

Writing and the Specificity of Place

The Braided Essay and New Mexico History

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Diné Institute for Navajo Nation Educators (DINÉ)

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Author Note:

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CONTEXT

Rehoboth Christian School is a private school that started as a Christian Native American Mission School in 1903. New Mexico was still a territory of the United States when the school opened to students from primarily the Navajo Nation and Zuni Pueblo. The Michigan Dutch Christian Reformed Church established the school and village in Rehoboth, New Mexico. The Dutch brought their unique names and customs to the area, and today it is a small community village annexed to Gallup, New Mexico.

When the doors first opened, the tuition was about five dollars a year for students to attend one of the first private boarding schools in the area. The current school is no longer a boarding school, and it is still tuition-based, often on a sliding scale for families around the surrounding communities. There are many sponsors throughout the country, primarily from the Midwest, who support students and their families with tuition. The Navajo Nation also has a financial assistance program that also offers scholarships based on financial need and recommendations from teachers. Rehoboth Christian School relies on tuition, donors, and grants to operate.

Rehoboth Christian School was an early Native American Boarding School. The current campus has the former dormitories that are now used to house volunteers and traveling teams that drive a great distance to play in athletic competition with Rehoboth. Some of the buildings on campus have extensive history, and the newest addition is the high school building. The high school building officially opened its doors in 2018. There had been an incredible fundraising campaign to establish the funds to build the school without massive loans or debt. I mention that endeavor because it was a campaign that unified the students, staff, and community stakeholders to raise money, and it had been matched by generous donors throughout the country. Students ran or biked in local charity fun-runs, and the staff volunteered services or donated gifts to raffle and offer as prizes. Many community members invited friends and colleagues to participate in our events. Fundraising for a new building was remarkable in creating a sense of community accomplishment.

Currently, the student population is diverse: 75% Native American, and 25% represents students from various ethnicities -- Anglo/Latino/African-American/Asian-American. The daily bus route goes as far as sixty miles out to Crownpoint, New Mexico, and forty miles into Window Rock, and Lupton, Arizona. The school is a Christian school, but it is open to people of different faiths, including the Navajo and Zuni traditional beliefs. The curriculum will include New Mexico State Standards, Navajo Curriculum for Navajo Language and Government, and Christian Faith-based Standards/Goals.

I have written a broad overview about the school, and now I will narrow to my specific class for this unit. I teach New Mexico History, and it is offered as a one-semester class in the fall and spring. Tenth graders are the target students for this subject - one half (20-25 students) of the tenth grade class is enrolled in New Mexico History, and the other half (20-25 students) is enrolled in Current Issues/Events. In the spring, the class sections switch subjects. The class is required for graduation. Students are randomly selected and placed in the class for the semester.

I have students who have different ranges of abilities -- for example, academically challenged students to high achieving students, and students with individualized learning plans . I have noticed that my students are very social and they enjoy talking and sharing ideas and discussing answers to tests and assignments. They compare answers to the recall questions, and they discuss how I scored their longer response to open-ended questions. They are curious and competitive. The class is primarily project unit based, and I often pair students or place them in groups of three to complete projects that vary from oral presentations to role playing characters from the Mexican-American War. I also include exams and quizzes depending on the subject so that I balance the skills for students who do not feel as confident in their creative skills for some of the hands-on projects.

This unit will be extensive as it takes several weeks to gather information, respond to the information, and reflect on the information through the writing process. Students will reflect on their connection to a specific place and that place's history. The students will write in journals and short reflection pieces to articulate their understanding of the content, and the content's connection to their personal histories.

Because of COVID19 Stay-at-Home Orders in New Mexico, Rehoboth schools started the first quarter of the 2020-2021 school year in a distance/virtual learning format. Google Classroom/ Google Meet and Zoom are the primary mode of delivery. Homework assignments are posted in Google Classroom; I meet with each class section for one hour each week. Rehoboth Christian Schools want to maintain a supportive relationship with students and their families, so teachers are encouraged to have one-on-one virtual meetings with students to review assignments or offer a time to connect with individual students.

