

Ganado Unified School District #20 (Navajo History & Government)

PACING Guide SY 2022-2023

Time Line & Resources <small>(Identify textbook, page number or website link & etc.)</small>	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
<p>1st Quarter <i>Navajo Clan Legends; The Story of Changing Woman and How She Created the Four Original Clans.</i></p> <p><i>Of Mother Earth and Father Sky</i> <i>Navajo Materials Development Project, Rough Rock, AZ</i></p> <p><i>Navajo; A Century of Progress 1868-1968</i> <i>Martin A Link, Ed.</i></p> <p><i>Navajo Stories of the Long Walk Period</i> <i>Navajo Community College Press</i></p> <p>Treaty of 1868</p> <p><i>Dine; A History of the Navajos</i> <i>By Peter Iverson</i></p>	<p>HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.</p> <p>C1.PO3 I will research and analyze Dine historical events.</p> <p>HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.</p> <p>HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. • Key tools and representations such as maps, remotely sensed and other images, tables, and graphs</p> <p>HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.</p>	<p>What are the origins of Navajo clans & adopted clans?</p> <p>Why is it important to know about clans and kinship?</p> <p>What are the purposes of storytelling in Navajo culture?</p> <p>What is the purpose of Navajo Coyote Stories?</p> <p>What are some reasons Navajos moved west of the Dinetah area towards Canyon de Chelly?</p> <p>What are some reasons that a state of war existed between Navajos and Spaniards/Mexicans?</p> <p>What were some of the reasons Pueblo Indians joined the Navajos in Dinetah and what were the results?</p>	<p>I will recognize the purpose of the clans. I will identify the 4 major clans.</p> <p>I will define and interpret what blood quantum means. I will evaluate the issues that arise regarding blood quantum.</p> <p>I will evaluate why the explorers came to this continent.</p> <p>I will evaluate how the early Navajos lived in Dinetah.</p> <p>I will evaluate how and why the Spaniards came to the southwest. I will identify 10 words the Navajo adopted from the Spaniards.</p> <p>I will Compare & Contrast varying perspective presented in the readings</p> <p>I will Predict alternate outcomes to Significant events in Navajo History.</p>	<p>History Oral History Self-Identity Clans Changing Woman Warrior Twins Animal Guardians Migrations Emergence War Peace Colonized</p> <p>Dinetah Spaniards Pueblos Mexicans Slavery Raiding Leadership Naat'aanii Chief Manuelito Barboncito Narbona Zarcillos Largo</p>

<p><i>The Navajo</i> By Jennifer Denetdale</p> <p><i>DINETAH; An Early History of the Navajo People.</i> By L.D. Sundberg</p> <p><i>Origins of the Dine</i> By M. Mitchell</p> <p><i>Navajo History VOL 1</i> E. Yazzie, Ed.</p>	<p>HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.</p> <p>HS.SP2.2 Analyze the ways in which perspective shapes recorded history.</p> <p>C4.PO4 I will research the purpose of events in a historical timeline.</p> <p>HS.SP2.2 Analyze the ways in which perspective shapes recorded history.</p> <p>C4.PO4 I will research the purpose of events in a historical timeline.</p>	<p>What were some reasons why any treaties signed with Navajos failed?</p> <p>What is a “scorched earth campaign”?</p> <p>Who are some of the principle Navajo Headmen that are named in Navajo History and what is their significance?</p> <p>How were the Navajo able to control the economic stability of the southwest during the Spanish/Mexican periods?</p> <p>What were some of the ways in which Navajo leaders dealt with invaders and other “enemies”?</p>		<p>Ganado Mucho Annie Wauneka Chee Dodge Raymond Nakai Peter Macdonald Pete Zah Americans Kit Carson Fort Sumner The Long Walk Treaty of 1868 Oral History Storytelling Livestock Corn Squash Weaving U.S. Army Canyon de Chelly Four Sacred Mountains Apache Ute Comanche Colorado River San Juan River Little Colorado River Rio Grande River Fort Defiance Fort Wingate</p>
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Second Quarter

