



Teacher Inquiry Kit: K-5
Alfred K. Newman, Sr.

Title	A Study in Navajo Nation History
Author(s)	Bridget Hocutt
Grade Level	K - 5
Soldier	Alfred K. Newman, Sr.
Tribal Affiliation	Navajo, Zuni Clan, Black Streak Wood People Clan
Branch of Service	Marine Corp - 1st Battalion, 21st Regiment, 3rd Division
Dates of Service	1942 - 1945
Essential Question	How does studying the history of the Navajo Nation, including the Navajo Code Talkers, contribute (add) to the importance of learning traditions and cultural heritage?
Contextual Paragraph	<p>Born July 21, 1924 at Rehoboth Mission, Alfred K. Newman, Sr. grew up near Coolidge, New Mexico. His mother was a home keeper and rug weaver; his stepfather a silversmith. The oldest of 6 children, Alfred spent the 1930s with his parents living at the trading post, doing work for the trader, and selling the rugs to tourists who passed through the area. At an early age, Alfred attended a Hispanic school about a mile from his home, but because he was learning Spanish rather than English, he was removed from that school after about a year and a half. At about age eight, Alfred was sent on to the Rehoboth Mission Boarding School, which was a day's travel by wagon from home. During his time at the boarding school, Alfred quickly learned that speaking Navajo was forbidden. Fortunately for Alfred, his English was at least good enough to understand and be understood, so he didn't have to deal with the punishment that many other Navajo students did, like missing out on weekend activities and writing lines. Summers were spent herding sheep for the family on the reservation since his parents had moved back to the homestead.</p> <p>At the age of 18, Alfred joined the Marine Corp after reading about their history and their pattern of being the first ones to the battles. He went on to boot camp in San Diego, on to Camp Elliott for rifle training and finally to Camp Pendleton for training to be a Code Talker. Once Alfred's training was complete, he was assigned to</p>

The Warriors in Uniform project team has made every effort to ensure that the information collected and presented is truthful and accurate, as permitted by individual recollection and/or verifiable research. The Warriors in Uniform team and participants, assume no responsibility for errors, inaccuracies, omissions, or any other inconsistencies and disclaim any liability to any party for loss, damage, or disruption caused by errors or omissions.



	<p>the 1st Battalion, 21st Regiment, 3rd Division of the Marine Corp in the South Pacific. He was on Bougainville, Guam, Guadalcanal and Iwo Jima during this service, although never had the opportunity to actually use his code talker training. When the war ended, Alfred returned home. In the 1960s, Alfred relocated his family to Kirtland, New Mexico where he worked for the Utah International Navajo Mine for 25 years as first a laborer and then a supervisor for the drill and blast crew before his retirement. He died in Bloomfield, New Mexico on January 13, 2019, at the age of 94.</p>
<p>C3 Standards</p>	<ol style="list-style-type: none"> 1. D2.His.2.K-2. Compare life in the past to life today. / D2.His.2.3-5. Compare life in specific historical time periods to life today. 2. D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present. / D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.
<p>Source Permanent Link</p> 	<p>https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.96428/afc2001001_096428_sr0001004.stream?start=1259&clipid=d48825e254 (Grades K-5)</p>
<p>Title of Source</p>	<p>Alfred K. Newman, Sr.: Returning to Civilian Life and Being Remembered: An Oral Interview (excerpt) 20:59 - 27:44 of Audio 4</p>
<p>Suggested questions for the source</p>	<ol style="list-style-type: none"> 1. Alfred says his return to civilian (regular) life was easy for him. Why does he think that is true for him? 2. What does Alfred want to be remembered for? 3. What does Alfred say is important for young Navajo to do?
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. What are some traditions that your family has? How have you learned about those traditions? 2. What legacy do the Navajo Code Talkers, like Mr. Alfred K. Newman, leave behind that should be remembered today?
<p>Source Permanent Link</p>	<p>https://www.youtube.com/watch?v=ciFv_ONffdw (Grades K-5)</p>

