

Supporting Question Two: How Did the Navajo's Return Home Sustain Their Culture for Generations to Come?

Featured Sources

- **Source Set A:** *The Navajo Treaty of 1868*—Analyze the language of the Navajo Treaty of 1868 and consider the difficult compromises Navajo (Diné) leaders were willing to make in order to return home.
- **Source Set B:** *The Return Home*—Consider how the Navajo's (Diné's) return home sustains Navajo (Diné) culture for generations to come and shows agency on part of Navajo (Diné) Peoples in the past and today.

Student Tasks

- **Resource Annotator Example**—This supporting question includes an interactive resource annotator. Students use the annotator tool to mark up treaty articles from the Navajo Treaty of 1868. They can use up to five pins per treaty article to make notes that support the theme of **compromise**.
- **Agency**



Student Outcomes

KNOW

For the Navajo (Diné) the 1868 Treaty allowed a return to their ancestral homelands (Dinétah) and is important to Navajo (Diné) sovereignty. However, the Treaty also required Navajo (Diné) leaders to make difficult compromises. The Treaty stipulated compulsory schooling for Navajo (Diné) children, allowance of railroads to pass through Navajo (Diné) lands, and an assurance from the Navajo (Diné) that they would not harm wagon trains or cattle crossing their lands. The Navajo's (Diné's) return to home was not without challenge or sacrifice. Not only did they have to rebuild their homelands from the scorched-earth campaigns waged by the United States, but they also faced the challenge of sustaining their culture for future generations.

UNDERSTAND

The Navajo (Diné) faced incredible difficulty both in convincing the United States to allow them to reclaim their homelands and in the conditions they found there upon their return. The disparate power relations between the United States and the Navajo (Diné) make their journey home and subsequent renewal remarkable. While the 3.5-million-acre reservation recognized under the Treaty was a fraction of the Navajo's (Diné's) traditional tribal homelands, it set the stage for future actions by the Navajo (Diné) to resist and persist and gain back more of their lands in the nineteenth, twentieth, and twenty-first centuries.

DO

Craft an evidence-based claim about how the Navajo's (Diné's) return home sustains Navajo (Diné) culture for generations to come: first interpret Treaty language and then make inferences about the compromises the Navajo (Diné) were willing to make in order to return home shows agency.

Standards**[C3 Dimension Standards]**

D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements

D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

[CCSS: 6-8 Grade Specific Standards]

CCSS.ELA-LITERACY.RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.WHST.6-8.1.B: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Supporting Question Two Lesson Procedures

Anticipatory Set

- Ask students what compromises they have had to make and why they made them. Were they easy to make?
- To what extent were they satisfied with the outcome? Why/why not?
- Discuss with students whether engaging in compromise helps or hurts an individual or a group's chance of finding success during difficult situations.

Review

- Recall with students the incredible challenges the Navajo (Diné) faced while interned at Bosque Redondo. Remind students of the importance of resolve. Students might revisit the evidence they cited in Part B on the student worksheet **Resolve** that showed how the Navajo (Diné) exercised resolve by using resistance, persistence, resilience, and negotiation.
- Students should keep these ideas in mind as they examine the sources in supporting question two.

Guided Practice, Instruction, and Formative Assessment

Part A—The Treaty: Interpret Meaning

Teacher TIP: Students can work independently, with a partner, or in small groups to complete the tasks associated with each source set.

- **Source Set A—The Navajo Treaty of 1868** features five treaty articles. Students do not need to analyze all treaty articles. Rather, they will select three to summarize, interpret, and apply.
- In Part A on the student worksheet **Agency** students select three treaty articles that demonstrate a difficult compromise the Navajo (Diné) were willing to make in order to return home. Students can also use the **annotator tool** to highlight examples by explaining why a treaty article shows evidence of a difficult compromise for the Navajo.
- For each article, students should list what the article says (summarize), determine what the article means (interpret), and finally, decide why the article matters (apply) to Navajo (Diné) culture and sovereignty.

Teacher TIP: Students might struggle with the assimilation-heavy terms of the 1868 Treaty and what they have learned about Navajo (Diné) resolve to push against U.S. efforts to diminish Navajo (Diné) culture and sovereignty. This tension speaks to the incredibly difficult choices that leaders of nations must make in extraordinary times. When a person or group is backed against a corner, as the Navajo (Diné) were in 1868, how can they exercise agency if one individual or group clearly has more power? Encourage students to think about compromise as one way in which nations can strategize to achieve success in the long term, even if it requires sacrifice in the short term.

Part B—Returning Home: Making Inferences

- In Part B, students should be prepared to make three inferences about how the compromises that the Navajo (Diné) were willing to make helped them sustain their culture for future generations.

Teacher TIP: An inference is a conclusion reached on the basis of evidence and reasoning. Remind students to refer to the sources and captions as evidence and use the discussion questions to support their reasoning.

Part C—Crafting Evidence-Based Claims

- Remind students that to craft an evidence-based claim requires careful review of the sources and consideration of the skills they've practiced thus far (interpretation, application, and inference making). In Part C on the student worksheet ***Agency***, students craft an evidence-based claim about how the Navajo's (Diné's) return home showed agency and has sustained Navajo (Diné) culture for many generations.

Check for Understanding

- The Navajo (Diné) faced incredible difficulty both in convincing the United States to allow them to reclaim their homelands and in the conditions they found there upon their return. The disparate power relations between the United States and the Navajo (Diné) makes their journey home and subsequent renewal remarkable. While the 3.5-million-acre reservation recognized under the treaty was a fraction of the Navajo's (Diné's) traditional tribal homelands, it set the stage for future actions by the Navajo (Diné) to resist and persist and gain back more of their lands in the nineteenth, twentieth, and twenty-first centuries.