RATIONALE

I enjoyed reading and learning about history when I was a high school student -- listening to lectures and outlining notes for world history, American history, and Arizona state history. I read my history textbooks, as well as the little footnotes and side commentary. However, on weekends when the elders visited, they *talked* about Navajo history and culture. They recounted the events that happened well before the Spanish and Americans arrived, and then about the early encounters with the Americans. I heard about my great-grandfather who had been born shortly after the Navajo returned from *Hweeldi*/ Bosque Redondo/Fort Sumner, New Mexico in 1868.

Hweeldi is the Navajo word for the Navajo Long Walk -- the terrible time that ended with a treaty between the Navajo people and the United States Federal Government. The United States military forced the Navajo/Diné people to surrender. The people were marched about 300 miles east from their homelands to Fort Sumner, New Mexico. They were forced to stay in this "camp" for four years. The Navajo people suffered greatly as there was little to no resources to sustain the Navajo and the United States military soldiers. Eventually, the Navajo signed the *Treaty of 1868*, which established the boundaries where the Navajo people could live, and that American "education" would be compulsory for the children. The history textbook in my high school covered this history in about two pages with illustrations of Navajo people walking.

I have shared a description of a younger me who was surrounded in history, but the history was compartmentalized. I heard Navajo history by way of the oral tradition when the elders spoke, and then I read and listened to lectures about other histories at school. It seemed like the academic history I learned at school was distant and sanitized, while the oral tradition often included personal details and emotions. The Navajo oral stories included the intimate details about the land and the Navajo people's relationship to the land. History, it seemed, happened away from us, because it was about the dominant United States history and culture.

Unfortunately, I noticed that I had started to instruct my New Mexico History class as I had been taught in high school. My students wrote personal responses in ways that mimicked my views and seemed inauthentic. Even though I thought I was neutral in presenting content, it became clear to me that they were not articulating their own perspectives and opinions. I wanted to encourage them that learning should be meaningful. As a first time history teacher, I had fallen into a pattern that I was familiar -- lecture, notes, and tests. I did not want rote memory for my students, but rather, I wanted them to have a meaningful experience with history that illustrated their personal history and views based on the content we studied throughout the semester.

This unit will cover a series of writing prompts focused on specific topics and content:

- a description about place and the student's connection to that place;
- research specific etymologies of vocabulary words related to place and history;
- reflections on the Navajo Long Walk Period;
- review and reflection on the Indian Boarding Schools - with specific references to Rehoboth Christian School's participation in that experience;
- exploration and reflection about cultural and religious norms and practices that relate to place.

The writing prompts will be step-by-step exercises in which I will lead them to focus on specific topics and prompts. Students will submit their responses and I will assess their understanding of the content, and their connections to the content. They will save their responses in a writing portfolio format, and at the end of the semester, students will review their responses, and identify themes and connections, and then "braid" or "weave" these responses into a braided essay.

The braided essay will allow the students to review connections they have written and identify themes that connect them as they revise and edit. Their final draft will be a braided essay on how New Mexico has influenced their life. Students will have a rubric that will guide them in their final draft, and I will have workshops to support the writing process. This series of writing assignments and the final draft of their essay will allow students to use writing to show their content comprehension, to express their personal and cultural connections to the content, and finally, to illustrate how they personally fit into New Mexico history.

