

## Unit 5/Week 5

Title: The Coming of the Long Knives

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.9; RF.5.4;  
W.5.1, W.5.4, W.5.9; SL.5.1, SL.5.2, L.5.1, L.5.2

### Teacher Instructions

*Refer to the Introduction for further details.*

#### **Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

#### Big Ideas and Key Understandings

When in a bad situation, we hope for something good to happen.

#### Synopsis

This story is a narrative account by Bright Morning. The tribe is commanded by the Long Knives, the United States soldiers, to leave the canyon that is their home. The tribe decides to flee to the high country leaving behind their homes, livestock, and crops to wait out the soldiers. The tribe gathers enough food and water to stay on the rim of a mesa for a week. After searching for Navaho and not finding them, the Long Knives set up camp in the canyon where the Navaho used to live. Soon the Long Knives begin to burn down the tribe's hogans, chop down their peach orchard and trample their cornfields. After each event Bright Morning's father thinks they can rebuild and that the soldiers will leave. But the soldiers stay to wait for the Navaho to run out of food. The tribe runs low on food and the people begin to die. The tribe begins to move on to find food. Soon they find a place with food and start to build shelters, but the Long Knives come. They are then surrounded by the Long Knives and led out of the canyon into

captivity.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
<p>The Navahos did many things to prepare for winter. Reread page 446 and page 451 to review their preparations. How did the Navahos use the land to survive?</p>	<p>On page 446 the text states, “The pinto beans and the peaches began to swell. We stored away for the winter weaving. My father went to the mountains and brought back deer meat and dried.” On page 454 the text describes the crops that include corn, beans, and melons.</p>
<p>Based on Tall Boy’s actions on pages 447-448, what can you infer that he is thinking or feeling?</p>	<p>The text says, “Then, after a long time, Tall Boy said, ‘Grasping the paper, he tore it into many pieces and threw it in the river.’” When Tall Boy takes the note and reads it, he is angry and wants to protect his tribe. (Page 447) He says, “If we flee they will follow. If we flee, our goods will be taken. It is better to stay and fight the Long Knives than to flee and fight the Long Knives. He is feeling brave.” (Page 448) The text states he is unbending and refuses to flee. (Page 448) The father of Bright Morning says, “How can you fight? You cannot string a bow or send a messenger because of an inadequate due to his crippled arm. (Page 448)</p>

<p>On page 447 the text says, “The tribe stared at the yellow paper.” Why did the tribe stare at the yellow paper, “as it were alive and had some evil power”?</p>	<p>The yellow paper symbolized or represented a man. The text states. “We watched the paper disappear that so had the threat of war. At night, in the dark of the moon,</p>
<p>Bright Morning’s father makes suggestions to solve adverse or challenging situations during the story. What does Bright Morning’s father suggest they do when Little Beaver reports that there are too many Long Knives to defend themselves? (Pg. 448)</p>	<p>At first he suggested that they leave their land rather than fight. (Page 448)</p>
<p>Reread pages 453-455 and list examples of devastation that the Navaho face throughout the story.</p>	<p>The first devastation was that they had to leave their land. The soldiers then burned down the hogans and destroyed their peach trees and stripped them of their fruit. They destroyed gardens of beans, corn, and melons. (Page 453) A tree died due to their forced evacuation.</p>
<p>What is Bright Morning’s father’s solution to the adverse situation on page 450?</p>	<p>He ordered everyone to gather stones and build a wall. He entered the mesa. He posted a group of warriors to guard the hideaway. (Page 450)</p>
<p>How did the Navaho people react and respond to the coming of the Long Knives? (Pgs. 449-450)</p>	<p>The Navaho left their sheep and goats but they stayed. They filled jars of water and carried some with them. They covered their footsteps so the soldiers could not see. They made a makeshift camp. They did not light fires so they didn’t attract the soldiers. (Page 449) On page 450, the story describes how they built a fence and posted guards to protect their hideaway.</p>
<p>On page 451, the author describes the look on Tall Boy’s face when Morning Bright finds him on the mountain. What can you infer about what Tall Boy is thinking and feeling?</p>	<p>When Bright Morning confronts Tall Boy on the mountain, Tall Boy says, “In his eyes I saw a look of shame, or was it anger? The warriors had left him behind with the women and children. He was no longer of any use to them.” Tall Boy feels useless but still exhibits persistence.</p>
<p>What direct quotes on page 453-454 explain father’s response to adversity?</p>	<p>The author states on page 453, “We will build a better life.” “When the Long Knives leave, we will go in and build a better life. We will build hogans that are better than the ones we had. On page 454, father says, “We will plant more crops.”</p>
<p>Why did Bright Morning’s father decide to leave the canyon? (Pg. 455)</p>	<p>He decided they should leave because the soldiers were blocking the way to get fresh water, and people were dying.</p>

