Northern Plains Treaties:  
Is a Treaty Intended to Be Forever?

Grade
- 9-12

Subjects
- Government and Civics
- History
- Social Studies

Key Message
The treaty-making process recognized the inherent sovereignty of Native Nations. However, while Article VI of the United States Constitution defined treaty law as the supreme law of the land, Native Nations found out that treaty promises—solemn legal obligations—were not always honored. Two historic treaties serve as case studies for applying an understanding of intentions, motivations, and outcomes of treaty making between Northern Plains Native Nations and the United States government: the 1851 Horse Creek Treaty and the 1868 Fort Laramie Treaty.

Pedagogical Approach
- This online lesson provides teachers and students with Native perspectives about treaty making between Native Nations and the United States. Over a relatively brief period of time, Native Nations made nearly four hundred treaties with the U.S. government, the vast majority of which were not honored by the United States. This lesson brings attention to the difficult choices and consequences Native Nations faced when entering into treaty negotiations. Students will examine the intentions, motivations, and outcomes of treaties, and consider the importance and impact of differing worldviews. In this lesson, we feature the perspectives of Native Nations while also offering the viewpoints held by officials representing the United States government at the time that two important nineteenth century treaties were made.
- 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.”

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).²

**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.³ 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 assessments 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 Principals 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.

**[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.

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**[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.

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## IDM Blueprint

<table>
<thead>
<tr>
<th>Compelling Question</th>
<th>Is a Treaty Intended to Be Forever?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards</strong></td>
<td>D1.5.9-12. Determining sources from multiple points of view... D4.1.9-12. Constructing evidence-based arguments from multiple sources... D4.3.9-12. Present adaptations of arguments... using print and oral technologies... CCSS.ELA-LITERACY.WHST.9-10.1 and CCSS.ELA-LITERACY.WHST11-12.1 Write [construct] arguments focused on discipline-specific content.</td>
</tr>
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</table>

### Staging the Question
Construct a mind map associated with the term sovereignty; then, summarize facts about sovereignty, and make inferences about what it means for Native Nations to be sovereign. Refine mind maps after watching the video *Let’s Talk Treaties.*

### Supporting Question

<table>
<thead>
<tr>
<th>Supporting Question One</th>
<th>Supporting Question Two</th>
<th>Supporting Question Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>What values shaped treaty making between Native Nations and the United States?</td>
<td>How did the intentions of the Horse Creek Treaty compare with the outcomes?</td>
<td>Did parties to the Fort Laramie Treaty honor their treaty obligations?</td>
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### Formative Performance Task

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<tbody>
<tr>
<td>Make inferences about the values and beliefs that shaped treaty making between Native Nations and the United States government by using an annotator tool and a flow chart.</td>
<td>Make inferences about possible intentions and outcomes of the 1851 Horse Creek Treaty using a graphic organizer.</td>
<td>Craft evidence-based claims and counterclaims that support or refute the assertion that parties to the Fort Laramie Treaty met their treaty obligations.</td>
</tr>
</tbody>
</table>

### Featured Sources

<table>
<thead>
<tr>
<th>Featured Sources</th>
<th>Timeline: U.S. Expansion or Invasion? Events that Led to the 1851 Horse Creek Treaty</th>
<th>Timeline: Conflict Leading to the 1868 Fort Laramie Treaty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source Set A: Words Matter Case Study</td>
<td>Source Set A: The 1851 Horse Creek Treaty Case Study</td>
<td>Source Set A: The 1868 Fort Laramie Treaty Case Study</td>
</tr>
<tr>
<td>Source Set B: Values Case Study</td>
<td>Map: Lands of the Horse Creek Treaty Nations</td>
<td>Map: Lands of the 1868 Fort Laramie Treaty Nations</td>
</tr>
</tbody>
</table>

### Summative Performance Task
**Argument:** Is a treaty intended to be forever? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses the intentions, motivations, and outcomes of treaty making between Native Nations and the U.S. government as demonstrated in the 1851 Horse Creek Treaty and 1868 Fort Laramie Treaty, using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.

### Mapping Informed Action
**Understand:** The unique characteristics and challenges of organizing youth action and how youth groups from the Standing Rock Sioux Tribe take informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures.

### Taking Informed Action
**Assess:** How and why informed actions are organized in order to enact social or political change.

**Act:** [NK360° Framework for Taking Informed Action](https://americanindian.si.edu/NK360)
Pedagogical Framework

KNOW
Article VI of the United States Constitution defines treaties as the “supreme law of the land.” Therefore, the violations of treaties represent a gross disregard for the Constitution. European settlement and American expansion had devastating impacts on Native Nations, who continue to resist and act against policies that seek to damage their sovereignty and cultures.

• **Staging the Question:** European nations arrived in the Americas and established settlements on lands inhabited by sovereign Native Nations. In an effort to protect and preserve their people and cultures, Native Nations often made sacrifices and signed treaties with other sovereign nations, including the United States.

