	Oljato
District 9	**District 10**	**District 11**	**District 12**
Rock Point	Chinle	Round Rock	Shiprock
Sweetwater	Many Farms	Lukachukai	Red Rock
Mexican Water	Cottonwood	Wheatfield	Sanostee
Teec Nos Pos	Nazlini		Toadlena
			Aneth
District 13	**District 14**	**District 15**	**District 16**
Fruitland	Mexican Springs	Lake Valley	Mariano Lake
Nenahnezad	Tohatchi	Crownpoint	Two Wells
Burnhams	Naschitti	Littlewater	Manuelito
	Coyote Canyon	Torreon	
		Pueblo Pintado	

District 17		District 18		District 19	
Klagetoh	Ganado	Crystal	Oak Springs	Carson	Alamo
Greasewood	Cornfields	Fort Defiance	St. Michaels	Nageezi	Ramah
Steamboat	Kin Le Chee	Sawmill	Houck	Canoncito	

(The information on Tribal government in this unit is paraphrased or quoted from the booklet "Navajo Tribal Government and its Political Structure," first issued by the students and staff of the Chinle Boarding School in July, 1967. Robert W. Young's The Navajo Yearbook has also been a source for the information given in this unit.)

3. Have the pupils find the name of the state's Governor. Have them identify the Chairman of the Navajo Tribal Council. A report can be given on the jobs that each man does.

"The Chairman of the Navajo Tribal Council presides over the deliberations of the Council and also sits with full authority as the chief executive officer of the Tribe's administrative organization in the conduct, supervision and co-ordination of Tribal programs as approved by the Council. He has ultimate responsibility for the proper and efficient operation of all Tribal Executive divisions and departments. He represents the Tribe in negotiations with governmental and private agencies and meets with many off-reservation organizations and groups in order to create favorable public opinion and good will toward the Navajo Tribe. He appoints various standing committees, including the Advisory Committee, within the Council, boards and commissions within and outside the Council, to help in determining Tribal policy, procedures and to suggest appropriate action on resolutions. The Chairman's function include but are not limited on behalf of the Tribe when authorized by the Tribal Council."

(Source: "Navajo Tribal Government and its Political Structure," p. 13.)

4. Compare the work of the Navajo Tribal Court to the work of the State Supreme Court.

"The trial Court of the Navajo Tribe shall consist of seven judges who shall be recommended by the Judicial Committee. These recommendations are then presented to the Tribal Chairman who then proceeds with their appointment after they have been approved by the Advisory Committee. The Chairman of the Tribal Council may nominate any person who has satisfactorily served two years as probationary judge of the Trial Court to be a permanent judge, and with the advice and consent of the Tribal Council, the Chairman may appoint such a person to be a permanent judge.

Any member of the Navajo Tribe over the age of 30 years who has never been convicted of a felony or of a misdemeanor (within the past year) shall be eligible to be appointed probationary judge of the Trial Court.

The territorial jurisdiction of the Trial Court of the Navajo Tribe shall embrace all the land within the boundaries of the reservation.

The Trial Court shall have original jurisdiction over: (1) Crimes: All violations of the Navajo Tribal Code committed within its territorial jurisdiction by Indians. (2) Civil Causes of Action: All civil actions in which the defendant is an Indian and found within its territorial jurisdiction. (3) Domestic Relations: All cases involving the domestic relations of Indians, such as divorce, or adoption matters. Residence requirements in such cases shall remain as heretofore provided in regard to the Navajo Tribal Code of Indian Offenses. (4) Decedents' Estates: All cases involving the descent and distribution of deceased Indians' unrestricted property found within the territorial jurisdiction of the court. (5) Miscellaneous: All

other matters over which jurisdiction has been vested in the Navajo Tribal Code of Indian Offenses, or which may hereafter be placed within the jurisdiction of the Court by resolution of the Tribal Council. (Source: "Navajo Tribal Government and its Political Structure", pp. 17-18.)

5. Construct a chart showing executive, legislative, and judicial functions of both the State and the Tribal governments:

	State	Navajo Tribe
Executive	Governor	Tribal Council Chairman
Legislative	Senate	Tribal Council
	House of Representatives	
Judicial	Supreme Court	Tribal Court

6. Find the names of the members of the State Supreme Court and the Tribal Court.
7. Have the pupils draw pictures of the state Capitol and the Headquarters of the Tribal Council. Display these pictures with the chart constructed in activity No. 5.
8. Compare the executive, legislative, and judicial branches of the Federal government with those of the State and Tribal governments.
9. Find the names of the Council representative and alternate representative from the school's chapter unit. Locate where he lives.