*This unit can be modified

CONTENT UNIT OBJECTIVES

1. Students will write an essay in the braided essay format:

- The braided essay format is designed for the writer to reflect on content and to make personal connections to the content. The writer then “braids” three major categories: content, personal experience, and a conclusion based on the reflection. It is a flexible format that a teacher can substitute or change to meet its learning goal. This assignment will focus on the history of a specific place, a thorough description of the place, and a personal reflection that leads to the learner’s conclusion about that place’s history and a personal connection to that place.
 - The braided essay will be the final assessment for the unit. Students will choose the historical periods or events that they want to focus and explore.
 - The essay will be completed in one semester and it will be developed in a portfolio format. Students will draft their journal exercises in response to writing prompts I provide and the students will edit and revise the journal responses. In the final month, the students will choose the journal responses and reflect on the overall theme they notice in their writing samples.
- 2. Students will research major historical events and the diverse cultures that impact Native American students and New Mexicans. For example, they will research the Indigenous people of New Mexico - the Pueblo and Athabaskan (Navajo and Apache) peoples, the early Spanish conquistadors, early Americans, and the Dutch culture of the community of Rehoboth. Students will research and participate in learning activities about the early cultures, and their current interactions today. Students will view major historical events like the Pueblo Revolt of 1680, early Spanish Conquest, American Manifest Destiny, the impact of the Civil War in New Mexico, then leading to the Navajo Long Walk Period, and then Native American Boarding Schools. The modern contributions of New Mexico to American history and culture -- the atomic bomb, and Navajo Code Talkers.
 - It is important that the students identify the facts of historical events, and the different perspectives on the events in history. There are facts about history that some people may misconstrue or ignore, and I want students to be aware that history is about people and how the events can affect diverse people and groups differently.
- 3. Students will reflect on specific locations and write their connection to the place. As students research the different topics listed above, I will ask them to reflect about the place, events, or people as a way to decompress and personally connect to, or draw deeper connections to the topic.
 - The reflection allows the student to articulate thoughts and ideas about the topic. It allows me to review and assess whether the content is comprehended, and to see if I need to reteach or expand on the content. These reflections will be collected into a portfolio format that students

may revise. Later, in the semester, students will choose the reflections they want to develop into a theme for their paper.

4. Students will research the etymology of specific vocabulary related to the topic. In the unit, I assign vocabulary words about specific state New Mexico geographic features and symbols. I want students to see that words have history and they have roots to different languages and regions.
 - The etymology will illustrate the different cultural references that explain place and possible early perceptions of the land or object to the group that introduced the word. For example, *mesa* is a word the early Spanish conquistadors used to describe a unique land formation. The students will examine the root, and then conclude why that word was chosen to describe a geographic land formation in the Southwest.

TEACHING STRATEGIES

- **WRITING EXERCISES & PROMPTS**
 - **Journal writing focused on content and personal reflection:**
 - Journal writing is a strategy to help improve writing skills. Writing is a skill that needs continuous support and opportunities. It is possible to nurture the writing process by implementing time and structure to work through the process: planning, drafting, revision, and editing. It is possible to make it flexible for the students and the content. Journal writing allows students to express their perceptions and make their connection to the content. I can review the writing to evaluate the student's comprehension.
 - **Descriptive writing about a specific place** -- ex: home / favorite place or landscape in New Mexico --One of the main goals of this unit is for the students to connect to a place and then explore the history of that place. We will begin with a prompt that allows the student to reflect on a personal connection he/she feels about a specific place. This writing exercise will be an opening exercise for students to write specifically about a place he/she feels safe, comfortable, and connected. The primary focus will be on descriptive details of the place, using the sensory details, and looking thoroughly at the place from different points of view. I will ask students to contemplate the personal or family history that may be connected to that place, and to write about recent events related to that place. The goal is for the student to consider the history of that place, whether it is a room of a home or a specific landscape.
 - **Describing Rehoboth Campus** - Rehoboth is a village campus entrenched with history. The building's ages range from two years old to nearly eight years old. One of the buildings started as a dormitory for students, and is now the administration building. One of the key units in this class is the history of Native

American/Indian Boarding Schools. Because Rehoboth Christian Schools was established as one, the students will review the history of boarding schools and Rehoboth's place in it. This unit will have several reflections on land, the Christian Reformed Church's religion, and the early Native American students who attended the school, and the current students who attend. Many of the students currently attending have previous family members, even great grandparents, who attended Rehoboth. The school also identified one of its important commitments to be open about the history of the school, and to work on reconciling and healing the wounds from that history.