• **Supporting Question One:** The British American colonies recognized Native sovereignty and negotiated with Native Nations for the acquisition of their lands, sometimes by treaty and other times through coercion or conquest. Cultural and religious beliefs about material possessions, use and ownership of land, and the sanctity of promises influenced both treaty negotiations and ensuing treaty agreements.

• **Supporting Question Two:** Many Native Nations of the Northern Plains, along with officials representing the United States government, participated in the negotiations of the 1851 Horse Creek Treaty. Native Nations shared common concerns about Westward Expansion and the preservation of their homelands, ways of life, and their people’s survival. The U.S. government entered into treaty negotiations in order to gain passage through the Northern Plains to lands further west.

• **Supporting Question Three:** The 1868 Fort Laramie Treaty determined the territorial boundaries for bands of the Great Sioux Nation and promised “absolute and undisturbed use and occupation” of those lands. In the years that followed, a series of treaty violations committed by settlers, the U.S. military, and gold miners in an effort to take Native lands culminated in the U.S. government’s seizure of the Black Hills.

UNDERSTAND
Sovereign nations make their own laws and those laws often reflect a society’s values and beliefs—or worldview. Treaty making, like most other aspects of U.S. Indian policy in the nineteenth century, was solidly rooted in the worldview of the Europeans who colonized the Americas. Official American documents often used terms like “savage” and “uncivilized” to describe Native people. Words and attitudes such as these served to justify the taking of Native lands. As the Europeans and, later, the Americans hunger for land grew, the concept of Manifest Destiny evolved and was embraced as inevitable progress. This worldview contrasted starkly with Native philosophy and political ideology.

• **Staging the Question:** Sovereign nations make their own laws; laws often reflect a society’s values and beliefs, or worldview.

• **Supporting Question One:** Words reflect beliefs and values. A nation’s beliefs and values are reflected in its system of laws and can be revealed through the words used in diplomacy and treaty making. Broken treaty promises resulted from differences in values, ethics, and governmental procedures.
• **Supporting Question Two:** Treaty negotiations between the United States and Native Nations were complex; parties entered treaty negotiations with specific outcomes in mind. Native Nations who joined treaty negotiations did so in an attempt to protect their people through diplomacy. Westward Expansion and prejudice and racism towards American Indians negatively impacted relations between the U.S. and Native Nations of the Northern Plains.

• **Supporting Question Three:** Territorial expansion by settlers and the U.S. government’s desire for lands compromised treaty promises. Native Nations resisted further incursion into their lands in different ways and today continue to hold the U.S. government accountable for honoring treaty obligations.

**DO**

Is a treaty intended to be forever? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses the intentions, motivations, and outcomes of treaty making between Native Nations and the U.S. government as demonstrated in the 1851 Horse Creek Treaty and 1868 Fort Laramie Treaty, using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.

• **Staging the Question:** Construct a working definition of the term sovereignty using evidence-based facts pertaining to sovereignty.

• **Supporting Question One:** Make inferences about the values and beliefs that shaped treaty making between Native Nations and the United States government by using an annotator tool and a flow chart.

• **Supporting Question Two:** Make inferences about possible intentions and outcomes of the 1851 Horse Creek Treaty using a graphic organizer.