Add your own activities:

Problem II

Why do all societies establish laws that persons are expected to obey?

Activities for Problem II

1. Begin this series of activities by asking the pupils what would happen if people did not behave in the way we expect them to behave from day-to-day. For example, when playing a game on the playground, we expect people to follow the rules. "What would happen if the players did not follow these rules? Could there be a game at all?" Ask the pupils to list in their notebooks how we expect the dormitory supervisor to behave, the teacher, the people in the school kitchen, and the persons at the stores in town to behave. The descriptions are for the pupil; they are not collected by the teacher. In the class discussion develop the idea of regularity in our lives and the concept of norms of behavior.
2. Prepare a class chart showing certain norms that people must obey or be punished if they do not obey them. For instance, following traffic rules, not taking possessions of other people, not drinking alcoholic beverages on the reservation. Point out that norms that are enforced are called laws. At this point, the class can examine the things which society values highly as seen in the norms that are laws. (What do the laws protect?)
3. Have the students give examples of ways of behaving that are not agreed on by all people. For example, can the pupils give instances of conflict at school among the pupils? Between teachers

and pupils? Between people in town and the pupils? What are the values of the people in these conflicts as determined from what their goals are; that is, from the way they behave or want others to behave?

4. Using copies of The Navajo Times and other newspapers, place on the bulletin board stories that describe conflicts between persons or groups of persons. Can they identify those stories where the persons involved are appealing to the state or local government in order to solve the conflict?
5. Have the class divide itself into several groups. Determine conflicts that exist or may exist because of changing patterns of population. For example, because of the increasing industry in Arizona, does a conflict arise over the building of dams on the Colorado River to meet the increased demand for electricity
6. Review the ways that conflicts were resolved and laws established in traditional Navajo society and in some of the Indian societies from the units for Grade 5. Spend time to review the flow of authority upward from the fireside and longhouse families in Iroquois society. Ask the pupils to write a short paragraph telling why they think laws and the ways of making laws differ from one society to the next.
7. Have each pupil select an article from the newspaper or a weekly news magazine and write the answers to these questions: What is the conflict in this case? Who are the people or groups of people in conflict? What does each side want--what are their goals? Can you determine the values which each side holds? What would you suggest as a fair compromise? Have each pupil read his answers to another pupil, who will then judge whether the outline was followed. Do not judge each pupil's work before the entire class.
8. Select an episode from Navajo history, for example, the stock reduction program of the 1930's, and have the pupils analyze the conflict following the same method used in activity No. 7. Have groups of three or four pupils each determine a method of resolving that conflict. Then, have the groups determine what values are upheld by the solution they propose.
9. Discuss the rules and regulations of the boarding school. Invite the principal to talk to the class on the need for these laws.

Add your own activities:

STATE GOVERNMENT IN ARIZONA, NEW MEXICO, OR UTAH

Problem III

What are some of the problems in our state over which conflict exists?

Content

No particular state is implied in the following activities. The problems are common to the Southwest, and others can be studied depending on the interests of the pupils and viewpoint of the teacher. Ideally, the pupils should select the problems, but the knowledge of the pupils and range of their experiences may dictate, at first, a degree of teacher directiveness.

Activities for Problem III

1. On a map of your state, trace the rivers and the tributaries that feed them. Compare the course of the rivers with those areas that are not cultivated. Have the pupils determine what per cent of the state's lands can be used for food production. Using reference books, find the data on rainfall in your state. How does your state's rainfall and river system compare with Washington State, Wisconsin, and South Carolina?
2. Find information using the materials from the state government (see Suggested Initiation Activities) on the food production of your state. "What crops are grown and in what regions are they grown? Are some crops requiring more rainfall than your state has not grown at all? How many people work on farms? What percent of the state's population does this represent?"
3. Locate the areas of mineral resources in your state. Are these resources used in industry within the state? If they are, where are these industries located? If the resources are shipped out of the state find on a map of the United States the cities to which they are transported. How many people are employed in extracting these resources? What percent of the state's population does this represent?
4. Develop the distinction between an industrial state and an agricultural state. Give examples of both types. Have the pupils decide whether their state is primarily industrial or agricultural. Present the basis on why the state is classified as one or the other.
5. Identify the manufacturing area of your state. Post pictures of the products made in the state and locate where they are made.
6. Prepare a chart listing all the services that people expect from their local and state governments. Begin this activity by asking the pupils to think of those services that they or their families expect from the government. Include both the tribal and state levels. For instance, have each pupil trace on a map the roads his parents will use when they come for him at the beginning of a vacation. Who built these roads and who maintains them? The number of state services on the reservation may be limited, but the examples of services provided by the Tribal government will develop the idea that government is used by people to get things needed for daily living. Review the problems handled by the Tribal Council, presented in the Grade 8 unit The Navajo Tribal Council.