- **Reflection on New Mexico's Indigenous peoples and culture** -- There are certain topics I focus on -- the early and modern peoples of New Mexico. We look at the Pueblo, Navajo, and Apache nations. Before COVID19, I took students to one of the nearby Pueblo Feasts -- Acoma or Laguna Pueblo -- so that they could experience the customs of the feast first hand. I arranged for a family to sponsor us, we took gifts to the family, attended mass, watched the procession of the saint, and then we ate with a family. This is a Pueblo custom in which anyone who arrives will be fed. The Pueblo have feast days to celebrate their traditional dances that honors a Catholic saint of their village. This is one example of how the Catholic Church impacted Pueblo culture by becoming part of the annual dances. This will include the Spanish arrival and the Pueblo Revolt of 1680.
- **Reflection about the Navajo Long Walk** -- The Navajo Long Walk Period of 1864-1868 is a unit that is personal to the Navajo students. When I teach this unit, I know it can be painful when we read, listen, and watch accounts from grandparents and great-grandparents who share their stories about the time the Navajo and Mescalero Apache were held captive by the United States Government. My students look at primary documents from that time period, and they listen and read various accounts. I give them several stories recorded from an oral historical account of a Navajo warrior who protected groups of people who avoided capture. The account gives a different perspective about the Long Walk, one from a person who did not go to *Hweeldi*, and still worked with the Navajo leaders. It illustrates the Navajo people were resilient and strategic in their war and negotiations with the United States Government. There are also the accounts of the many people who suffered at the place of confinement at *Hweeldi* (Navajo name for the place), *Bosque Redondo* (Spanish), and *Fort Sumner* (English). Students reflect on the experiences of the people and their own connections. The goal is to then to address the idea and process of reconciliation.
- **Reflect on New Mexico's Major Historical Events** - New Mexico's territorial days and its eventual statehood have been captured in western lore and dime novels. After statehood on January 6, 1912, New Mexico quickly contributed to the United States by way of the military (the atomic bomb and Navajo Code Talkers), mineral production, and cultural tourism. I would like students to reflect on major historical events and movements, and then have them interview family members about specific events and its impact on their families, if any.

- **Vocabulary and Etymology** - This lesson will focus on specific words used in New Mexico and the Southwest. Students will research the etymology and connotation about the word. The words will be derived from languages familiar to the local area and New Mexico: Apache, English, Navajo, Spanish, and Zuni. I will ask students to do the research, and then to choose their own words to research -- why or how is that word used for the geographic formation or symbol. I will also ask students to notice that the languages have mixed and made their way into different cultures. I will provide examples of Spanish words that have become part of the Navajo language: *peso* -> *beso*; *manzana* -> *bilasaana*; *mantequilla* -> *mandagiiya*. After the research, I will ask students to write and reflect by spending more time exploring the vocabulary word and its migration from one culture to another.

CLASSROOM ACTIVITIES:

- Writing Journal Exercises
 - Examples listed in the previous section.
- Peer Evaluation and editing
 - Pair share or group of 3 - read drafts together, make suggestions, and revise.
 - Students will use Google docs to draft and revise writing samples
- Research
 - On-line research (*I've attached a sample assignment about etymology*)
- Guided Reading
 - Reading poetry, articles, and sample essays
 - To read about the impact of these events to writers and artists
 - To review and analyze samples of the braided-essay
 - To read from historical authorities that challenge the dominant perspective of these major events to people of color
- Videos and Zoom
 - Because of distance learning, I will share videos of these events to give better visualization, and to hear from people who have experienced these events
 - I will ask speakers who will join us in Zoom/Google sessions and students may participate and ask questions
- Discussion
 - Online Google and Zoom Discussions

ASSESSMENTS:

