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### Summative Performance Task

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#### Student Tasks

- **Summative Performance Task: Evidence Kit**—Build an evidence kit by selecting up to five sources that support your argument about why the Navajo (Diné) journey home was so remarkable.

#### Student Outcomes

##### KNOW

The Navajo's (Diné's) ancestral homelands, the Dinétah, are the foundation of generations of knowledge about the land and cultural practices. In 1863, the United States government forcibly removed the Navajo (Diné) from their homelands and interned them at the Bosque Redondo Reservation. During their internment, the Navajo (Diné) endured miserable conditions, which led to enormous suffering and death. As U.S. officials began to realize that they could not sustain the reservation, they tried to persuade Navajo (Diné) leaders to relocate to Indian Territory. However, Navajo (Diné) leaders and community members refused and were able to negotiate a Treaty in 1868 with the United States that secured their return to a portion of their homelands and resources to help them rebuild. The 1868 Treaty, however, required difficult compromises from Navajo (Diné) Peoples. Upon returning to their homelands, the Navajo (Diné) faced an enormous challenge to renew and rebuild their lands. Today, the Navajo (Diné) Nation continues to find ways to secure and sustain the abundance of lands and reaffirm their culture.

##### UNDERSTAND

The Navajo's (Diné's) journey home demonstrated incredible leadership and agency on the part of the Navajo (Diné) Nation. From fighting against incursions on their homelands by white settlers, to demonstrating strength during the Long Walk and while interned at Bosque Redondo, community members maintained an unflinching resolve to return home. With persistence, determination, and negotiation, Navajo (Diné) leaders successfully negotiated with U.S. officials and secured the rights to return to their ancestral homelands.

##### DO

Why was the Navajo (Diné) journey home so remarkable? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses why the Navajo (Diné) experience that led up to the 1868 Treaty and subsequent return to their homelands was so remarkable. Use specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.



**Standards****[C3 Dimension Standards]**

**D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

**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 Standard]**

**CCSS.ELA-LITERACY.WHST.6-8.1** Write arguments focused on discipline-specific content.

**[CCSS: Corresponding Anchor Standard]**

**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.

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## Summative Performance Task

### Lesson Procedures

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#### Anticipatory Set

- Return to the compelling question: Why was the Navajo (Diné) journey home so remarkable?
- You might briefly revisit the two supporting questions with students to refresh their understanding of key content and concepts.
- Students could reflect on the extent to which their understanding of the compelling question might have changed as they moved through the inquiry.

#### Guided Practice, Instruction, and Summative Assessment

- At this point in the inquiry, students have examined sources that convey the challenges the Navajo (Diné) faced in convincing the U.S. to allow them to reclaim their homelands (Dinètah) as well as in the conditions they found there upon their return home. The Navajo (Diné) came very close to being ordered to permanently remove to Indian Territory rather than return to their home. Students should recognize that the persistence, agency, and negotiation of incredibly difficult choices displayed by the Navajo (Diné) all contributed to why and how they were able to return home.
- Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims and refute counterclaims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question: Why was the Navajo (Diné) journey home so remarkable?

#### Summative Argument

- It is important to note that students' arguments could take a variety of forms, including a detailed outline, graphic, presentation, or essay. Students should construct an argument in one of these forms that addresses the compelling question and acknowledges competing views, using specific claims and relevant evidence from historical sources.
- Students' arguments will vary but could include any of the argument stems presented below. Note that students should support their arguments with specific evidence from the sources they examined in the inquiry and be prepared to acknowledge competing claims or counterarguments.

#### Argument Stems

*Teacher TIP: An argument stem serves as the thesis statement for students' arguments.*

- **Leadership and agency:** The Navajo's (Diné's) journey home was remarkable because it demonstrated incredible leadership and agency on the part of the Navajo (Diné) Nation. In 1864, the United States government forcibly removed the Navajo (Diné) from their homelands. The forced march to the internment camp, Bosque Redondo, led to suffering and death for the Navajo. Once interned at Bosque Redondo, leaders of the Navajo (Diné)

Nation continued to find ways to take care of their people and look for ways to return home. Facing reports on the appalling conditions at Bosque Redondo and realizing that they could not sustain the camp, U.S. officials tried to get the Navajo (Diné) to relocate to Indian Territory. However, Navajo (Diné) leaders and community members insisted that they be able to return home. Through persistence, determination, and negotiation, Navajo (Diné) leaders successfully negotiated with U.S. officials and secured in the 1868 Treaty the rights to return to their ancestral homelands. Returning home afforded spiritual and cultural strength to the Navajo (Diné), which will allow for teachings to continue for generations to come.

- **Returning to sacred homelands:** The Navajo’s (Diné’s) journey home was remarkable because the Navajo (Diné) were able to return to a place that held enormous spiritual and cultural power. Their homelands—the Dinétah—are the foundation of generations of knowledge, practices, and teachings. When the Navajo (Diné) were uprooted from their homelands and forcibly marched to the internment camp Bosque Redondo, they suffered enormous loss and experienced horrific conditions at the hands of the United States government. U.S. officials tried to persuade the Navajo (Diné) to relocate to Indian Territory as an alternative to living at Bosque Redondo, but leaders of the Navajo (Diné) Nation refused and were able to negotiate a Treaty in 1868 with the United States that secured a return to their homelands. To be reunited with their homelands meant having access to the places that hold cultural and spiritual significance.
- **Renew and rebuild:** The Navajo’s (Diné’s) journey home was remarkable because it shows how a nation and people can renew and rebuild from suffering and hardship. Navajo (Diné) leaders and community members were fiercely determined to return home. Even after being forcibly removed from their homelands and enduring a long march to the internment camp Bosque Redondo, the Navajo (Diné) did not give up. Navajo (Diné) leaders used the treaty-making process to secure a return to their homelands and forge a nation-to-nation relationship with the United States government. By signing the Treaty, the Navajo (Diné) Nation agreed to cease war against the United States, allow U.S. officials to live within their lands and oversee their obligations to the Navajo (Diné), and permit the construction of railroads through their lands. Some Navajo (Diné) leaders and community members even agreed to send their children to American schools, despite the risk that the children might lose cultural values and teachings. However, because the Treaty stated that the Navajo (Diné) Nation would return to its homelands, it meant that the Navajo (Diné) could rebuild and restore their nation in the ancestral homelands to which they belonged. Today the Navajo (Diné) still look to and celebrate the Treaty as a critical step to affirming their sovereignty and rights to self-determination.