7. Invite a tribal policeman to visit the class and tell of the different ways he serves people. Before his visit, have the pupils decide on questions they will ask him.
8. From The Navajo Times, have the pupils identify an issue about a service people want or a conflict over water resources, etc. The issue may involve a social problem, for instance, unemployment or crime. Select three or four issues that can be investigated in light of available books, magazines, and other sources. Have the pupils volunteer to study one of the issues. The groups formed will report to the class on what the issue is and the suggestions people on the reservation are making in order to solve it. The same article used in Problem II may be appropriate.
9. Do the same activity as in activity No. 8, but select an issue that is statewide or involves one area of the state beyond the Navajo lands. The pupils can relate the issue to a characteristic of the state (activities No. 1-5) or to the demand for services (activity No. 6). At this point the teacher may have to plan additional activities to acquaint the class with other features of the state--population growth, migrant farm labor, or pollution of air or water.

Add your own activities:

Problem IV

How does the state government try to meet the needs of the people and resolve conflict between people?

Content

This part of the unit is based on the preceding parts. The pupils have learned about laws and the values that laws uphold. They have also selected a problem that can be investigated. This problem has been placed in a perspective of both the pupils' immediate frame of reference and in terms of the state's characteristics. The following activities should be selected or others developed by the teacher in order to study the issues selected by the pupils in Problem II.

Activities for Problem IV

1. Invite a Tribal Council delegate to the classroom. He can explain how the Council deals with the state government and the services the state provides on Navajo lands. He may also be a resource person on one of the issues that the class is studying.
2. If one class issue has been brought before the state legislature, have the group studying the issue prepare a map of the state showing the counties or election districts and the number of representatives it sends to the legislature. What counties or election districts are most affected by this issue?
3. Write the office of the Chairman of the Tribal Council for information on how the Navajo people are represented in your state legislature.
4. Conduct a mock session of the state legislature in which one of the issues being studied is debated and then voted on. Select different pupils to take opposing views of the issue (as determined by their study of the issue). The players should prepare their position before the mock session. This activity allows for a study of the officers and procedures of the legislature

with some purpose in mind. Name tags should be prepared, the proper arrangement of seats established, and discussion of the need for rules and regulations carried on.

5. Have pupils write editorials taking a position on how the state legislature or Governor should act toward one of the issues selected in Problem III.
6. Draw cartoons expressing a stand on one of the issues, Post them around the room, clustered by issues.
7. Clip articles from the newspaper that describe the variety of activities that the Governor does. Make a bulletin board display with the articles.
8. Draw a chart showing how a bill becomes a law.
9. Have groups of pupils interview five adults at the boarding school. Find out what services provided by the state should be improved or expanded. Do the adults interviewed believe some services now provided should be abolished?

Add your own activities:

Culminating Activities

Have each group that studied an issue prepare an article for a class newspaper. The article should describe the issue, analyze the conflicting views and values, and report on what the state government is doing about the issue. One pupil from each group can be on the editorial board that supervises the preparation of the class newspaper. Duplicate enough copies for all 8th grade students, teachers of all grades, school staff, and school board members. Have each pupil mail a copy of the newspaper to his family.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. A map of your state.
2. Butcher paper for charts.
3. Current newspapers.
4. Roadmaps of your state.

Sources for Teachers

Chinle Boarding School, "Navajo Tribal Government and its Political Structure," 1967.
Robert W. Young, The Navajo Yearbook, Navajo Agency, Window Rock, 1961.
Robert W. Young, The Role of the Navajo in the Southwestern Drama, The Gallup Independent, 1968.
The Navajo Times.

GRADE 8

Theme: GOVERNMENTS OF THE WESTERN HEMISPHERE

Teaching Unit Title: THE NAVAJO TRIBE AND THE UNITED STATES GOVERNMENT

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Each society has empowered a body to make decisions and establish social regulations for the group that carry coercive sanctions.
2. Standard of living is related to productivity and the extent to which people have direct control over the affairs of their government.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand the democratic process that operates within the national government.
2. Learn of the federal government's role in the affairs of the Navajo Tribe.
3. Become aware of both the national government and the Navajo Tribe's emphasis on providing education for all Navajo youth.

Attitudes. To help the Navajo pupil:

1. Develop a curiosity about how people govern themselves.
2. Appreciate the contributions of many persons to the welfare of the Navajo people.