• **Supporting Question Three:** Craft evidence-based claims and counterclaims that support or refute the assertion that parties to the Fort Laramie Treaty met their treaty obligations.
### Traditional Schedule:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Assessment Materials</th>
<th>Standards</th>
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</thead>
<tbody>
<tr>
<td><strong>Day 1</strong>&lt;br&gt;Staging the Question</td>
<td><strong>Sovereignty?</strong> [Parts A-C]</td>
<td>[C3] D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time. . .&lt;br&gt;[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text . . .summarize the key supporting details and ideas.&lt;br&gt;CCSS.ELA-LITERACY.CCRA.R.4: Interpret words and phrases as they are used in a text. . .</td>
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<td><strong>Day 2</strong>&lt;br&gt;Supporting Question 1</td>
<td><strong>Beliefs and Values</strong> [Parts A-B]</td>
<td>[C3] D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives. . .&lt;br&gt;[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it . . .&lt;br&gt;CCSS.ELA-LITERACY.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining . . .figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
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<td><strong>Day 3</strong>&lt;br&gt;Supporting Question 1</td>
<td><strong>Resource Annotator Example</strong>&lt;br&gt;Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative performance task.&lt;br&gt;<strong>Beliefs and Values</strong> [Part C]</td>
<td>[C3] D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes. . .&lt;br&gt;D2.His.14.9-12. Analyze multiple and complex causes and effects. . .&lt;br&gt;[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze . . .summarize the key supporting details and ideas.&lt;br&gt;CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</td>
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<tr>
<td><strong>Day 3</strong>&lt;br&gt;Supporting Question 2</td>
<td><strong>Intentions and Outcomes</strong> [Parts A-B]</td>
<td>[C3] D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. . .&lt;br&gt;D4.1.9-12. Construct arguments . . .with evidence from multiple sources, while acknowledging counterclaims . . .&lt;br&gt;[CCSS 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. . .&lt;br&gt;CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims . . .using valid reasoning and relevant and sufficient evidence.</td>
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<td><strong>Day 4</strong>&lt;br&gt;Supporting Question 3</td>
<td><strong>Treaty Obligations</strong> [Parts A-B]</td>
<td>[C3] D1.5.9-12. Determining sources from multiple points of view . . .&lt;br&gt;D1.9-12. Constructing evidence-based arguments from multiple sources . . .&lt;br&gt;D4.3.9-12. Present adaptations of arguments . . .using print and oral technologies.&lt;br&gt;[CCSS 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.</td>
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<td><strong>Day 5-6</strong>&lt;br&gt;Summative Performance Task</td>
<td><strong>The Independent Observer:</strong>&lt;br&gt;<strong>Constructing Evidence-Based Arguments</strong>&lt;br&gt;Is a treaty intended to be forever? Construct an argument addressing the compelling question.</td>
<td>[C3] D1.5.9-12. Determining sources from multiple points of view . . .&lt;br&gt;D1.9-12. Constructing evidence-based arguments from multiple sources . . .&lt;br&gt;D4.3.9-12. Present adaptations of arguments . . .using print and oral technologies.&lt;br&gt;[CCSS 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.</td>
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<td><strong>Day 7</strong>&lt;br&gt;Mapping Informed Action</td>
<td><strong>Optional Extension</strong>&lt;br&gt;<strong>Dakota Access Pipeline</strong> [Parts A-C]</td>
<td>[C3] D4.7.9-12. Assess options for individual and collective action . . .&lt;br&gt;D4.8.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of . . .problems.&lt;br&gt;[CCSS Anchor Standard] CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td>
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<td><strong>Day 8</strong>&lt;br&gt;Mapping Informed Action</td>
<td><strong>Optional Extension: Expository Writing</strong>&lt;br&gt;<strong>Standards-Based Rubric</strong> [Part D]</td>
<td>[CCSS Anchor Standard] CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
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<td><strong>Sovereignty?</strong> [Parts A-C]</td>
<td>[C3] D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time. . .&lt;br&gt;[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text . . .summarize the key supporting details and ideas.&lt;br&gt;CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text. . .</td>
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<td><strong>Day 2</strong>&lt;br&gt;Supporting Question 1&lt;br&gt;Supporting Question 2</td>
<td><strong>Beliefs and Values</strong> [Parts A-B]</td>
<td>[C3] D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives. . .&lt;br&gt;[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it . . .&lt;br&gt;CCSS.ELA-LITERACY.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining. . .figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
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<td><strong>Day 3</strong>&lt;br&gt;Short Day&lt;br&gt;Supporting Question 2</td>
<td><strong>Intentions and Outcomes</strong> [Part A]</td>
<td>[C3] D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes.&lt;br&gt;D2.His.14.9-12. Analyze multiple and complex causes and effects. . .&lt;br&gt;[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze. . .summarize the key supporting details and ideas.&lt;br&gt;CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</td>
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<td><strong>Treaty Obligations</strong> [Parts A-B]</td>
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<td><strong>Day 5</strong>&lt;br&gt;Summative Performance Task</td>
<td><strong>The Independent Observer:</strong> Constructing Evidence-Based Arguments&lt;br&gt;Is a treaty intended to be forever? Construct an argument addressing the compelling question.</td>
<td>[C3] D1.5.9-12. Determining sources from multiple points of view. . .&lt;br&gt;D4.1.9-12. Constructing evidence-based arguments from multiple sources.&lt;br&gt;D3.3.9-12. Present adaptations of arguments. . .using print and oral technologies. . .&lt;br&gt;[CCSS 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.</td>
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<td><strong>Day 5</strong>&lt;br&gt;Mapping Informed Action&lt;br&gt;Optional Extension</td>
<td><strong>Dakota Access Pipeline</strong> [Parts A-C]&lt;br&gt;<strong>Standards-Based Rubric</strong> [Part D]</td>
<td>[C3] D4.7.9-12. Assess options for individual and collective action. . .&lt;br&gt;D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of. . .problems.&lt;br&gt;[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.&lt;br&gt;CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
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Staging the Question: Treaties Matter

Featured Sources
- Video: Let’s Talk Treaties—What are treaties and why do they matter? Watch this video and consider the significance of the legal promises nations make to one another in treaties.
- Map: Worldviews—Examine two maps that represent differing perspectives. Consider how the diversity and scope of Native Nations conflicted with European nations’ claims to Native lands.

Student Tasks
- Sovereignty?

Student Outcomes
KNOW
European nations arrived in the Americas and established settlements on lands inhabited by sovereign Native Nations. In an effort to protect and preserve their people and cultures, Native Nations often made sacrifices and signed treaties with other sovereign nations, including the United States.

UNDERSTAND
Sovereign nations make their own laws; laws often reflect a society’s values and beliefs, or worldview.

DO
Construct a working definition of the term sovereignty using evidence-based facts pertaining to sovereignty.
Standards

[C3 Dimension Standards]
D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

[CCSS: 9-12 Grade Specific Standards]
CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[CCSS: Corresponding Anchor Standards]
CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-LITERACY.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Staging the Question Lesson Procedures

Anticipatory Set
Part A—Mind Map
Teacher TIP: Consider using the mind map in Part A of the Sovereignty? worksheet to assess students’ prior knowledge. You can have students continue to use this mind map as they move through the inquiry and see how their understanding of sovereignty might change in the face of new and compelling evidence.