- Project Based Learning -
 - Rubric for the braided essay

- Rubric for class projects
 - Cultural exploration presentation
 - New Mexico Geography Presentation
 - Illustrations - Student flag
- Quizzes - Multiple choice and short response
- Writing Process
 - Brainstorming - writing activities to practice different writing prompts and ideas
 - Drafting - writing ideas and developing the key ideas from brainstorming
 - Revising - reading draft aloud, exchanging drafts with peers to revise and suggest ideas
 - Editing - reviewing personal draft for specific mechanic corrections, and then peer exchange for 2nd, 3rd edits.
 - Presentation/Publishing

SAMPLE ASSIGNMENT POSTED FOR ONLINE LEARNING

Word Etymology -- History of Words

Use these links to get you started:

<http://www.finedictionary.com/>

<https://www.etymonline.com/>

Words have histories - the formal word for this is “etymology.” The etymology of a word documents the earliest use of the word, often in written documents. Words change depending on how people use it.

You are going to research some of the words related to New Mexico History. There are some words that are unique to New Mexico and the Southwest. The Spanish soldiers and explorers encountered a landscape that was foreign to them. The mesas, butte, and canyons were new to them and they had to come up with words to describe them.

Your assignment is to use the following links to research the words listed below. Please spend time looking at the history of the words. We will review in our online class session, and will walk you through a couple of examples.

<i>Word</i>	<i>Earliest documented use (year)</i>	<i>First definition of the word</i>	<i>The definition used today</i>	<i>Has spelling changed for the word? What is interesting about this word's history?</i>
Mesa (noun)				
Canyon (noun)				
Butte (noun)				
Revolt (noun)				
Catholic (noun)				
Gold (noun)				
Silver (noun)				
Indian (noun)				
Conquistador (noun)				
Spice (noun)				
Yucca (noun)				
Pinon (noun)				

Pueblo (noun)				
Navajo (noun)				
Apache (noun)				
Church (noun)				
Corn (noun)				
Cactus (noun)				
Malpais (noun)				

1. **Choose two (2) words to further investigate and personalize.** Look on both websites for its history, usage, references in literature, and quotes. Why did you choose that word? What did you learn about that word? How does that word apply to New Mexico? Reflect, make it personal as to why that stands out to you.
***One word should come from the list, and you may include a word not on the list, but relates to New Mexico or the Southwest.**

a. Example:

Mesa is an interesting word; in everyday life here in New Mexico, I see mesas. They are often red, orange, white, or even black. As I explored the word, I found out that it is a Spanish word used by the early Spanish explorers to describe the land formation. **Mesa** means table in Spanish. I guess the early Spanish explorers thought of a table when they looked at the mesas. I climb mesas, I drive by mesas, and now I can see that it looks like a table. I wonder what it would have been like to come from a country like Spain, and then to come to a place that did not look like Spain. There is a place called **Mesa Verde** in Colorado -- **Verde** means green in Spanish, and it would translate to “green table.” So, it must mean that there was a lot of plant life on the mesa. It was first recorded in 1759, meaning a “high table land between canyons and rivers.” Its Spanish use comes from Latin **mensa** for sacred offerings or for meals. This is an old word that has changed its meaning to describe a New Mexico and Southwest land formation.

SAMPLE of THE BRAIDED FINAL ESSAY ASSIGNMENT:

Because this school year has been unpredictable, the usual final exam I give will not apply for this semester. In the past, students wrote a speech and delivered it to the class on the final exam day. Instead, I’ve decided to modify the final -- you are going to write a reflection that is descriptive and reflective about you and what you have learned.

This is a unique situation we are in -- a pandemic. We live in New Mexico and not in New York City, California, or Montana. We are in Gallup/Rehoboth, New Mexico, bordering the Navajo Nation, Zuni Nation, and near the Acoma and Laguna Pueblos. Reflect on events we’ve studied

this semester. I know the lessons have been choppy because of the Stay-at-Home orders. Do not fret -- Focus on two-three topics about the history that have become more personalized for you.