Skills. To help the Navajo pupil:

1. Develop oral communication abilities through group discussions.
2. Engage in group research.
3. Locate information from printed material.

Suggested Initiation Activities

Display pictures of the National Capitol, the White House, and the Supreme Court Building. Also display pictures of current national political leaders.

Problem I

In what ways does the national government of the United States resemble the Navajo Tribal Council?

Content

Our Federal Government consists of three parts: the Congress; the Presidency; and the Courts. The Congress makes law, the President has many responsibilities in addition to seeing that the law is carried out, the Courts interpret and apply the law. (The content for this Problem can be selected by the teacher in light of the pupils' understanding of political processes and institutions. Memorization of isolated facts about governmental institutions is not necessary.)

THE NAVAJO TRIBE AND THE UNITED STATES GOVERNMENT

Activities for Problem I

1. On an individual desk outline map of the United States, have the pupil indicate the number of representatives each state has in the federal House of Representatives. This information is usually available in library reference works. If necessary, the information can be distributed to the pupils on teacher prepared handouts.
2. On the chalkboard write the following headings:

State	Population	Number of Representatives

Select four or five states with large populations, four or five with moderately large populations, and four or five small states. Indicate the populations of these states under the second heading. Have the pupils supply the information for the third heading from the maps drawn in activity No. 1. Discuss with the pupils the relation they see between the information under the second and third headings.

3. The Navajo Nation is divided into 18 Land Management Units, or Districts. Councilmen represent Chapter units within the Districts. Write the Navajo Area Office or the Tribal Council in Window Rock for population data and the number of Councilmen in each District. Present this information in the same way as the national data was presented in activity No. 2. Discuss with the class what the information for the Navajo Nation shows. (See the Grade 8 unit State Government in Arizona, New Mexico, or Utah.)
4. Find the names of the Congressmen from your state and locate on a state map (a roadmap if no state map is available) the town they live in.
5. Display on the bulletin board news articles that describe actions taken or statements made by the Congressmen from your state.
6. When studying the traditional content in the United States government or civics textbook, relate this content to the pupils' situation. For example, the process by which a bill becomes a law is a traditional topic. Have the pupils draw up a bill in class (providing federal funds to sponsor student exchange programs between inner city schools and Bureau of Indian Affairs Boarding Schools). An alternative is to have several student groups draw up bills and then have the whole class decide which bill is most needed.

   The class can move this bill through the process described in the textbook, using different student groupings to represent the House of Representatives and the Senate.
7. Discuss the qualifications for voting in your state. Find information on the Dawes Act of 1924, which conferred citizenship on all American Indian persons. A chart comparing the qualifications for voting in Tribal Council, state, and national elections can be prepared by several students.
8. Present the following information to the pupils on the chalkboard as well as on individual handouts:

VOTER TURNOUT: 1950-1968

Year	Voting Age Population	Vote Cast for President	
		Number	Percent
1950	97,058,000	--	--
1952	98,279,000	61,551,000	62.6
1954	100,475,000	--	--
1956	103,166,000	62,027,000	60.1
1958	105,455,000	--	--
1960	107,597,000	68,839,000	64.0
1962	109,687,000	--	--
1964	112,184,000	70,644,000	63.0
1966	114,377,000	--	--
1968	120,006,000	73,211,562	61.0

(Source: W. A. McClenaghan, Magruder's American Government, Allyn and Bacon, 1970, p. 155.)

Obtain information on the most recent voting records of your state and also for the election districts in the Navajo Nation. Determine if the percent of the voting age population that voted in the Navajo Nation was greater or less than for the state and for the nation. Have the pupils offer explanations for the information they find.

9. A comparison can be made of the percent of voting age Navajo men and women who voted for the President in 1970 and for Councilmen in the last Tribal Election. Before comparing the data, have the pupils hypothesize in which election the number of voters was greatest.
10. Clip articles from newspapers and national magazines describing actions of the President. Display the articles on the bulletin board in categories that show his different functions: the head of the nation's military forces; the initiator of legislation; the chief of state; and the head of his political party.
11. On individual desk outline maps, the pupils can identify the states from which the Presidents have come.
12. Have several pupils report to the class on when Presidents or Vice-Presidents of the United States have visited the Navajo Nation. This information can probably be obtained by having two or three pupils interview a Chapter official or by having a Chapter official visit class. What was the purpose of the visit? A variety of answers might be obtained by interviewing the adults in the school.
13. Prepare a chart comparing the membership of the Navajo Tribal Court to that of the United States Supreme Court.
14. Identify the President's Cabinet. Point out to the pupils that the Bureau of Indian Affairs is within the Department of the Interior.