	
Title of Source	Navajo Code Talker Explains Role in WWII
Suggested questions for the source	<ol style="list-style-type: none"> 1. What was the job/role of Navajo Code Talkers in World War II? 2. What Navajo words were used for military words that did not exist in the Navajo language? 3. How were these words decided upon by the Code Talkers? 4. Mr. Hawthorne says “we see our language as a precious commodity today.” What does precious commodity mean?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. How has the service of the Navajo Code Talkers helped people understand the importance of one’s history? 2. How do Mr. Hawthorne’s words support what Mr. Newman said in his interview?
Source Permanent Link 	https://americanindian.si.edu/nk360/navajo/long-walk/long-walk.cshtml (Grades K-5; Grade K-2 illustration only near bottom of page of Bosque-Redondo)
Title of Source	The Long Walk/Bosque-Redondo
Suggested questions for the source (3-5)	<ol style="list-style-type: none"> 1. Who removed the Navajo from their homeland? 2. What states did you find the original homelands of the Navajo Nation? 3. What things did the United States government do to make the Navajo leave their homelands? What else did the U.S. government hope would happen because of these events? 4. Why was the Navajo Nation allowed to return to their homelands after four years at Bosque-Redondo?

Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. How did The Long Walk of the Navajo Nation impact the people? 2. In what ways was the 1868 Treaty a success for the Navajo Nation?
Source Permanent Link 	https://www.youtube.com/watch?v=wDb5Wc8HgOo (K-5; excerpt possibly for younger grades)
Title of Source	The Long Walk
Suggested questions for the source (3-5)	<ol style="list-style-type: none"> 1. Who do you think the “blue coats” are that he talks about in the video? 2. How many miles did the Navajo travel during The Long Walk? 3. What made The Long Walk difficult for the Navajo? 4. What were the living conditions like at Fort Sumner the four years the Navajo were imprisoned there? 5. What are the four ways of survival described in the song “Shih Na Shah” (phonetic) written to remember The Long Walk?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. Why is it important to remember The Long Walk of the Navajo? 2. In what ways have The Long Walk and the Navajo Code Talkers helped to preserve and strengthen Navajo traditions and cultural heritage?
Source Permanent Link 	https://www.santafenewmexican.com/news/local_news/the-long-walk-a-tragedy-unobserved-years-later/article_22f697c9-5cb0-5fed-bbfc-696e56dd35fb.html (Grades 3-5)
Title of Source	The Long Walk: A tragedy unobserved 150 years later
Suggested questions for the source (3-5)	<ol style="list-style-type: none"> 1. In the caption for the opening photograph, Navajo are referred to as captives. Why does the author use the word “captives”? 2. Why are some Navajo reluctant to commemorate The Long Walk?

	<ol style="list-style-type: none"> 3. How does historian Jennifer Nez Denetdale describe her understanding of The Long Walk based on the research for her book? 4. Why do you think there are different viewpoints from Navajo about remembering The Long Walk?
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. Why do you think the Navajo Nation Museum in Window Rock, Arizona has chosen to focus their exhibit on The Long Walk on the signers of the treaty rather than the event itself? 2. What makes history controversial?
<p>Source Permanent Link</p> 	<p>https://www.loc.gov/resource/ppmsc.00135/ Grades (K-5)</p>
<p>Title of Source</p>	<p>Navajo Weavers</p>
<p>Suggested questions for the source</p>	<ol style="list-style-type: none"> 1. What do you notice about the way the women in the photograph are dressed? 2. What are the women in the photograph doing? 3. What do you see in the photograph that gives you information about their cultural heritage? 4. What do you notice about the background of the photograph?
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. How is life today different from the life you see portrayed in the photograph? 2. How is life today the same as the life you see portrayed in the photograph?
<p>Source Permanent Link</p>	<p>https://www.loc.gov/item/2003652726/ (Grades K-5)</p>

