

NAME: _____



Activity One

The Traditional Lands of the Navaho

Create a 5-page report on the Traditional Lands of the Navaho. You may need to ask your teacher or librarian for help to research. When you are finished, go back and create a title page that uses quotes and pictures to hint at key points found in your report.



Page One: Draw and label a map showing the traditional and modern-day lands of the Navaho. On the map, show key places mentioned in the book, including Chelly Canyon and Fort Sumner.

Page Two: Describe the land and its landforms. What was the soil like? Draw or describe key landforms. What rivers and lakes are found in that area? Are there any mineral deposits found in Navaho Traditional Lands? Find pictures to add to the page.

Page Three: Identify and describe common plants found in the Navaho nation lands. Be sure to explain where they are found, what they might have been used for, and include some pictures.

Page Four: Find out what animals traditionally were found in the region inhabited by the Navaho. Describe common animals, including insects. Explain which animals would have been hunted, and what they might have been used for. Find pictures to accompany the descriptions.

Page Five: Label the traditional lands of the Ute, Navaho and Apache. Shade in a Map to show each nation's traditional lands.



Activity Two

Navaho Code Talkers



During World War II, the U. S. military needed to communicate with all their armies, ships and bases. Much of the information was secret. The Military spent a lot of time and resources making codes. Unfortunately, the codes were often broken by the enemy.

The military decided to use Navaho speakers to broadcast information. The Navaho language was safe to transmit military information because it could not be interpreted or translated. You can

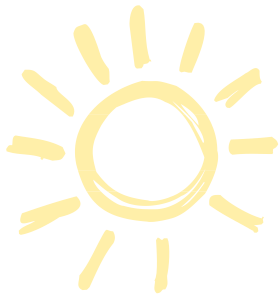


read more about the Navaho soldiers who faced the dangers as soldiers in the battles. They were able to receive and pass on valuable information. The Navaho language helped win many battles.

Research the Navaho language. You can find sites online or visit your school or local library. Make up a one-page note of important words and phrases. Decide what would be useful words and phrases. Then, include the meanings for the phrases. Learn how the Navaho Code Talkers included modern words into their codes. There were no aircraft carriers or machine guns in the language originally, so how did they come up with Navaho words for these new ones?

There are sites on the internet to learn how to say some common words and expressions. If you can learn how to pronounce these words, teach them to the class. As an added activity, write a one-sentence code and say it to your class. Then, have them try to break the code.

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Activity Three

Timeline



President Abraham Lincoln signed the Emancipation Proclamation in 1863 to end all slavery in the United States. Ironically, this is the same year that Kit Carson forced Navaho people from their villages in the Canyon de Chelly and on their Long Walk to Fort Sumner. They stayed in captivity for years before finally being told to 'go home'.

Do a timeline to record the history of the Navaho people starting in the 1800s and going to the year 1900. Record all the important events that happened, the places they happened, and the date. Try to find pictures to go with some of the events.

Create the timeline using your information in chronological order. Add the times, then link the events and the place they occurred to the timeline. You can add pictures and be creative in how you build the timeline; it could look like a number line, with information above and below the line. Or you could make a graphic timeline. Use little feet cutouts and write on each foot. Put together chronologically. Each foot symbolizes the Long Walk. Or come up with your own way to show the events in Navaho history chronologically.

Finally, display your timeline in the classroom.

Navaho Timeline





Activity Four

Aboriginal Art



Research into the art of the Native people found in the book. The old lady in the town was a 'Jicarilla' Apache. Jicarilla means little baskets. Women wove grasses tightly into beautiful baskets. They were often decorated with lighter and darker colored grasses. Look into how other household items, like pots and gourds, were decorated.



There were also drawings in the caves in the Navaho lands. In the book, people traded silver and turquoise jewelry and belt buckles. The Navaho women wove beautiful blankets too.

After doing some research, create an example of a piece of art. You can use fabric, clay, beads, wool or paper-mache. Show your artifact to the class. Explain what you learned about art styles from your research.



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Activity Five

Navaho Meal



Have a Navaho meal. In the book they talk about the food they grew and ate. Some of the food mentioned included: corn cakes, mush, squash, beans, yucca root, peaches, wild plums, water, mutton, elk, speckled trout, and deer.



Food is used to nourish people, to celebrate important events, and in the story it is used to heal Tall Boy when he is shot. There are often foods in other cultures that we think are strange or gross. Find a collection of foods that were eaten and which of these traditional foods are still eaten today.



Find a recipe for Navaho traditional food that you'd like to try and that you think you could make. Get help to prepare it and



then present the food to your class if possible. Take pictures of each stage you're cooking and show the class how to make the recipe. Include a copy of the recipe for others to try at home if they wish.



Activity Six

The People: Then and Now



Research each of the main groups of people mentioned in the book: Navaho, Ute, Nez Perce, Apache, 'Spaniards', 'Americans'. Write a short essay, answering the following questions:

- Where did they come from?
- Where did they live?
- What did their houses look like?
- What did they eat?
- What did they wear?
- Who or what did they worship?
- Who or what did they celebrate?
- What did they do on a daily basis?
- What problems and dangers did they face?
- What were some of the good things about their lives?
- What were they doing during the time of the Navaho "Long Walk" in the 1860s?



Compare what they did in the 1860s to what is happening today. Describe this comparison in your essay. As an added bonus, include a chart to show 'then' and 'now'.