- Have students brainstorm the possible meanings of the word sovereignty using the mind map provided in Part A of the Sovereignty? worksheet. Students may have no idea what sovereignty means; encourage students to use the clues provided on the worksheet to help generate terms and ideas that relate to sovereignty.
- As a class watch the video Let’s Talk Treaties.
- Students should expand and refine their mind map after viewing the video.

Guided Practice, Instruction, and Formative Assessment
Teacher TIP: Students may have to go back to the video Let’s Talk Treaties a few times to complete the graphic organizer in Part B. Assigning the extension essay, “Northern Plains Treaties: Treaty Making and Treaty Breaking on the Northern Plains,” is optional.

Part B—Determining Facts
While going through the map Worldviews and revisiting the video Let’s Talk Treaties, students look for facts about sovereignty and write them down in the left-hand column of Part B on the Sovereignty? worksheet. Be sure to remind students that facts are not subjective; they are indisputable truths. In the right-hand column, labeled “sources(s),” students write the title of the source where they found the facts. They will either cite the map Worldviews or the video Let’s Talk Treaties.

Part B—Determining Facts
Directions: Use the video Let’s Talk Treaties, the map Worldviews, and graphic organizer below to determine five key facts about sovereignty. Use the right-hand column to cite the title of the source that asserts the accompanying fact. Keep in mind that facts are not subjective; they are indisputable truths.

<table>
<thead>
<tr>
<th>Selected Facts</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Treaties are formally concluded and ratified agreements between sovereign nations.</td>
<td>Video, Let’s Talk Treaties</td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>
Check for Understanding
Part C—Making Inferences
Teacher TIP: Students can work on refining their definitions together. They might return to their mind map to see how their understanding of the term has evolved or changed.
• Check for understanding by having students construct a working definition of the word sovereignty in Part C of the Sovereignty worksheet.
• Use this as an informal benchmark assessment for analyzing student understanding of the term before you continue. After each supporting question, students can refine their definitions and mind maps.

Preview
• Staging the question introduces the compelling question: Is a treaty intended to be forever? In the next lesson, students will transition to supporting question one: What values shaped treaty making between Native Nations and the United States? Ask students why words matter. Words matter to kids—words that their parents and their teachers use as well as words that they use with each other. Start by asking kids if they think words matter and, if so, why. Then have students think about specific words that matter to them and why those words are important.
Teacher TIP: Consider prompting students to name words that they feel are inflammatory or offensive. Additionally, you might ask students to think about what makes us choose the words we use. This will set the stage for the first source set Words Matter, which explores the weight of words and how those words impact peoples and nations.
Supporting Question One:
What Values Shaped Treaty Making Between Native Nations and the United States?

Featured Sources
- **Source Set A**: Words Matter Case Study—Consider the meaning and importance of words. Examine primary source documents and hear from Native students as they break down the words Europeans, and later Americans, used to describe American Indians.
- **Source Set B**: Values Case Study—Examine the quotes, documents, and images to consider how values shaped treaty making between nations.

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 each source to make notes about the theme: values.
- **Beliefs and Values**

Student Outcomes

**KNOW**
The British American colonies recognized Native sovereignty and negotiated with Native Nations for the acquisition of their lands, sometimes by treaty and other times through coercion or conquest. Cultural and religious beliefs about material possessions, use and ownership of land, and the sanctity of promises influenced both treaty negotiations and ensuing treaty agreements.

**UNDERSTAND**
Words reflect beliefs and values. A nation’s beliefs and values are reflected in its system of laws and can be revealed through the words used in diplomacy and treaty making. Broken treaty promises resulted from differences in values, ethics, and governmental procedures.

**DO**
Make inferences about the values and beliefs that shaped treaty making between Native Nations and the United States government by using an annotator tool and a flow chart.
Standards

[C3 Dimension Standards]
D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

[CCSS: 9-12 Grade Specific Standards]
CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[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.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Supporting Question One Lesson Procedures

Anticipatory Set
Part A—Discovery and Encounter

- **Present** the terms *discovery* and *encounter*. In Part A of the *Beliefs and Values* worksheet, ask students to brainstorm the meaning of these two words. Students can write their ideas in the graphic organizer. Explain to students that they will revisit their responses after examining the *Words Matter* source set.

Guided Practice, Instruction, and Formative Assessment
Part B—Words Matter

- **Preview** the *Words Matter* source set. Revisit the question of why words matter: the words we use, both as individuals and as nations, reflect our values, beliefs, and attitudes. Our words also carry consequences for our interactions and relationships with others. The words used by both European nations and the United States were important for establishing legal relationships with American Indian Nations and for setting the course of American history. These same words also reveal important underlying values, beliefs, and attitudes toward Native Americans.