I want to hear your voice in the assignment. What personal experience or background do you want to include? This essay is essentially about you and how New Mexico has influenced you. I know that many of you identify with Arizona or Michigan, and they are relevant and part of your personal story, but think about how New Mexico has also defined or changed you.

Prompt: Explain how New Mexico has influenced you.

1. Review your writing sample about a special place to you: Choose a specific place. Does it highlight a specific New Mexico province? Review for strong sensory details - what do you see, what do you hear, what do you smell, what do you feel/texture, and what do you taste? As you observe, look at the place from different points of view -- look at the place from different levels: stand and look around, sit on the floor or ground, or a different angle than you usually see it. What do you see of God and His creation -- do you feel closer to the Creator in this place? You may include those details.
2. Return to the place you described in the first paragraph (#1). This time, zoom out a little. Give a bird-eyes view of the place. This can be one-two paragraphs. The challenge may be to step outside of what we immediately feel. If you feel overwhelmed by this portion, please write what you are comfortable sharing.
 - a. What do you notice from this high place? What do you see? What can you compare it to? When was the last time you were here?
 - b. What is different now and then? How has life changed since shelter-in-place? You can include how COVID 19 has changed school life, family life, and even the space/place you inhabit. How much more do you see your family members? What do you think about this change in life?
 - c. Looking from a bird's-eye-view, you can also reflect on your relationship with God or God's relationship with us. Weaving in your faith is a great way to connect to the place you are.
3. In this paragraph, return to a New Mexico historical event or person. What event or person that we've studied or you know about in New Mexico would you write about? You can look online at the history of Rehoboth Christian School on the school website as a refresher, and write about Rehoboth's community and school. Is it possible to make connections between the event/person to what is happening now or in this time period? The Land of Enchantment has a very Old West/gunfighting history. Is it still present today? The railroad and mining are some other ideas too. The Navajo Long Walk and boarding schools - are the effects still present today? -- focus on some part of NM historical event or person.
4. Etymology response: Review and select a word that connects with the theme or main idea you have focused on in the essay. You may use the sample from the etymology assignment, or you may choose a word that was not on the list and more specific to this

assignment. What is the etymology? How does it relate to New Mexico/Southwest, and your theme?

5. And then return to the place you started with in the first paragraph. How does the event tie into the place you've started to write about? What connections can you make, or you can compare and contrast the place to the event or person. You can add extra details about the place you've described in the first paragraph. You may also begin to conclude and wrap up your essay. What have you learned? What stands out to you? Why? What do you imagine for the future? You may include your appreciation and gratitude.

Reflection Essay Guidelines:

1. You do not have to follow the exact paragraph structure I've written above. If you have a style that works for you, that is fine, it should have the information from the outline. The essay should be 2-4 pages long. I've attached a sample from my own writing, and please know that it is from a longer essay, and I do not expect you to write more than four pages. The minimum is two pages, and the maximum is four pages.
2. Provide a Title; double-space; 12 point font; and the font is legible.
3. Check for mechanics: spelling, capitalization, punctuation.
4. I understand that there may be a lot on your mind. Writing reflectively can open the door to different ideas, topics, and feelings. This essay is about you and what you've learned -- not for topics just in my class, but about the current event we are living right now.
5. I've attached a rubric and a sample for you to review. **This is 100 points; it should be submitted by December 14.** Earlier is fine, but spend time to take notes and observe the place around you and your own thoughts and opinions.

THE BRAIDED ESSAY NM HISTORY FINAL EXAM RUBRIC

The New Mexico History final exam will be a braided essay. Throughout the semester, we have written several writing responses and reflections that you have collected in a portfolio. Review your samples and identify a theme in your writing samples to help you explain and reflect on the following writing prompt: How has New Mexico influenced my life?

Writing reflectively allows you to think more deeply about your actions and connections to specific places, and New Mexico historical events and cultures.

The primary purpose of the essay is to reflect on the positive and negative aspects of your experience in New Mexico History.

