

### Teacher Materials Lesson At A Glance

## Why Do Some Treaties Fail?

### Grades

- 9–12

### Subjects

- Geography
- Government and Civics
- History
- Social Studies

### Key Message

By the mid-1800s, as the United States grew in power and size, the Pawnee were suffering from disease, warfare, and scarcity of resources. The Pawnee found themselves in an increasingly vulnerable position: they faced incursion onto their lands from whites moving west, and Indian Nations displaced by the United States' removal policy competed with the Pawnee for the same limited resources that the Pawnee needed. The United States at this time had two goals when entering into treaties with the Pawnee Nation: 1) to take its lands, and 2) to assimilate the Pawnee to an "American" way of living. The Pawnee wanted to ensure for their people—as best they could—the security that their cultural and political sovereignty as a nation would remain intact. When Pawnee leaders signed the 1833 and 1857 treaties, they gave up some of their lands in return for protection and services; however, they did not agree to give up their culture, values, and beliefs. The treaties of 1833 and 1857 demonstrate that power imbalances between nations, circumstances and conditions on the ground, and competing worldviews influence the success or failure of international agreements. When one nation does not believe that another nation's culture and governance have any place in society, common resolution cannot be reached. When U.S. officials saw that the Pawnee would not surrender their way of life in exchange for another culture, they intensified their efforts and further relocated the Pawnee Nation, broke legal promises, and turned their backs on their Native allies. Despite this, the Pawnee persevered and managed to maintain important cultural practices. Today the Pawnee Nation acts with political and cultural sovereignty.

### Pedagogical Approach

- This online lesson provides teachers and students with some insight into a very difficult and destructive era of Pawnee Nation history. The period was marked by disease, violent conflict, land loss, and the U.S. government's failed but destructive attempts to force the Pawnee to assimilate American culture and the English language. All Native American communities were affected by assimilation policies during the late nineteenth and early twentieth centuries. Native histories of assimilation are, like the peoples and cultures themselves, varied and diverse. The assimilation era left a legacy that still impacts Native Peoples today, but the survival of many tribal languages, cultural values, and traditional practices is a testament to the strength and resilience of Native American communities.
- This module utilizes the Inquiry Design Model (IDM), which implements the C3 Inquiry Arc and the C3 Framework Dimension Standards into a student-centered, inquiry-based approach to teaching and learning. Like the IDM, our approach seeks to "honor teachers' knowledge and expertise and avoids over prescription by highlighting key elements, offering pedagogical suggestions, and relying on teacher expertise and experience."<sup>1</sup> Likewise, our module includes an inquiry blueprint that outlines supporting questions, featured sources, and performance tasks necessary for students to construct arguments that pertain to the compelling question. In addition to embodying the C3 Framework and IDM, this module utilizes elements of Understanding by Design (UbD) and Universal Design for Learning (UDL).<sup>2</sup>

### Overarching Standards

Performance tasks in this module revolve around the skills outlined in the Common Core State Standards (CCSS) and the C3 Framework Dimension Standards, which seek to elaborate on the CCSS by diving deeper into skills necessary for college, career, *and civic life*.<sup>3</sup> In an effort to provide skills-based assessments and to meet the needs of a diverse body of teachers, we have elected to use these two nationally recognized sets of skills-based standards. The standards we list correlate to measurable, objective-based assessment through formative and summative performance tasks. The content and themes in this module are highly influenced by the National Council for the Social Studies National Curriculum for Social Studies, specifically in the ten themes of social studies and NMAI's own framework for Essential Understandings about American Indians. We also considered other nationally recognized sets of standards, such as the National Geography Standards, the Framework for Twenty-First Century Learning, and the Council for Exceptional Children's Ethical Principles and Professional Practice Standards for Special Educators. While exploring the stages of this inquiry, notice that corresponding Common Core Anchor Standards follow each set of grade-level standards.

1 S. G. Grant, Kathy Swan, and John Lee, *Inquiry-based Practice in Social Studies Education: Understanding the Inquiry Design Model* (New York: Routledge and C3 Teachers, 2017).

2 Grant Wiggins and Jay McTighe, *Understanding by Design* (Alexandria, VA: Association for Supervision and Curriculum Development, 2005; Ron Mace, Center for Universal Design, 1997).

3 John Lee and Kathy Swan, "The C3 Framework and the Common Core State Standards," in "Social Studies For The Next Generation: Purposes, Practices, and implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards," *NCSS Bulletin 113* (2013): xxii-xxiii; NCSS, "How to Read the C3 Framework," *NCSS Bulletin 113* (2013): 12-13.

**[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.WHST.11-12.1:** 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.