- In Part B of the *Beliefs and Values* worksheet students consider why words hold significance and provide important clues about the beliefs and values of individuals and nations. Students use evidence from the sources (documents and videos) to determine what the words *discovery*, *savage*, and *civilized* mean, first from a contemporary Native perspective and then from a European or American point of view. Students can record their responses in the organizer provided.

<table>
<thead>
<tr>
<th>Discovery?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document: European Perspective</strong>&lt;br&gt;This document uses the word discovery to mean you found the land and have special rights to it.</td>
<td><strong>Videos: Native Perspective</strong>&lt;br&gt;Discovery isn’t the right word because people had already been living on lands for generations before Europeans came.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Savage?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document: American Perspective</strong>&lt;br&gt;In this passage, Gen. Schuyler uses the word savage to mean that Indians aren’t able to live like Americans and kind of compares them to animals when he uses the phrase “by the chase.”</td>
<td><strong>Videos: Native Perspective</strong>&lt;br&gt;When Americans use a word like savage they mean we are less than human.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Civilized?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document: American Perspective</strong>&lt;br&gt;According to Johnson’s perspective, Americans are more sophisticated or better than Native Americans.</td>
<td><strong>Videos: Native Perspective</strong>&lt;br&gt;Native cultures are complex and reflect sophisticated practices, beliefs, and values.</td>
</tr>
</tbody>
</table>
• After students complete the graphic organizer in Part B of the Beliefs and Values worksheet return to the question of why words matter. Ask students why the words in this source set (discovery, savage, and civilized) are important. Ask students how their understanding of these words changed after examining the sources and completing the graphic organizer. Students might return to Part A of the Beliefs and Values worksheet to reconsider their responses to the words encounter and discovery.

Part C—Beliefs and Values
Teacher TIP: Students can print or download and save their annotations. Before students begin their case study analysis, consider modeling how to use the interactive Resource Annotator Example with students. The interactive tool requires students to select a source and then students can drag and drop themed pins (values) onto the source where they wish to add annotations.

• Students can analyze the source set individually, with a partner, or in small groups. As students go through the source set, they use the Resource Annotator Example to identify values of both Native Nations and the United States.
• Finally, students look back at their annotations and determine what beliefs informed the values they identified. Using Part C of the Beliefs and Values worksheet, students make inferences about the beliefs of Curly Chief, Vine Deloria Jr., and John Stands In Timber that influenced the values they identified in their annotations.

Beliefs: Students will have to make inferences to determine what beliefs influenced the values they identified.

Values: Students select from their annotations the values that were shaped by the beliefs written in each circle.

Teacher TIP: Each circle includes the names of individuals featured in the case study.
Check for Understanding

- Students should have an understanding that words reflect beliefs and values. Students determined that words matter by analyzing the language in the *Words Matter* source set. They also used a *Resource Annotator* to identify values of both Native Nations and the United States in order to make inferences about beliefs that influence values in Part C of the *Beliefs and Values* worksheet. To check for understanding, ask students to consider values that are important to United States society and identify possible beliefs that may have influenced those values.

Preview

- After students have shared out the beliefs and values that have shaped society in the United States, preview the next supporting question by asking students how these beliefs and values make their way into laws. In the next two supporting questions students will analyze two treaties and discuss intentions, outcomes, and obligations.
Supporting Question Two:
How did the Intentions of the Horse Creek Treaty Compare to the Outcomes?

Featured Sources

- **Timeline:** U.S. Expansion or Invasion? Events that Led to the 1851 Horse Creek Treaty—As U.S. settlement expanded westward in the nineteenth century the Native Nations of the Northern Plains were increasingly pressured and forced to defend their lands and ways of life. Explore this timeline to learn more about selected events that led to the 1851 Horse Creek Treaty.

- **Source Set A:** The 1851 Horse Creek case study—On September 17, 1851, at the mouth of the Horse Creek, Native Nations of the Northern Plains signed a treaty with a stated intent to maintain “good faith and friendship in all their mutual intercourse, and to make an effective and lasting peace.” The treaty negotiations originally were to be held at Fort Laramie, Wyoming. However, because so many Native Nations attended, the site had to be changed to accommodate the people and their horses. It was the largest gathering of Plains Nations in American history: ten to fifteen thousand people attended. Two negotiators from the U.S. Office of Indian Affairs met with delegations representing nine Native Nations, each speaking a different language but sharing common concerns. The large number of attendees demonstrated that tribal nations felt the real impacts of Manifest Destiny and recognized the importance of this treaty gathering.

- **Map:** Lands of the Horse Creek Treaty Nations—See the lands of the Native Nations involved in the Horse Creek Treaty. Explore the maps and notice how Native Nations’ lands have changed over time.

Student Tasks

- **Intentions and Outcomes**

Student Outcomes

**Know**
Many Native Nations of the Northern Plains, along with officials representing the United States government, participated in the negotiations of the 1851 Horse Creek Treaty. Native Nations shared common concerns about Westward Expansion and the preservation of their homelands, ways of life, and their people’s survival. The U.S. government entered into treaty negotiations in order to gain passage through the Northern Plains to lands further west.
Understand
Treaty negotiations between the United States and Native Nations were complex; parties entered treaty negotiations with specific outcomes in mind. Native Nations who joined treaty negotiations did so in an attempt to protect their people through diplomacy. Westward Expansion and prejudice and racism towards American Indians negatively impacted relations between the U.S. and Native Nations of the Northern Plains.