Add your own activities:

THE NAVAJO TRIBE AND THE UNITED STATES GOVERNMENT

Problem II

How does the Bureau of Indian Affairs represent the United States Government?

Content

The Bureau of Indian Affairs was established before the Civil War. It became part of the Department of the Interior in 1849. The two major responsibilities of the Bureau are to assist Indian people in the use of their land and to provide for education, public health, and welfare. The Bureau is the closest representative of the Federal Government for the American Indian Tribes.

Activities for Problem II

1. After reviewing with the students the events leading up to the Treaty of 1868, distribute the beginning of the Treaty, shown below:

ANDREW JOHNSON
PRESIDENT OF THE UNITED STATES
OF AMERICA

TO ALL AND SINGULAR TO WHOM THESE PRESENTS SHALL COME, GREETING:

Whereas a Treaty was made and concluded at Fort Sumner, in the Territory of New Mexico, on the first day of June, in the year of our Lord one thousand eight hundred and sixty-eight, by and between Lieutenant General W. T. Sherman and Samuel F. Tappan, Commissioners, on the part of the United States, and Barboncito, Armijo, and other Chiefs and Headmen of the Navajo tribe of Indians, on the part of said Indians, and duly authorized thereto by them, which Treaty is in the words and figures following, to wit:

Articles of a Treaty and Agreement made and entered into at Fort Sumner, New Mexico, on the first day of June, 1868, by and between the United States, represented by its Commissioners, Lieutenant General W. T. Sherman and Colonel Samuel F. Tappan, of the one part, and the Navajo nation or tribe of Indians, represented by their Chiefs and Headmen, duly authorized and empowered to act for the whole people of said nation or tribe, (the names of said Chiefs and Headmen being hereto subscribed,) of the other part, witness:

ARTICLE I

From this day forward all war between the parties to this agreement shall for ever cease. The government of the United States desires peace, and its honor is hereby pledged to keep it. The Indians desire peace, and they now pledge their honor to keep it....

(Source: Treaty between the United States of America and the Navajo Tribe of Indians, K. C. Publications, 1968. Available from the Navajo Tribal Museum.)

Discuss: "Do the words of the treaty say that this is an agreement between two nations? What do you think nation means where the treaty mentions the Navajo nation? Did the United States Government deal with other tribes as if they were nations? Why do you think both the Navajos and the United States Government wanted peace?"

The teacher can present additional information from the treaty.

2. Until 1849 the War Department was responsible for relations between the United States Government and the Indian societies. In 1849 the Bureau of Indian Affairs was transferred to the Department of the Interior. Civilians and not military men were in charge of government-Indian relations. Discuss: "Does the fact that civilians were placed in charge of the BIA tell us anything about the condition of Indian societies in 1849?"
3. Distribute on a handout Article VI of the 1868 Treaty:

ARTICLE VI

In order to insure the civilization of the Indians entering into this treaty, the necessity of education is admitted, especially of such of them as may be settled on said agricultural parts of this reservation, and they therefore pledge themselves to compel their children, male and female, between the ages of six and sixteen years, to attend school; and it is hereby made the duty of the agent for said Indians to see that this stipulation is strictly complied with; and the United States agrees that, for every thirty children between said ages who can be induced or compelled to attend school, a house shall be provided, and a teacher competent to teach the elementary branches of an English education shall be furnished, who will reside among said Indians, and faithfully discharge his or her duties as a teacher.

The provisions of this article to continue for not less than ten years.

The teacher should note places in original documents where the meaning of terms should be clarified. For example, in Article VI, whose values and standards are reflected in the term "civilization?" The concept of point of view can be illustrated with this example.

4. Using Article VI, discuss what the purpose of education for Navajos was for the United States Government in 1868. "Do you believe education is important for Navajos today? Why or why not?"
5. Several pupils can locate information on the school built at Fort Defiance in the 1880's. A series of pictures showing several reservation schools can be drawn and displayed in the classroom.
6. Have two or three pupils interview the school principal. Find out when your school was built. "Was an older school on the site before the present one was built?" Parents who remember the earlier school can visit the class. Perhaps they can relate to the pupils some of their experiences in school.

7. The Navajo Times carries many articles on the activities of the Bureau of Indian Affairs. Clip and display such articles on the bulletin board.
8. Role play the following situation: an official of the BIA and a young Navajo boy or girl argue whether or not all educational, health, land and welfare programs should be under the complete control of the Tribe. (The situation can be made more specific to your school or area. The situation will also depend on the characteristics of the class.)
9. Have the pupils predict what the Navajo Nation will be in 25 years. Encourage the pupils to think in terms of schools, industry, roads, homes, and the physical features of the land. Ask the students to explain why they think certain changes will occur. "What things will change greatly; what things will change very little?"
10. Have several pupils find information on the authority the Secretary of the Interior has over the affairs of the Tribe. Discuss with the pupils in what ways the Tribe is self-governing and in what ways its authority is limited.