## IDM Blueprint

Compelling Question	Why Do Some Treaties Fail?	
Standard	<b>D1.5.9-12.</b> Determining sources from multiple points of view. . . <b>D4.1.9-12.</b> Constructing evidence-based arguments from multiple sources. . . <b>CCSS.ELA-LITERACY.WHST.9-10.1</b> and <b>CCSS.ELA-LITERACY.WHST11-12.1</b> Write [construct] arguments focused on <i>discipline-specific content</i> .	
Staging the Question	Define what a treaty is and consider what forces can shape the outcomes of treaty negotiations between nations.	
Supporting Question One		Supporting Question Two
What happened before, during, and after the 1833 Treaty with the Pawnee?		How did coercion and assimilation lead to the failure of the 1857 Treaty with the Pawnee?
Formative Performance Task		Formative Performance Task
Construct evidence-based claims about why the Treaty of 1833 failed by summarizing the perspectives of the two parties entering into the treaty and synthesizing both the treaty guarantees and concessions each of the two parties agreed to.		Construct claims about why attempts on the part of the U.S. of forced cultural assimilation caused the Treaty of 1857 to fail by providing examples of coercion and assimilation on the part of the U.S. and both summarizing and making inferences about Pawnee actions of resistance.
Featured Sources		Featured Sources
<b>Source Set A:</b> <i>Before the 1833 Treaty</i> <b>Source Set B:</b> <i>The 1833 Treaty</i> <b>Source Set C:</b> <i>After the 1833 Treaty</i>		<b>Source Set A:</b> <i>U.S. Coercion and Assimilation</i> <b>Source Set B:</b> <i>Pawnee Actions</i>
Summative Performance Task	<b>Argument:</b> Why do some treaties fail? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses the reasons that the U.S. treaties with the Pawnee were set up to fail, using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.	
Contemporary Connection	<b>Understand:</b> Members of the Pawnee Nation take pride in their cultural heritage and find ways to celebrate and honor their nation's rich history.	
	<b>Assess:</b> How the Pawnee Indian Veterans Homecoming Powwow reflects the importance of Pawnee history and culture today.	
Taking Informed Action	<b>Act:</b> <u><b>NK360° Framework for Taking Informed Action</b></u>	

## Pedagogical Framework

### KNOW

In the 1800s the Pawnee and the United States signed two treaties. Hardships drove the Pawnee to the treaty table, and the United States used the vulnerability of the Pawnee as an opportunity to coerce them to assimilate. Although the Pawnee did make concessions in an effort to remain in their homelands with adequate resources and protection, they did not agree to the eradication of their culture.

- **Supporting Question One:** By the 1830s the Pawnee experienced a series of hardships often caused by U.S. policies, which drove the tribe to negotiate treaties with the United States. In the end, the Pawnee did cede some of their lands; however, they did not agree to give up their way of life.
- **Supporting Question Two:** Following the massacre at Willow Creek, the Pawnee continued to experience hardships from the destruction caused by settlers moving westward, conflict with other tribes, and disease. In 1858, in exchange for resources and protection, the Pawnee decided to ask the U.S. for another treaty. The U.S. intended to assimilate the Pawnee to the white American way of life through religion and education. In the end, the U.S. failed to fulfill its treaty promises and did not intervene and mediate the horrific conditions on the Pawnee reservation. With few resources available to them, the Pawnee were removed to Indian Territory in Oklahoma.

### UNDERSTAND

Successful compromise occurs when parties come to negotiations in good faith and with the intention to pursue a fair compromise. Conflict often occurs when an imbalance of power results in one group's attempt to eliminate another group's cultural ways. Groups of people go to great lengths to preserve their cultural ways, which is why attempts at forced assimilation are typically unsuccessful.

- **Supporting Question One:** The Pawnee resisted assimilation and made difficult decisions in order to maintain their cultural ways. The U.S. was intent on taking American Indian lands by any means necessary, including tribal removal, coercive treaties, and forced cultural assimilation. There were significant barriers to treaty negotiations, including language barriers and differing cultural values and intentions. In the end the U.S. justified its failure to keep treaty promises by using questionable interpretations of treaty guarantees and conditions.
- **Supporting Question Two:** The U.S. attempted to establish a system of education, rooted in the ideas of white superiority, that was intended to eradicate the Pawnee language, culture, and religion. Despite these efforts of forced cultural assimilation, the Pawnee resisted and took steps to ensure their cultural survival. Desperation often causes groups of people to make concessions they would not normally agree to: with few choices left, the Pawnee agreed to be removed to Indian Territory in Oklahoma.



#### DO

Why do some treaties fail? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses the reasons that the U.S. treaties with the Pawnee were set up to fail, using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.