Do
Make inferences about possible intentions and outcomes of the 1851 Horse Creek Treaty using a graphic organizer.

Standards
[C3 Dimension Standards]
D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

[CCSS: 9-12 Grade Specific Standards]
CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-LITERACY.RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCSS.ELA-LITERACY.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

[CCSS: Corresponding Anchor Standards]
CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
## Supporting Question Two Lesson Procedures

### Anticipatory Set

*Note to Teachers: Students do not need to have a nuanced understanding of Westward Expansion to complete this lesson.*

- Start by determining what students already know about Westward Expansion. Then, explore the timeline: U.S. Expansion or Invasion? Events that Led to the 1851 Horse Creek Treaty. Consider facilitating whole-class brainstorming session to help students discuss prior knowledge.

### Review

- Remind students that in the previous lesson they explored how beliefs influence values and are often reflected in a society’s laws. Return to the idea of Westward Expansion and ask students what beliefs and values were at play during Westward Expansion. Have students propose some possible consequences or outcomes of Westward Expansion. Student responses do not need to be exclusive to impacts for American Indians. Rather, this exercise is intended to get students thinking about outcomes, both intended and unintended.

### Guided Practice, Instruction, and Formative Assessment

#### Part A—Timeline Analysis

- Students explore the timeline of events leading up to the 1851 Horse Creek Treaty. Students can use Part A of the *Intentions and Outcomes* worksheet to reflect on events depicted on the timeline. Students select three events: one that represents Westward Expansion, one that reflects a political event, and one that depicts an instance of disease. Students should summarize the events in the left-hand column and then make inferences about how the event might have contributed intended and unintended outcomes leading up to the 1851 Horse Creek Treaty.

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Outcomes Leading Up to the Horse Creek Treaty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Westward Expansion Event Title and Description:</strong></td>
<td></td>
</tr>
<tr>
<td>![Mountain]</td>
<td></td>
</tr>
<tr>
<td><strong>Political Event Title and Description:</strong></td>
<td></td>
</tr>
<tr>
<td>![Pencil]</td>
<td></td>
</tr>
<tr>
<td><strong>Disease Event Title and Description:</strong></td>
<td>Smallpox, which did not exist before settlers arrived, destroyed large populations of Mandan, Hidatsa, Arikara, and Crow people. The victims of smallpox were primarily the young and the elderly who could not fight off the disease.</td>
</tr>
</tbody>
</table>
Part B—Horse Creek Treaty Case Study

- Following the timeline analysis, students examine three articles (Article II, III, and IV) of the 1851 Horse Creek Treaty. Each article is coupled with testimonies that speak to intentions and outcomes specific to that treaty article. At the end of the case study, students will encounter an interactive map that shows how treaty making impacted changes in Native land holdings over time.

- First students write a summary of the treaty article. Next students describe the intentions of each party (Native Nations/U.S. Government represented by David D. Mitchell) in agreeing to the article. Finally, students analyze the intentions in order to make inferences about intended and unintended outcomes of the 1851 Horse Creek Treaty.

<table>
<thead>
<tr>
<th>Article Summary</th>
<th>Intention</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article II</td>
<td>The U.S. can establish roads and military bases in Indian territory.</td>
<td>Mandan, Hidatsa, and Arikara leaders intended...</td>
</tr>
<tr>
<td>Commissioner David D. Mitchell intended...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article III</td>
<td>The Crow Nation intended...</td>
<td></td>
</tr>
<tr>
<td>Commissioner David D. Mitchell intended...</td>
<td>The United States would protect Indians from settlers passing through, and the Native Nations would not act against these passing on their way to the west.</td>
<td>The Treaty was broken when a Cheyenne hunter was killed. The U.S blamed the Cheyenne and the Cheyenne blamed the U.S.</td>
</tr>
<tr>
<td>Article V</td>
<td>Native Nations intended... that they would be able to safely stay in their lands as outlined in the treaty and those lands would not be taken away from them by the U.S. government.</td>
<td>Intended:</td>
</tr>
<tr>
<td>Commissioner David D. Mitchell intended...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check for Understanding and Preview

- Check for understanding and preview the next supporting question by asking students whether the outcomes of the 1851 Horse Creek Treaty met the intentions. Students might informally propose their ideas for why treaty promises were not kept. Consider taking the discussion further by asking students if these treaty promises should be upheld today.
Supporting Question Three: Did the Parties of the Fort Laramie Treaty Honor Their Treaty Obligations?