Add your own activities:

Culminating Activities

Arrange for an official of the Bureau of Indian Affairs to visit class and describe the current relationship between the Navajo Tribe and the Bureau. Before his visit determine what questions will be asked and the type of information the class is most interested in.

Unit Resources

These items are the basic classroom materials required for these activities. Some sources for teachers are also listed.

Classroom Materials

1. Individual desk outline maps.
2. Newspapers and national magazines.

Sources for Teachers

Stanley E. Dimond and Elmer F. Pflieger, Our American Government, J. B. Lippincott Co. 1965.
W. A. McClenaghan, Magruder's American Government, Allyn and Bacon, 1970.
Robert W. Young, The Navajo Yearbook, Navajo Agency, Window Rock, 1961.

GRADE 8

Theme: GOVERNMENTS OF THE WESTERN HEMISPHERE

Teaching Unit Title: AMERICAN INDIANS AND THE GOVERNMENT OF CANADA

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Geographic factors influence where and how people live and what they do, man adapts, shapes, utilizes, and exploits the earth to his own needs.
2. Throughout history man has experimented with many different systems of government.
3. Individuals are affected by their cultural backgrounds and in turn influence and modify any new group contacted.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Learn of events that have influenced the lives of American Indian people.
2. Understand that representative government may have a form different from his own government.
3. Understand the problems other American Indian people face today.

Attitudes. To help the Navajo pupil:

1. Appreciate similarities between his own heritage and that of distant people.
2. Develop a sensitivity to the common problems humans have faced.

Skills. To help the Navajo pupil:

1. Develop oral communication skills.
2. Locate and organize information.
3. Develop critical thinking skills.
4. Read social studies material.

Suggested Initiation Activities

Display pictures, maps, and bookjackets about Canada on the bulletin board. Write the Canadian government at Ottawa, Ontario, for material or sources of free material.

Problem I

What Indian and non-Indian people were early occupants of Canada?

Content

The French settlers of Canada brought their European customs to North America. Although England conquered Canada before the American Revolution, only after the Revolution did large numbers of English-speaking people migrate to Canada. The American Indian people of Canada had diverse cultures. Seven distinct Indian cultures can be identified.

AMERICAN INDIANS AND THE GOVERNMENT OF CANADA

Activities for Problem I

1. Some time should be spent reviewing the pupil's knowledge of the places and landforms of Canada. On a physical features wall map of North America have the pupils trace the north-south dimension of the Rocky Mountains. Have them also trace the north-south extent of the Great Plains. Locate Vancouver, Winnipeg, Toronto, and Montreal. Discuss: "Is the boundary between the United States and Canada formed by natural features of the earth?" Locate the St. Lawrence River and the Great Lakes along the eastern half of the boundary. Discuss: "Do you think there are many differences between the land north and south of the western half of the United States-Canadian boundary? Why or why not?"
2. Pupils can fill in on individual desk outline maps of North America the regions and places identified in activity No. 1. A large map drawn on butcher paper can be prepared by the students and displayed in the classroom.
3. The seven commonly accepted groupings of the Indian societies in Canad are: The Eastern Woolands; the Iroquoians; the Praire Tribes; the Eskimo; people of the Northwest Territories; people of the British Columbia Interior; and Indian societies of the British Columbia Coast. All seven groupings may be difficult to study because of the availability of resources, but the class can probably find sufficient information on the eastern, praire, and western coast people. Have the pupils determine what sources are in the library, and then discuss with the class the selection of groups of American Indians that will be studied.
4. Have the class divide itself into the groups decided on in activity No. 3. Each group, as in earlier units, can locate information on the Indian people. A few sample topics are given below:
    a) The major tribes in each grouping.
        Eastern Woodlands--Algonquin, Ojibwa, and Cree.
        Iroquoians--Hurons and the five Iroquois tribes.
        Praire Tribes--Blackfoot, Gros Ventre, Assiniboine, and Plains Cree.
        Eskimo--Mackenzie, Central, and Labrador.
        Northwest Territories--Tellowknives, Beavers, and Slaves.
        British Columbia Interior--Kootenay.
        British Columbia Coast--Coast Salish, Bella Coola, and Nootka.
    b) The way each tribe used the land (what resources were seen, capable of being used, and incorporated into the peoples' way of life).
    c) The norms of their society and the manner in which they were enforced.
    d) Ceremonials.
    e) Kinship systems.
5. Each group can present the information of activity No. 4 in a series of pictures (where appropriate) displayed in the room.