<p><u>2nd Quarter</u></p> <p><i>The Navajo</i> By Jennifer Denetdale</p> <p><i>The Navajo Political Experience</i> by D. Wilkins</p> <p><i>Dine; A History of the Navajos</i> By Peter Iverson</p>	<p>HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.</p> <p>C1.PO3 I will research and analyze Dine historical events.</p> <p>HS.SP1.1 Evaluate how events and developments were shaped by unique</p>	<p>How does one identify his/herself in relation to his/her clan family relations through the understanding of traditional Navajo concept of k'e?</p> <p>What is Native American citizenship and voting rights?</p> <p>What are the basic political,</p>	<p>I will illustrate my understanding of the Navajo Nation seal and flag through drawings.</p> <p>I will evaluate the reasons for Navajo government reform in 1989, Title II Amendments.</p> <p>I will analyze the 3 branches of Navajo government.</p>	<p>Government Chairman Politics Reservation Sovereignty Constitution Legislative Branch Judicial Branch Executive Branch President Vice-President</p>
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	<p>circumstances of time and place as well as broader contexts.</p> <p>HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. • Key tools and representations such as maps, remotely sensed and other images, tables, and graphs</p> <p>HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.</p> <p>HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.</p> <p>HS.SP2.2 Analyze the ways in which perspective shapes recorded history. C4.PO4 I will research the purpose of events in a historical timeline.</p> <p>HS.SP2.2 Analyze the ways in which perspective shapes recorded history. C4.PO4 I will research the purpose of events in a historical timeline.</p>	<p>social responsibilities of citizenship?</p> <p>What are the forms of political involvement available in Navajo communities ?</p> <p>What is Sovereignty?</p> <p>What is the significance of the Indian Citizenship Act, the Miriam Report of 1928?</p> <p>How has tribal sovereignty evolved?</p> <p>What are the tenets that establish tribal sovereignty?</p> <p>What is the Navajo Nation Government's relationship to state and federal governments?</p> <p>How does an active member of the community make positive contributions to the wellbeing of the community?</p> <p>What are persistent issues involving the rights, roles & status of individuals (grazing issues, economic development, LGA etc.)?</p> <p>What is Livestock Reduction?</p> <p>How could Livestock Reduction have been avoided?</p> <p>What is the Navajo-Hopi Land Dispute?</p>	<p>I will Compare & Contrast varying perspective presented in the readings</p> <p>I will Predict alternate outcomes to Significant events in Navajo History</p>	<p>Speaker-of-the-Council Council Delegate Election Navajo Nation Code Naachid Unicameral Legislature Termination Allotment Assimilation Civil Rights Colonization Self-Determination Livestock Reduction Wage Work Veto Constituents Electoral Election Joint Use Area Navajo-Hopi Land Dispute Uranium Mines Water Rights Oil Drilling Coal Mine Chapters Township Lease Interest Groups Lobby Qualifications Campaign Resolution Vote Relocation Tuberculosis Spanish Flu Covid 19</p>
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Third Quarter

