

Teacher Materials

Supporting Question Two: How Did Coercion and Assimilation Lead to the Failure of the 1857 Treaty with the Pawnee?

Featured Sources

- **Source Set A: *U.S. Coercion and Assimilation***—How did the United States use coercion and assimilation to try to achieve its goals?
- **Source Set B: *Pawnee Actions***—Think about what counts as an action of resistance and see how the Pawnee worked to maintain their culture and sovereignty.

Student Tasks

- ***Resource Annotator Example***—This supporting question includes an interactive resource annotator. Students use the annotator tool to mark up each source and caption. They can use up to five pins for source to make notes about the two themes: **coercion** and **assimilation**.
- ***The 1857 Treaty***



Student Outcomes

KNOW

Following the massacre at Willow Creek, the Pawnee continued to experience hardships caused by the destruction of 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

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

Construct claims about why attempts on the part of the U.S. of forced 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 both summarizing and making inferences about Pawnee actions of resistance.

Standards**[C3 Dimension Standards]**

D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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

CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.WHST.11-12.1: Write [construct] arguments focused on discipline-specific content.

[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

- Prepare students to look for examples of coercion and assimilation in the source set *Coercion and Assimilation* by reading the definitions aloud in class. Have students define the terms in their own words or provide age-appropriate examples.

Guided Practice, Instruction, and Formative Assessment

Part A—Coercion and Assimilation

- Students analyze the sources in the source set *U.S. Coercion and Assimilation* to find examples that elaborate on the definitions to the left of Part A of *The 1857 Treaty* worksheet. Students can also use the annotator tool to highlight examples of coercion and assimilation shown in the sources by typing explanations that describe why the source shows evidence of **coercion** and/or **assimilation**.

Teacher TIP: Students can use direct quotes as examples or can summarize. You may need to call out for students that language can be used as a tool of coercion. Have students pay close attention to the choice of words that are used in the 1857 Treaty with the Pawnee.

Coercion and Assimilation		
Coercion <i>To persuade by using force or threats.</i>	Example 1	Example 2
	<i>"If any parents keep their child out of school, their family will not receive all of the allowances that the United States has promised to the Pawnee."</i>	
Assimilation <i>A deliberate process, by which the cultures of one group are absorbed into another group. In this case, the U.S. government attempted to force Native Americans to abandon their own cultures and replace them with American culture, values, and the English language.</i>	Example 1	Example 2
	<i>"I would respectfully suggest that there should be for a term of years a uniform and efficient course of instruction pursued with them, in which the males be taught the mechanic arts and agriculture, and the female instructed in household duties."</i>	

Part B—Pawnee Actions

Teacher Tip: Prime students for Part B and the source set Pawnee Actions by asking probing questions about why a group of people might not want to give up their culture. Ask students what types of resistance the dominating cultural group might face as they attempt to force another culture to assimilate.

- After examining the sources in the source set *Pawnee Actions*, students summarize three actions taken by the Pawnee to resist forced cultural assimilation. Then they make inferences about why the Pawnee would carry out these actions of resistance.

What Actions Did the Pawnee Take and Why?		
	Summarize Pawnee Actions	Make Inferences about Why
1	Many Pawnee parents refused to send their children to the reservation schools.	Pawnee parents knew that if their children were indoctrinated into Western culture, then the cultural survival of the Pawnee people would be at risk.

Part C—Constructing Claims

Teacher Tip: Prepare students to construct claims by discussing why attempts of forced cultural assimilation might cause treaties to fail. You might elaborate on this discussion by returning to the discussion about how groups of people, when desperate, often make concessions they would not normally agree to.

- In Part C of the *The 1857 Treaty* worksheet students make two claims about why assimilation might cause treaties to fail. They can draw on all the sources provided in both supporting questions one and two in order to construct these claims.

Check for Understanding

- At this point in the inquiry, students should be moving towards the overall understanding that successful compromise occurs when parties come to negotiations in good faith and with the intention to pursue a fair agreement. 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 cultures, which is why attempts at forced assimilation are typically unsuccessful.
- Students might have questions about why the Pawnee would agree to be removed to Indian Territory, considering the strong connections they hold to their homelands and cultural ways. Remind students that desperation often causes groups of people to make concessions that would not normally agree to: with few choices left, the Pawnee agreed to be removed to Indian Territory in Oklahoma.