CRITERIA

<p>CONTENT OF WORK: Historical Events / Identifying a Theme _____ / 25</p>	<p>-Reflection is thorough -- <i>implementing 3-4 writing samples from the semester*</i></p> <p>-Makes meaningful connections to important ideas covered over the course of the semester: *place description and etymology writing samples are required to be in the essay</p> <p>-Is supported with relevant details through use of concrete, sensory language, narrative accounts, and personal experiences</p>
<p>SELF-ASSESSMENT _____ / 25</p>	<p>-Reflection reveals feelings and thoughts about place and NM historical events.</p> <p>-Is thoughtful, convincing, insightful, and explanatory</p> <p>-Analyzes his/her personal experience and connection to history and place by looking at more than one angle</p> <p>-Reviews and Revises various writing samples to create the braided essay</p>
<p>WRITING STRATEGIES: _____ / 20</p>	<p>-Effectively uses a variety of writing strategies make the reflection clear to the reader: using specific, concrete details</p> <ul style="list-style-type: none"> - comparing, contrasting - using strong descriptive and sensory language - reviews and reflects on NM history, place, and personal connections - effective use of peer editing exercises for input and reflection
<p>COHERENCE AND STYLE: Theme Identified _____ / 15</p>	<p>-A theme is identified connecting the writing samples into one essay topic</p> <p>-Consistently uses appropriate language.</p> <p>-Shows deep insight through a natural flow of ideas and an effective conclusion.</p>

PRESENTATION
_____ / 15

Appropriate title; double-spaced; 12 point font; and the font is legible.
500-1000 words

ALIGNMENT WITH STANDARDS: NEW MEXICO - Listed below

- New Mexico Common Core State Standards
 - History/Social Studies
 - English Language Arts (ELA) Writing

NEW MEXICO COMMON CORE HISTORY/SOCIAL STUDIES

1. STRAND : Geography Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.
 - 9-12 Benchmark 2-B: analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change: Performance Standards

- 1. Analyze the interrelationships among natural and human processes that shape the geographic connections and characteristics of regions, including connections among economic development, urbanization, population growth and environmental change;
 - 2. Analyze how the character and meaning of a place is related to its economic, social and cultural characteristics, and why diverse groups in society view places and regions differently;
 - 3. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism); and
 - 4. Analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods).
- 9-12 Benchmark I2-C: analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future: Performance Standards 1. Analyze the fundamental role that geography has played in human history;
 - 4. How cooperation and conflict are involved in shaping the distribution of political, social and economic factors in New Mexico, United States and throughout the world (e.g., land grants, border issues, United States territories);
 - 5. Analyze how cultures shape characteristics of a region;

COMMON CORE STATE STANDARDS ELA - Writing 9th-10th

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

ALIGNMENT WITH STANDARDS / NAVAJO NATION STANDARDS

1. 9th-12th Diné Character-Building Standards

Standard: I will develop and apply critical thinking to establish relationships with the environment.

Concept 3: I will have self-respect

PO 1: I will speak honorable words.

PO 2: I will express my compassion and acknowledgment to all.

One Begins to think about all things (9th-12th Grade)

Concept 1: I will use my critical thinking to establish relationships with the environment.

PO 1: I will apply my life skills to be a responsible citizen.

Concept 2: I will maintain the sacredness of *self-identity*

PO 3: I will express the Diné Way of Life

2. 9th-12th Diné Culture Standards

Standard: I will develop an understanding of the Diné way of life.

Concept 4: I will apply and practice the Diné way of life with confidence.

PO 4: I will live and retell the stories related to *duality*.

Resources

Anaya, R. (1972). *Bless me, ultima*. New York: Grand Central Publishing.

Novel set in rural New Mexico - a young boys journey into adulthood; language, landscape, religion/tradition, and relationship. Incredible descriptions about place.

Baca, Jimmy Santiago. "Coming into Language."

Essay about the beauty and power of language, freedom, and rebirth.