<p><u>3rd Quarter</u> <i>Navajo Clan Legends; The Story of Changing Woman and How She Created the Four Original Clans.</i></p> <p><i>Of Mother Earth and Father Sky</i> <i>Navajo Materials</i> <i>Development Project, Rough Rock, AZ</i></p> <p><i>Navajo; A Century of Progress 1868-1968</i> <i>Martin A Link, Ed.</i></p> <p><i>Navajo Stories of the Long Walk Period</i></p>	<p>HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.</p> <p>C1.PO3 I will research and analyze Dine historical events.</p> <p>HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.</p> <p>HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. • Key tools and representations such as maps, remotely sensed and other images, tables, and graphs</p>	<p>What are the origins of Navajo clans & adopted clans?</p> <p>How does one identify his/herself in relation to his/her clan family relations through the understanding of traditional Navajo concept of k'e?</p> <p>What is Native American citizenship and voting rights?</p> <p>What are the basic political, social responsibilities of citizenship?</p> <p>What are the forms of political involvement available in Navajo communities ?</p>	<p>I will recognize the purpose of the clans. I will identify the 4 major clans.</p> <p>I will define and interpret what blood quantum means. I will evaluate the issues that arise regarding blood quantum.</p> <p>I will evaluate why the explorers came to this continent.</p> <p>I will evaluate how the early Navajos lived in Dinetah.</p> <p>I will evaluate how and why the Spaniards came to the southwest. I will identify 10 words the Navajo adopted from the Spaniards.</p>	<p>History Oral History Self-Identity Clans Changing Woman Warrior Twins Animal Guardians Migrations Emergence War Peace Colonized</p> <p>Dinetah Spaniards Pueblos Mexicans Slavery Raiding</p>
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P0 6: Examine the perspectives and experiences of the Native American in the New Nation.

NS-P01: Identify & describe significant historical periods & patterns of change within and across cultures.

NS-P05: Examine narratives describing a variety of American Indian migrations in different regions & the reason for the migration.

: Examine the sovereignty of tribal governments and their relationships to state and federal governments.

Navajo Focus – Contemporary Navajo Government

NS-P08: Become familiar with the tribal governmental structure (1940 to Present).

NS-P04: Interpret the significance of the Indian Citizenship Act, the Miriam Report of 1928, etc.

NS-P05: Comprehend how tribal sovereignty has evolved & understand the tenets that establish tribal sovereignty.

: Examine the sovereignty of tribal governments and their relationships to stand federal governments.

NS-P6: Become an active member of the community & make positive contributions to the well-being of the community.

NS-P09: Recognize other forms of Social participation in community, volunteering, helping others, etc.

E4: Examine persistent issues involving the rights, roles & status of individuals (grazing issues, economic development, LGA, etc.)
 : Examine the basic political and social responsibilities of citizenship.
NS-P01: Examine persistent issues involving the rights, roles & status of the individual in relation to the general welfare.
NS-P010: Describe forms of political involvement available in their community (chapter/council meeting, voting, rallies, etc.)

Fourth Quarter

<p>*Navajo Tribal Code</p> <p><i>The Navajo Political Experience</i> by D. Wilkins</p> <p><i>Dine; A History of the Navajos</i> By Peter Iverson</p> <p><i>The Navajo</i> By Jennifer Denetdale</p>	<p>HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.</p> <p>C1.PO3 I will research and analyze Dine historical events.</p> <p>HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.</p> <p>HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. • Key tools and representations such as maps, remotely sensed and other images, tables, and graphs</p> <p>HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.</p>	<p>What is Sovereignty?</p> <p>What is the significance of the Indian Citizenship Act, the Miriam Report of 1928?</p> <p>How has tribal sovereignty evolved?</p> <p>What are the tenets that establish tribal sovereignty?</p> <p>What is the Navajo Nation Government's relationship to state and federal governments?</p> <p>How does an active member of the community make positive contributions to the wellbeing of the community?</p> <p>What are persistent issues involving the rights, roles & status of individuals (grazing</p>	<p>I will illustrate my understanding of the Navajo Nation seal and flag through drawings.</p> <p>I will evaluate the reasons for Navajo government reform in 1989, Title II Amendments.</p> <p>I will analyze the 3 branches of Navajo government.</p> <p>I will evaluate the reasons for Navajo government reform in 1989, Title II Amendments.</p> <p>I will analyze the 3 Branches of Navajo Government</p>	<p>Government Chairman Politics Reservation Sovereignty Constitution Legislative Branch Judicial Branch Executive Branch President Vice-President Speaker-of-the-Council Council Delegate Election Navajo Nation Code Naachid Unicameral Legislature Termination Allotment Assimilation Civil Rights Colonization Self-Determination Livestock Reduction</p>
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