6. Construct a data retrieval chart, listing the information of activity No. 4; discuss the differences and similarities among the Indian people. What statements can be made on the basis of the information concerning the common characteristics of the tribes? Have the pupils point out similarities and differences between these tribes of Canada and the early Navajo people.
7. Establish a time line for display in class that places the events of the French and British occupation of Canada in relation to the known events in Navajo history. Every pupil may also keep such a timeline in his notebook.
8. Have the pupils read in their textbooks (or the teacher can duplicate pages from the United States history textbook) about the arrival of the French in North America during the 1600's. Have each pupil find information for questions such as:
    a) What places did they occupy?
    b) What Indian people were living in these places?
    c) How did the French use the land?
    d) What problems did they have learning to live in a new place?
    e) What types of homes did they build?

    Other questions similar to these can be answered. Have the pupil determine which questions are not answered by the textbook. Use the library for finding information the textbook does not have.
9. Questions similar to those of activity No. 8 can be used to examine the English colonies along the Atlantic Coast. Determine the differences and similarities between English and French settlement.
10. Have the class review the events occurring in the Southwest during the time of French and English settlement of North America. Place the Spanish founding of Santa Fe in 1610 on the class time line. Also include the earlier Pueblo Rebellion and the reconquest of New Mexico by the Spanish.
11. Read selections of Francis Parkman's Montcalm and Wolfe describing the English conquest of Quebec to the class. Discuss: "What would have happened if the French had defeated the English?"
12. Have several pupils report on the movement and the new areas settled in Ontario by the Iroquois after the American Revolution.
13. Locate information on the number of Anglo-Americans who migrated to Canada after the American Revolution. Discuss: "What problems would these people have, living in a new place among many people who had a different way of life?" (See the Grade 7 unit on The Immigrant in United States History.)

Add your own activities:

Problem II

How did Canada become a nation?

Content

After the American Revolution England divided Canada into Upper Canada and Lower Canada. The people of both parts did not make their own laws. In the 1840's these two provinces were joined into one. The Dominion of Canada was formed in 1867. Today the nation of Canada has a federal government and each province has its own legislative assembly.

AMERICAN INDIANS AND THE GOVERNMENT OF CANADA

Activities for Problem II

1. On individual desk outline maps of Canada, have each pupil sketch the boundaries of Upper and Lower Canada (Lower Canada extended from the Great Lak eastward and then northward to Labrador.) Locate the French-speaking townsof Montreal, Quebec, and Three Rivers on the map. Point out to the pupils that most people who left the United States after it became independent of England settled in upper Canada.
2. Discuss: "Do you think the English-speaking people of Upper Canada were able to live peacefully with the French-speaking people of Lower Canada? Why or why not?" Have several pupils find information from library sources on how the people of both parts cooperated during the War of 1812.
3. Tell the pupils that England joined both parts of Canada into one in the 1840's, and the legislature consisted both of French-and English-speaking representatives. Discuss: "What problems do you think this group of people had because they did not speak the same language? How do you think they tried to solve these problems?"
4. Role play several members of this Canadian legislature arguing about permitting the Indian people of Canada to vote in elections. Introduce into the situation an Indian man. "What would his attitude be toward the government created by the French and English?"
5. Have several pupils locate information on how the Dominion of Canada was created in 1867. Have them point out on a map the first four members of this nation: Ontario (Upper Canada); Quebec (Lower Canada); Nova Scotia; and New Brunswick. The teacher can place the diagram below on the chalkboard and discuss with the pupils how the new government of Canada was similar to that of the United States.

1841

BRITISH SOVEREIGN

Governor General
(Much Veto Power)

Appointed	Elected
Executive Council Advised Governor General	Legislative Assembly Equal Representation for English and French Speaking Regions
Legislative Council Sponsored Legislation	

1867

BRITISH SOVEREIGN

Governor General
(Little Veto Power)

Elected	Appointed
House of Commons	Senate

(This activity should continue with a review of the Navajo Tribal Council and how it is organized

to represent the Navajo people. Depending on the characteristics of the class, discuss what purpose a Senate would have in the Tribal Council, if any, and the role of the Secretary of the Interior. The structure of the Canadian government by itself is not to be memorized. It serves to illustrate how people can be represented in different types of organized bodies.)