Bighorse, Tiana. Edited by Noel Bennett. *Bighorse the Warrior*.

A biography about a Navajo warrior who lived from about 1845-1939. He did not go on the Navajo Long Walk. His daughter shared his story.

Common Core State Standards Initiative: English Language Arts - Writing, Grade 9-10. (2020).

Retrieved from <http://www.corestandards.org/ELA-Literacy/WHST/9-10/>

de Vaca, Cabeza. *Adventures in the Unknown Interior America*.

Earliest account of the Spanish in the Southwest portion of the United States.

Dunbar-Ortiz, Roxanne. *An Indigenous Peoples' History of the United States for Young People*.

A young readers' edition of the first history of the United States told from the perspective of Indigenous Peoples.

Kimmerer, Robin Wall. *Braiding Sweetgrass*.

Book by an ecologist and a member of the Potawatomi people - examples of writing about place, history, language, culture, and personal history.

Momaday, N. Scott. *The Way to Rainy Mountain*.

Memoir written by Pulitzer Prize Literary winner. A Native American writer/poet, who wrote about his journey home as a Kiowa man. He explains and weaves his family's

history, tribal history, archeological history, and his personal journey. He speaks about his grandmother and writes beautifully about her.

Naranjo, Dr. Tessie. "We Came from the South, we came from the North: Some Tewa Origin Stories." -- from *The Mesa Verde World: Explorations in Ancestral Pueblo Archaeology*.

Santa Clara Pueblo Scholar, Dr. Tessie Naranjo shares stories about the Ancient Pueblos and their connections to the land. She addresses language, migrations, and cultural Pueblo values about the land and the ancient ancestors.

Naranjo, .Tessie "Pottery Making in a Changing World" *Expedition Magazine* 36.1 (1994): n. pag. *Expedition Magazine*. Penn Museum, 1994 Web. 27 Apr 2020

<<http://www.penn.museum/sites/expedition/?p=4659>>

Dr. Naranjo writes and addresses the connection between pottery and the Pueblo people.

Navajo Nation 9th-12th Diné Character-Building Standards. (2020).

Retrieved from

http://www.navajonationdode.org/uploads/FileLinks/0af6457a581b4ac6a25fd65b2c014e7b/9_12_DineCharacter.expert.8.19.12_2.pdf

Navajo Nation 9th-12th Diné Culture Standards (2020). Retrieved from:

http://www.navajonationdode.org/uploads/FileLinks/0af6457a581b4ac6a25fd65b2c014e7b/9_12_Dine_Culture_Standards_3.pdf

New Mexico Social Studies Common Core Standards, Grades 9-10. (n.d.).

Retrieved from https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/SocialStudiesStandards_9-12.pdf

Nez-Denetdale, Jennifer. *Reclaiming Dine History: The Legacies of Navajo Chief Manuelito and Juanita*. Sections from about place, history, and relationship. To look at the perspective of Navajo history from a Navajo historian's point of view.

Schaap, Dr. James. "Rehoboth Righteous acts, filthy rags, and a mission cemetery."

Article written about the cemetery and its history to the early Boarding School experience.

Sides, Hampton. *Blood and Thunder: The Epic Story of Kit Carson and the Conquest of the American West*.

I will use some of the selections about major Navajo chiefs and Army commanders. It is an informational text.

Silko, Leslie Marmon. *Yellow Woman and a Beauty of Spirit*

Essays about Native American Life Today - published in 1997. Essays focus on language, culture, history, government, and art/visual aspects of culture. Focused on Southwest - Laguna Pueblo.

Tapahonso, Luci. *Saanii Dahataal: The Women are Singing*.

Several poems look at land, place, culture, history, and relationship from a Navajo woman's perspective. Luci Tapahonso is from New Mexico and was the Navajo Nation Poet Laureate.

Tohe, Laura. *No Parole Today*.

Navajo Poet, writer, score writer. Laura Tohe writes about her experience as a student in the Boarding school experience.