Featured Sources
- **Timeline:** Conflict Leading to the 1868 Fort Laramie Treaty—Explore this timeline to examine selected events that occurred between the 1851 Horse Creek Treaty and the Fort Laramie Treaty of 1868.
- **Source Set A:** The 1868 Fort Laramie Treaty—After the Horse Creek Treaty of 1851, Native Nations suffered numerous violent acts from individual settlers as well as the United States military, including attacks that became known as the Harney Massacre and the Sand Creek Massacre. Gold discovery in Montana intensified these violent confrontations, particularly following the opening of the Bozeman Trail, which represented an incursion into Native lands in the Northern Great Plains. Native Nations resisted this growing invasion. Still reeling from the drain on military resources caused by the Civil War, the United States was unable to mount an effective offensive against this fierce Native resistance and was pressed to engage in treaty negotiations.
- **Map:** Lands of the 1868 Fort Laramie Treaty Nations—Explore the maps and notice how Native Nations’ lands have changed over time. Consider what these changes tell you about whether or not nations honored their treaty obligations.

Student Tasks
- **Treaty Obligations**

Student Outcomes

**KNOW**
The 1868 Fort Laramie Treaty determined the territorial boundaries for bands of the Great Sioux Nation and promised “absolute and undisturbed use and occupation” of those lands. In the years that followed, a series of treaty violations committed by settlers, the U.S. military, and gold miners in an effort to take Native lands culminated in the U.S. government’s seizure of the Black Hills.

**UNDERSTAND**
Territorial expansion by settlers and the U.S. government’s desire for lands compromised treaty promises. Native Nations resisted further incursion into their lands in different ways and today continue to hold the U.S. government accountable for honoring treaty obligations.
DO
Craft evidence-based claims and counterclaims that support or refute the assertion that parties to the Fort Laramie Treaty met their treaty obligations.

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.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.A: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

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.A: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

[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 Three
Lesson Procedures

Anticipatory Set

Teacher TIP: You may notice that conflict is a prominent theme in the timeline: Conflict Leading to the 1868 Fort Laramie Treaty. Students might predict that the failure of the Horse Creek Treaty was one cause of conflicts between Native Nations and the United States.

- Ask students to predict possible consequences following the failure of the 1851 Horse Creek Treaty.

Review

- Have students discuss why and how the promises made in the Horse Creek Treaty were not kept.

Guided Practice, Instruction, and Formative Assessment

Part A—Timeline Analysis

- Students explore the timeline of events leading up to the 1868 Fort Laramie Treaty. Students use Part A of the Treaty Obligations worksheet to reflect on events depicted on the timeline. As students explore the timeline they might identify patterns that emerge within each theme.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Pattern(s) Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Westward Expansion" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Political Event" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Conflict" /></td>
<td>Many conflicts seem to be occurring between Native Nations and the U.S. government. Often these conflicts are in retaliation for failures in honoring treaty promises.</td>
</tr>
</tbody>
</table>
Part B—Fort Laramie Treaty Case Study

- Following the timeline analysis, students examine three articles (Article I, II, and XII) of the 1868 Fort Laramie Treaty. Students will encounter featured primary and secondary sources that give further clues about the extent to which nations met the treaty obligations. At the end of the case study, students will find an interactive map *Lands of the 1868 Fort Laramie Treaty Nations* that shows how treaty making impacted changes in Native land holdings over time.

- Students will collect evidence that highlights both when the parties did and did not meet their treaty obligations. Students finish by constructing evidence-based claims and counterclaims.

**Check for Understanding**

- Students should understand that territorial expansion by the United States and settlers desire for land compromised treaty promises. Native Nations continue to use diplomacy to fight for their treaty rights. Teachers can check for understanding by asking students if they think that the parties honored their treaty promises and, if not, why. Students should cite evidence from the source set to support their conclusions. Finally, students should know that Native Nations continue to use diplomacy today to fight for their treaty rights.

**Preview**

- Preview the summative performance task by returning to the compelling question: *Is a treaty intended to be forever?*
Summative Performance Task

Student Tasks
- Summative Performance Task: **The Independent Observer: Constructing Evidence-Based Arguments**—Create your own news article that addresses the motivations, intentions, and outcomes of treaty making between Native Nations and the U.S. government.

Student Outcomes

**KNOW**
Article VI of the United States Constitution defines treaties as the “supreme law of the land.” Therefore, the violations of treaties represent a gross disregard for the Constitution. European settlement and American expansion had devastating impacts on Native Nations, who continue to resist and act against policies that seek to damage their sovereignty and cultures.

**UNDERSTAND**
Sovereign nations make their own laws and those laws often reflect a society’s values and beliefs—or worldview. Treaty making, like most other aspects of U.S. Indian policy in the nineteenth century, was solidly rooted in the worldview of the Europeans who colonized the Americas. Official American documents often used terms like “savage” and “uncivilized” to describe Native people. Words and attitudes such as these served to justify the taking of Native lands. As the Europeans and, later, the Americans hunger for land grew, the concept of Manifest Destiny evolved and was embraced as inevitable progress. This worldview contrasted starkly with Native philosophy and political ideology.

**DO**
Is a treaty intended to be forever? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses the intentions, motivations, and outcomes of treaty making between Native Nations and the U.S. government as demonstrated in the 1851 Horse Creek Treaty and 1868 Fort Laramie Treaty, 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.

