
Summative Performance Task

Student Tasks

- **Summative Performance Task:** *Evidence Kit*— Build an evidence kit by selecting up to five sources that support your argument about what it means to remove a people.

Student Outcomes

KNOW

American Indian Nations faced enormous pressure to give up their lands. Most American Indian Nations flatly rejected the idea of removal, and they tried every strategy they could imagine to avoid it. Some nations refused to leave, some fought to keep their lands, and some tried to adopt a different way of living so that they could remain on their homelands. The act of removal of American Indians created upheaval, suffering, and death among Indian people and the scope of American Indian removal was vast and included many nations east of the Mississippi. The U.S. government used treaties, fraud, intimidation, and violence to remove about 100,000 American Indians west of the Mississippi. After arriving in new lands they had to rebuild their communities and co-exist with other Native Nations already there.

UNDERSTAND

Different American Indian Nations reacted to issues of removal in different ways. For many years, American Indian leaders made difficult choices by planning strategically and relying on their nations' cultural, political, and military strengths to avoid removal. While the process of removal created upheaval, suffering, and death among Indian people, it was not the end for American Indians. They have survived and thrive as their own cultural and political entities today.

DO

What does it mean to remove a people? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses the consequences of policies and actions taken by nations, using 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.

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.

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

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

CCSS: Anchor Standards

CCSS.ELA-LITERACY.CCRA.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS: Grade Specific Standards

CCSS.ELA-LITERACY.WHST.6-8.1: Write [construct] arguments focused on discipline-specific content.

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.

Summative Performance Task

Lesson Procedures

Anticipatory Set

- Return to the compelling question: *What does it mean to remove a people?*
- You might revisit the 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 many Native Nations' experiences before, during, and after removal. It is important to help students see and appreciate that different American Indian Nations exhibited agency and reacted to issues of removal in different ways.
- Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question: *What does it mean to remove a people?*

Summative Argument

- To support students' application of evidence in building an argument, this inquiry features an interactive ***evidence kit***. Students can select and then print up to five sources that support their 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.

Argument Stems

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

- For decades, many American Indian Nations faced enormous pressure to give up their lands. For many years, American Indian leaders made difficult choices. Native Nations planned strategically and exercised agency by relying on their community's cultural, political, and military strength to avoid removal.
- Land-hungry Americans saw economic opportunity in American Indian lands, and the pressure to remove Indians grew. Americans tried to justify their actions by saying that Indians were uncivilized people who made little use of their vast tribal lands. Most American Indian Nations flatly rejected the idea of removal, and they tried every strategy they could imagine to avoid it. Some nations refused to leave, some fought to keep their lands, and some tried to adopt a different way of living so that they could remain on their homelands.

- The act of removing American Indians created upheaval, suffering, and death among Indian people. After arriving in new lands, they had to rebuild their communities and coexist with other Native Nations already there. However, it was not the end for American Indians. They have survived and thrive as their own cultural and political entities today.
- The scope of American Indian removal was vast and included many nations east of the Mississippi. The U.S. government used treaties, fraud, intimidation, and violence to remove about 100,000 American Indians west of the Mississippi. American Indian removal is an important lesson for all people today in understanding the importance of human rights, relationships between people, and the consequences of policies and actions taken by nations.

