

Teacher Materials

Summative Performance Task

Featured Sources

- **Drag-And-Drop Puzzle:** *Show What You Know*— How do Northern Plains Native People and Nations experience belonging? Show what you've learned about the relationships with place, family, and nation. Match each source to a key theme (homelands, kinship, and nationhood) and reveal an iconic image.



Student Tasks

- Summative performance task

Student Outcomes

KNOW

Many Native People and Nations call the Northern Plains home and have become tied overtime to their homelands through a sense of belonging and connection that is partially spiritual in foundation. Kinship systems define important roles and responsibilities and reflect values of Native Nations. Sovereign Native Nations exercise authority to govern themselves and tribal governments engage in diplomacy with other Native Nations and the United States. Native Nations have their own history, governance, geography, language, and traditions.

UNDERSTAND

While Native Nations of the Northern Plains have distinct lifeways and cultures, they also have many shared values such as belonging to the land, caring for their community, and exercising responsibilities to their nation. Each nation expresses these values in unique ways.

DO

How do Native People and Nations experience belonging? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses how Native People and Nations experience belonging using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.

Standards

[C3 Dimension Standards]

D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.WHST.9-10.1: Write [construct] arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST11-12.1: Write [construct] arguments focused on discipline-specific content.

[CCSS: Corresponding Anchor Standards]

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.

Summative Performance Task

Lesson Procedures

Anticipatory Set

- Return to the compelling question: How do Native People and Nations experience belonging?
- You might revisit the supporting questions with students to refresh their understanding of key content and concepts.
- Students could reflect on how their view of the compelling question might have changed as they moved through the inquiry.

Review

Teacher TIP: Students can click on the cards to reveal additional information.

- As a way to review key concepts introduced in each supporting question students use the interactive drag-and-drop **Show What You Know** puzzle. Students will see twelve sources or statements that reflect the themes of the inquiry (homelands, kinship, and nationhood). Students will match sources to the themes to reveal an iconic image.
 - **Homelands:** Many Native Nations call the Northern Plains home. After living within these landscapes for many generations, they have developed a deep sense of belonging to place.
 - **Kinship:** Native kinship systems provide a network of care and support that extends beyond the immediate family.
 - **Nationhood:** Citizenship carries with it certain rights and responsibilities. Each nation's customs, values, and traditions inform an individual's role as a tribal citizen.

Guided Practice, Instruction, and Summative Assessment

- At this point in the inquiry, students have examined sources that convey how Native People and Nations experience belonging.
- 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: *How do Native People and Nations experience belonging?*

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. Four sample argument stems are provided—one for each nation case study. It is important to note that these responses offer a snapshot of the kinds of arguments students may make about belonging based on the sources they encountered in the inquiry. These examples are not intended to represent the full range of responses students could construct.

- The Oceti Sakowin have places that are part of their Creation story and other significant sites where they hold ceremonies. They have a spiritual connection with the land, which can be seen today in their struggle to regain the Black Hills. Historical and spiritual connections to the land are a significant part of the identity of the Oceti Sakowin people, and they attach great importance to the use and protection of these revered places. This demonstrates a reciprocal relationship—the land is a gift to the Oceti Sakowin and the Oceti Sakowin care for it in multiple ways. They maintain a relationship with the land and try to watch over it. This relationship with their homeland has created a deep sense of belonging, a reverence for their ancestors, and a commitment to their extended family.
- Crow kinship systems create a network of caring adults who pay attention to their clan nieces and nephews. Clan uncles and aunts pray for their young people; they teach and encourage them. Young people within a clan system have many adults involved in their lives as they grow up. The interest and attention of adults in caring ways make a young person realize that they matter. Growing up with clan relatives supports a young person, helps them to feel like they fit in, and builds a sense of belonging.
- Every January, young people from the Northern Cheyenne Nation participate in the Fort Robinson Spiritual Run, which commemorates their ancestors' escape from enslavement. They run 400 miles, from Fort Robinson, Nebraska, to their home reservation. This commemoration recognizes the sacrifices made by their ancestors so that the Northern Cheyenne people can live as a nation in their homeland in Montana. Some of the participants in the event carry the Eagle Staff or tribal flags. They are representing their nation. This event contributes to a sense of pride in and belonging to their nation as well as a respect for the historic actions of their leaders.
- The Three Affiliated Tribes are an alliance of three Native Nations: the Mandan, Hidatsa, and Arikira. These nations came together for protection and to preserve their cultures and sovereignty. Belonging to the Three Affiliated Tribes means having a caring and knowledgeable relationship with the land, valuing shared traditions—such as giveaway ceremonies with family and community—and participating in civic society. Citizens and leaders of the Three Affiliated Tribes take pride in serving their nation and appreciate the importance of allies. They are honored to belong to an alliance and to share in the responsibility of governing alongside many Native Nations.