6. By law and tradition the Queen of England is the head of the Canadian government. (If possible have a few Canadian coins to show the pupils.) Discuss with the class why the United States does not have a King or Queen. Again, depending on the characteristics of the class, discuss what function a politically neutral monarch may have in uniting people. Discuss: "Have the Navajo people ever had anyone like a King or Queen?"
7. As a development of activity No. 6, present handout material on several Navajo leaders--Barboncito and Henry Chee Dodge--and discuss how they united the Navajo people.
8. On individual desk outline maps, locate the ten provinces and two territories of Canada. Write in the names of the Indian tribes identified in Problem I found in each province or territory.

Add your own activities:

Problem III

What is the way of life of Indian societies in Canada today?

Content

(Selected by the teacher and the students)

Activities for Problem III

1. Reproduce news articles such as the one below that reports on Canadian Indian tribes. This particular article is useful because it offers information that [illegible] questions that can be the basis for student activities. Such questions are given after the article.

Promises to Indians Broken, Chief Tells Queen

THE PAS, Manitoba--(UPI)--A Canadian Indian chief told Queen Elizabeth II yesterday the government had failed to live up to its promises to the Indians of peace, harmony, social advancement and equality of opportunity.

The criticism was in sharp contrast to the usually bland statements made before the queen. Members of her entourage said it was one of the most strongly worded complaints ever made before her.

In her response, made in a sombre and thoughtful manner, Queen Elizabeth acknowledged that the Indians were among the neediest of her subjects in Canada.

David Courchene, chief of the Manitoba Indian Brotherhood, criticized the treatment of the Indians when the queen, now in the second half of her tour of Canada's Northwest Territories and the Province of Manitoba,

visited an impoverished reservation of 1,000 Indians near this town, known as the "Gateway to Manitoba's Northland," 300 miles north of Winnipeg.

"It is with sorrow that we note the promises of peace and harmony, of social advancement and equality of opportunity have not been realized by Indian people," said Courchene, who wore ceremonial garb.

"I am sure you will not on your visits to Indian communities that Indians have not, in effect, profited well by the prosperity of this great and wealthy nation," he said.

"We are hopeful that your majesty's representatives will now, though belatedly, recognize the inequities of the past and will take steps to redress the treatment of Indian people," the chief said.

In reply, the Queen, speaking from a prepared text, said: "Ever since Europeans began to penetrate Central and Western Canada, it has been a story of turbulence and change. The changes of the last century have affected people all over the world but here in Canada they have been felt most acutely by the Indian people."

(Source: The Seattle Times, July 12, 1970, p. A 5.)

Questions:

a) Why might questions to the Queen usually be bland?
b) Where is Manitoba? Locate it on a map of Canada.
c) What tribe might Mr. Courchene belong to?
d) According to the Queen, when did change and trouble begin for the Indian people? Is this true for Indian people in the United States?
e) How do you feel after reading this story?
f) According to Mr. Courchene, what promises to the Indians have not been kept?

2. Have several pupils report on the building of transcontinental railways across Canada. Have them identify the effect on the Praire Indian tribes that were similar to the effect of railroad building on the Plains Indians in the United States.
3. Information can be located on the Proclamation Line of 1763 (found in almost all junior high school textbooks). This law moving the Indian tribes under government protection is still in effect in Canada.
4. Locate information on the Indian Act of 1876, which permits Indians in Canada to become citizens if they give up their rights and privileges as Indians. The students who find this information should be prepared to evaluate the way in which Canadian Indians achieve citizenship.
5. Write the Canadian government for information on the Department of Indian Affairs. Discuss with the class the differences and similarities between this Canadian organization and the Bureau of Indian Affairs.
6. Depending on the sources in the library, the class can select specific Indian tribes and report

on the

a) Source of its income.
b) Its present reserves (reservation) if it has one.
c) Its population.
d) Social and economic problems.
e) What it is doing to solve its problems.

7. Role play a Canadian Indian and a Navajo discussing common and different problems they have.
8. Clip from national magazines and local newspapers articles on Canadian Indian tribes and maintain a news corner on the bulletin board.

Add your own activities:

Culminating Activities

1. Prepare a class newspaper reporting on Indian tribes in Canada. Distribute the paper to other classes.
2. Prepare a display in the school lobby on one or several Canadian Indian tribes.

Unit Resources

These items are the basic classroom materials required for these activities. Some sources for teachers are also listed.

Classroom Materials

1. A map of North America.
2. Individual desk outline maps.
3. Butcher paper for charts.
4. Current newspapers and magazines.

Sources for Teachers

Ramsey Cook, Canada: A Modern Study, Clarke, Irwin and Company, 1963.
Douglas Leechman, Native Tribes of Canada, W. J. Gage and Company, no date.