<p>Search for evidence on pages 455 and 456 that supports how the Navaho people react and respond to the coming of the Long Knives.</p>	<p>The text states that on page 455 that they... Additionally on page 456, the text discusses berries and roots that they gathered.</p>
<p>Reread pages 457-458. What evidence on these pages gives the reader insight into Tall Boy's character?</p>	<p>On page 457 and 458 the story describes... protect the tribe by using a lance. He has... when he killed a brown bear in the past... to kill the leader, he felt defeated. I can... because he hid behind the tree and quiet...</p>
<p>Go back to page 446 and review how the Navahos prepared for winter. Why wasn't their preparation adequate for the invasion of the Long Knives?</p>	<p>Throughout the text, the Navaho's prepar... the invasion of the Long Knives. Because... would leave, they only prepared for a sho... out of food and water.</p>

Vocabulary

	<p><b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b></p>	<p><b>WORDS WORTH KNOWING</b> General teaching suggestions are provided</p>
<p><b>TEACHER PROVIDED DEFINITIONS</b> not enough contextual clues provided in the text</p>	<p>crippled (page 446) lance, shaft (pages 451-453) captivity (page 459)</p>	<p>hogan, flock, gourd (page 447) lean-to (page 454)</p>

<p><b>STUDENTS FIGURE OUT THE MEANING</b> sufficient context clues are provided in the text</p>	<p>encounter (page 446) mesa (page 447, 449) yield, unbending (page 448) secure (page 453)</p>	<p>fastened (page 446) commanded (page 446) abandoned, league (page 449) lookouts (page 452) glinted (page 453) crevice (page 455)</p>
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**Culminating Task**

- Re-Read, Think, Discuss, Write
- *Throughout the story, “The Coming of the Long Knives”, the themes of hope, loyalty and courage are prevalent (widespread.) Many of the characters, when in an adverse situation, hope for something good to happen. Describe how at least two of the characters in the story demonstrate hope, loyalty, and courage during an adverse situation and want something good to come from it. After reading the story, what lesson do you think the author wants you to take away from the story? Use evidence and direct quotes from the text to support your answers.*

Answer:

At the beginning of the story when the Navaho are leaving the canyon to move to the high country, Bright Morning decides to leave behind her flock of 30 sheep. She hopes to return to her flock once the soldiers leave the canyon. (Page 449) Later when the tribe is on the mesa, the text states, “The white soldiers had searched the canyon and found no trace of us. We felt secure. We felt that in the morning they would ride away, leaving us in peace.” (Page 452) This shows that the tribe is hopeful of returning to their way of life and also proves their loyalty to one another by sticking together.

Another example from the text where a character is hopeful during an adverse situation is when the soldiers decide to burn the Navaho hogans. Bright Morning’s father sees

this happen, but says, “We will build new homes. When the Long Knives leave we will go into the forest and cut timber. We will build hogans that are better than those the soldiers burned.”(Page 453)He continues to have a sense of hope even after they chop down the peach orchard and trample the cornfields. (Page 453) At the end of the story, Tall Boy hides behind a tree waiting for the approaching Long Knives to come so he can kill the leader. Even with his right arm useless, Tall Boy hopes to be able to hit the leader with his lance using his left arm. (Pages 457-458) This is an example of Tall Boy’s courage and loyalty to the tribe. Each character is hoping for some good to come from each adverse situation. One lesson that the author wants the reader to learn is that when we are in a bad situation, we hope for something good to happen, just as many of the characters demonstrated throughout the story.