- **Supporting Question One:** Construct evidence-based claims about why the Treaty of 1833 failed by summarizing the perspectives of the two parties entering into the treaty and synthesizing both the treaty guarantees and concessions each of the two parties agreed to.
- **Supporting Question Two:** Construct claims about why U.S. attempts to force cultural assimilation caused the Treaties of 1833 and 1857 to fail by providing examples of coercion and assimilation on the part of the U.S. and then both summarizing and making inferences about Pawnee actions of resistance.



## Suggested Pacing Guides

### Traditional Schedule:

Stage	Assessment Materials	Standards
<b>Day 1</b> Staging the Question  Supporting Question 1	<u><a href="#">Resource Annotator Example</a></u> <i>Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative task.</i>  <u><a href="#">The 1833 Treaty</a></u>	<p>[C3] D3.3.9-12. Identify evidence . . .</p> <p>[CCSS] CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; . . .</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.A: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims . . . organization that establishes clear relationships . . .</p> <p>CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas . . . primary or secondary source; provide an accurate summary . . . relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.WHST.11-12.1.A: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text . . .</p> <p>CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics . . .</p>
<b>Day 2</b> Supporting Question 2	<u><a href="#">Resource Annotator Example</a></u> <i>Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative task.</i>  <u><a href="#">The 1857 Treaty</a></u>	<p>[C3]</p> <p>D4.2.9-12. Construct explanations using sound reasoning, . . .</p> <p>[CCSS] CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources . . .</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1: Write [construct] arguments . . . discipline specific content.</p> <p>CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources . . .</p> <p>CCSS.ELA-LITERACY.WHST.11-12.1: Write [construct] arguments . . . disciplinary specific content.</p> <p>[CCSS Anchor Standards]</p> <p>CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine . . . text says explicitly . . . make logical inferences from it; cite specific textual evidence . . .</p> <p>CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims . . .</p>
<b>Day 3</b> Contemporary Connection  Summative Performance Task	Why do some treaties fail? Construct an argument addressing the compelling question.	<p>[C3] D1.5.9-12. Determining sources from multiple points of view. . .</p> <p>D4.1.9-12. Constructing evidence-based arguments from multiple sources. . .</p> <p>[CCSS] CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics of texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-LITERACY.WHST.9-10 &amp; CCSS.ELA-LITERACY.WHST.11-12.1 Write [construct] arguments focused on <i>discipline-specific content</i>.</p>
<b>Extension</b> <b>1-3 Days</b> Taking Informed Action	<u><a href="#">NK360° Framework for Taking Action</a></u>	<p>[C3]</p> <p>D4.7.9-12. Assess options for individual and collective action . . .</p> <p>D4.8.9-12. Apply a range of deliberative and democratic strategies. . . make decisions and take action. . .</p>





#### Block Schedule:

Stage	Assessment Materials	Anchor Standards
<b>Day 1</b> Staging the Question  Supporting Question 1	<u><a href="#">Resource Annotator Example</a></u> <i>Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative task.</i>  <u><a href="#">The 1833 Treaty</a></u>	<p>[C3] D3.3.9-12. Identify evidence . . .</p> <p>[CCSS] CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; . . .</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.A: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims . . . organization that establishes clear relationships . . .</p> <p>CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas . . . primary or secondary source; provide an accurate summary . . . relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.WHST.11-12.1.A: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), . . . organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text . . .</p> <p>CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics . . .</p>
<b>Day 2</b> Supporting Question 2  Summative Performance Task	<u><a href="#">Resource Annotator Example</a></u> <i>Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative task.</i>  <u><a href="#">The 1857 Treaty</a></u>	<p>[C3]</p> <p>D4.2.9-12. Construct explanations using sound reasoning, . . .</p> <p>[CCSS] CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources . . .</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1: Write [construct] arguments . . . discipline specific content.</p> <p>CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources . . .</p> <p>CCSS.ELA-LITERACY.WHST.11-12.1: Write [construct] arguments . . . disciplinary specific content.</p> <p>[CCSS Anchor Standards]</p> <p>CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine . . . text says explicitly . . . make logical inferences from it; cite specific textual evidence . . .</p> <p>CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims . . .</p> <p>[C3] D1.5.9-12. Determining sources from multiple points of view. . .</p> <p>D4.1.9-12. Constructing evidence-based arguments from multiple sources. . .</p> <p>[CCSS] CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics of texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-LITERACY.WHST.9-10 &amp; CCSS.ELA-LITERACY.WHST.11-12.1 Write [construct] arguments focused on <i>discipline-specific content</i>.</p>
<b>Extension</b> Contemporary Connection, Taking Informed Action	<u><a href="#">NK360° Framework for Taking Action</a></u>	<p>[C3]</p> <p>D4.7.9-12. Assess options for individual and collective action . . .</p> <p>D4.8.9-12. Apply a range of deliberative and democratic strategies. . . make decisions and take action. . .</p>