	
Title of Source	Giving the medicine - Navajo
Suggested questions for the source	<ol style="list-style-type: none"> 1. The title of the photograph is “Giving the medicine.” Based on the title, what do you think is happening in this photograph? 2. What do you notice about how the people in the photograph are dressed? 3. Now read the summary for the photograph. What new information do you have? How does that change what you think is happening? 4. What is a shaman?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. How do “Giving the medicine” and “Navajo Weavers” highlight the cultural heritage of the Navajo Nation? 2. How have these traditions helped sustain the Navajo Nation throughout its history?
Source Permanent Link	<p>https://babel.hathitrust.org/cgi/pt?id=uiug.30112045537286&view=1up&seq=130 (Grades 4-5; maybe Grade 3 with support)</p>
Title of Source	The Farmington Report: A Conflict of Cultures
Suggested questions for the source	<ol style="list-style-type: none"> 1. What problems does Peter MacDonald, Navajo Tribal Chairperson, say exist between the Navajo Nation and the non-Natives living on the reservation? 2. What requests did Peter MacDonald, Navajo Tribal Chairperson, have on behalf of the Navajo Nation?

We are treated as strangers in our land and among our own neighbors. It is the coal from our land which provides comfort to this entire region; yet we are discriminated against in jobs and services. It is our land that the transmission line carries energies to distant cities; yet, in many areas, there is no cooperation or no desire on the part of those who would take much benefit of our resources to give water or electricity to the home of the Navajos.

It is our water that tourists from distant cities use for recreation on Navajo Lake. Yet, a few miles away our own people live at the mercy of a drought. It is our land that is being ripped away to get at the coal beneath it, when our people need every inch of the land for survival. And oftentimes, it is necessary for us to even make some kind of livelihood for ourselves. We need these very lands for the continuing survival of our people.



	<ol style="list-style-type: none"> 3. Why are the lands being described in this text so important to the Navajo Nation? 4. How has the Navajo Nation helped the United States, according to Peter MacDonald? 5. In what ways does this report show the Navajo Nation advocating for itself with the United States government?
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. This report was written in 1975, over 100 years after The Long Walk and 30 years after the Navajo Code Talkers served in World War II. What does this tell us about how Navajo were viewed in the United States? 2. Why must the Navajo Nation continue to address the ways that the United States government treats its Native people?
<p>Works Cited</p>	<p>Constable, Anne. "The Long Walk: A Tragedy Unobserved 150 Years Later." <i>Santa Fe New Mexican</i>, 21 Aug. 2014, www.santafenewmexican.com/news/local_news/the-long-walk-a-tragedy-unobserved-years-later/article_22f697c9-5cb0-5fed-bbfc-696e56dd35fb.html.</p> <p>Curtis, Edward S, photographer. Giving the medicine--Navaho. Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2003652726/>.</p> <p>Dahl, Nancy. "Veteran's History Project: Interview with Alfred K. Newman, Sr." <i>The Veteran's History Project</i>, The Library of Congress, 26 Oct. 2011, memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.96428/afc2001001_096428_sr0001004.stream?start=1259&clipid=d48825e254. Accessed 12 July 2021.</p> <p>Pennington & Rowland, Copyright Claimant. Navajo Weavers. Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/90708127/>.</p> <p>"The Long Walk." Performance by Wally Brown, <i>Navajo Traditional Teachings</i>, Youtube, 11 May 2018, www.youtube.com/watch?v=wDb5Wc8HgOo.</p>



“The Long Walk: The Navajo Treaties.” *Smithsonian National Museum of the American Indian*, Smithsonian Institute, 2019, americanindian.si.edu/nk360/navajo/long-walk/long-walk.cshtml.

“Navajo Code Talker Explains Role in WWII.” Performance by Roy Hawthorne, *Youtube*, Associated Press, 10 Nov. 2015, www.youtube.com/watch?v=ciFv_ONffdw.

United States, Congress, Chinn, Laura, et al., editors. *Farmington Report: A Conflict of Cultures*, 1975.