### Additional Tasks

- *Compare and contrast the Navaho tribes and the Long Knives. Include evidence from the text that support your findings.*

Answer: Both the Navaho tribes and the Long Knives want the land and they are both passionate about obtaining it. The white man posts a sign telling the Navaho to get off the land and they destroy their homes and their crops. The Navaho are willing to relocate in order to wait out the white man and rebuild on their land. They both demonstrate ingenuity. The Navaho demonstrate ingenuity by going up into the mountains and not using fires and the Long Knives by using a waiting them out tactic. The Long Knives had weapons and tools and the Navaho build their weapons and homes from things found in nature. (Page 452, throughout the text) The Navaho valued the land and the resources it provided while the Long Knives were willing to destroy it.

- *How is the theme of *The Coming of the Long Knives* similar to or different from *The Journal of Wong Ming-Chung*? Write an essay comparing and contrasting the two themes of the texts.*

Answer: Both stories focus on perseverance, overcoming hardship, using the land’s natural resources, and loyalty to family.

**Perseverance:** In “The Journal of Wong Ming-Chung”, Wong and his uncle demonstrate perseverance by continuing to search for gold in spite of many setbacks. In “The Coming of the Long Knives”, the Navaho showed perseverance by waiting many days in the high mountains in anticipation of the Long Knives leaving their land.

**Overcoming Hardship:** In “The Journal of Wong Ming-Chung”, examples of hardships include coming to a new land as an immigrant, and being on their own without the support of others. In “The Coming of the Long Knives”, the Navaho experienced hardship by running out of food and witnessing their land being destroyed. Father tried to keep their spirits up by focusing on how they could rebuild their community.

**Using the Land’s Natural Resources:** In “The Journal of Wong Ming-Chung”, the natural resource utilized was gold that provided them with an income. In “The Coming of the Long Knives”, the Navaho used natural resources to build their homes and provide food both within their village and while they were in the mountains.

**Loyalty to Family:** In “The Journal of Wong Ming-Chung”, Wong is loyal to his family by searching for his uncle after he leaves the company. They also send money back to their relatives in China. In “The Coming of the Long Knives”, the Navaho demonstrate loyalty by sticking together and devising a plan for their survival.

### Note to teacher

- As a way to provide scaffolding for students who may need additional support, you could begin constructing a character trait map that will be added to throughout the story in regards to the questions above. The character map may include his actions, feeling, thoughts, etc. Additionally, you may consider creating a sequence chart related to the questions regarding the father’s actions throughout the story.
- The following vocabulary words that students may not be familiar with are present in the questions and tasks: prevalent, climatic, preface, symbolize.



Name \_\_\_\_\_ Date \_\_\_\_\_

### **“The Coming of the Long Knives”**

1. The Navahos did many things to prepare for winter. Reread page 446 and page 451 to review their preparations. How did the Navahos use the land to survive?
2. Based on Tall Boy’s actions on pages 447-448, what can you infer that he is thinking or feeling?
3. On page 447, the text says, “The tribe stared at the yellow paper.” Why did the tribe stare at the yellow paper, “as it were alive and had some evil power”?
4. Bright Morning’s father makes suggestions to solve adverse or challenging situations during the story. What does Bright Morning’s father suggest they do when Little Beaver reports that there are too many Long Knives to defend themselves? (Pg. 448)

5. Reread pages 453-455 and list examples of devastation that the Navaho face throughout the story.
  
6. What is Bright Morning's father's solution to the adverse situation on page 450?
  
7. How did the Navaho people react and respond to the coming of the Long Knives? (Pgs. 449-450)
  
8. On page 451, the author describes the look on Tall Boy's face when Morning Bright finds him on the mountain. What can you infer about what Tall Boy is thinking and feeling?
  
9. What direct quotes on page 453-454 explain father's response to adversity?
  
10. Why did Bright Morning's father decide to leave the canyon? (Pg. 455)
11. Search for evidence on pages 455 and 456 that supports how the Navaho people react and respond to the coming of the Long Knives.

12. Reread pages 457-458. What evidence on these pages gives the reader insight into Tall Boy's character?

13. Go back to page 446 and review how the Navahos prepared for winter. Why wasn't their preparation adequate for the invasion of the Long Knives?