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

[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: *Is a treaty intended to be forever?*
- 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 sources that convey differing interpretations of whether a treaty is intended to be forever. Students should see that treaty-making, like most other aspects of U.S. Indian policy in the nineteenth century, was solidly rooted in the worldview of the Europeans who colonized the Americas. Implicit in the concept of the Doctrine of Discovery was the “right” of the discovering nations to gain title to Native lands. And, as the Europeans and, later, the Americans desire for more land grew, the concept of Manifest Destiny evolved and was embraced as inevitable progress. This worldview contrasted starkly with Native philosophy and political ideology. It is important to help students see and appreciate that treaties are formal agreements between two or more sovereign nations about something of mutual interest and importance. Thus, making treaties with Native Nations reflected a clear recognition by the United States government of the inherent sovereignty Native Nations. Although Article VI of the United States Constitution declares treaty law as the supreme law of the land, Native Nations found out that treaty promises—solemn legal obligations—would not always be honored by the United States government.
- 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: *Is a treaty intended to be forever?*

Summative Argument
- To support students’ application of evidence in building an argument, this inquiry features an interactive online news article generator *The Independent Observer: Constructing Evidence-Based Arguments*. Students can build a news article to construct a written argument about the compelling question. After selecting a predesigned template, students determine what featured sources from the inquiry best support their argument. Students will be able to write captions, quotations, headlines, body text, and bylines.
- 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.*

- **A treaty is intended to be forever because** Article VI of the U.S. Constitution states that treaties are the “supreme Law of the Land.” Treaties are binding legal agreements between sovereign nations; when countries agree to the terms of the treaty they are honor-bound to keep their word. In the case of the 1851 Horse Creek Treaty and the 1868 Fort Laramie Treaty, the U.S. government did not honor its treaty obligations and, therefore, violated the Constitution. When Native Nations agreed to the terms of these treaties, they believed in the sanctity of the promises made by all sides and assumed that those promises would be kept.

- **A treaty is not intended to be forever because** nations can violate treaties; however, there should be legal consequences for breaking treaty promises. When Native Nations of the Northern Plains entered into treaty negotiations with the U.S. government, they did so in an effort to protect the safety, security, and well-being of their people. Their ways of life were under attack by Westward Expansion and treaties were an attempt at using diplomacy to make peace with the United States government. However, when the U.S. government did not follow through on their legal promises to Native leaders and Nations, there should have been a legal mechanism for Native Nations to demand restitution. When a treaty is broken, the offending party should have to answer for their misdeeds.

- **While a treaty may be intended to last forever,** in some cases intentions do not match the outcomes. Native Nations of the Northern Plains believed that words exchanged during treaty making were sacred and that all parties entering into the treaty intended to keep their promises. Native leaders and Nations faced enormous pressures and had to make difficult choices on behalf of their people. Treaty making with the U.S. government was meant to protect the well-being and sovereignty of their nations. The U.S. government, influenced by beliefs and values expressed in the Doctrine of Discovery, wanted to acquire lands to support westward movement. While their intentions as stated in the treaty articles maintained that they would honor Native Nations’ sovereignty, ultimately the U.S. government did not honor its word.
Mapping Informed Action
Treaties Still Matter (Youth Action):
The Dakota Access Pipeline

Featured Sources
- **Case Study:** Youth Action—Discover how the youth organizations of the Standing Rock Sioux Tribe plans and acts in order to address injustices and strengthen ties to culture.

Student Tasks
- [Dakota Access Pipeline](#)
- Optional Expository-Writing Extension: [Standards-Based Assessment Rubric](#)
- Optional Student Planning Extension: [NK360° Framework for Taking Informed Action](#)

Student Outcomes

**KNOW**
Native People, communities, organizations, and Nations take informed action to mediate social and political issues.

**UNDERSTAND**
The unique characteristics and challenges of organizing youth action and how youth groups from the Standing Rock Sioux Tribe take informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures.

**DO**
Identify, describe, and infer the characteristics and causes of local, regional, and global problems, and the steps informed actors take in order to address these issues, then determine potential barriers to taking action and provide possible solutions.
Standards

Parts A-C—Mapping Informed Action
[C3 Dimension Standards]
D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

[CCSS: 9-12 Grade Specific Standards]
CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.
CCSS.ELA-LITERACY.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[CCSS: Corresponding Anchor Standards]
CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Part D—Extension Expository Essay
[CCSS: 9-12 Grade Specific Standards]
CCSS.ELA-LITERACY.WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-LITERACY.WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

[CCSS: Corresponding Anchor Standards]
CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Extension Taking Informed Action
[C3 Dimension Standards]
D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
Anticipatory Set—Contemporary Connection

- Introduce the topic by asking students what they know about the Dakota Access Pipeline (DAPL) movement. Make a KWL chart on the board and write down notes in the “Know” and “Want to Know” sections as students share out about the Dakota Access Pipeline. Ask students if they knew that the Sacred Stone Camp was initiated by young people in middle and high school. Tell them that youth groups from the Standing Rock Sioux Tribe took informed action and drew national attention to their cause. Before reviewing the sources add the information you just shared (youth groups from the Standing Rock Sioux Tribe initiated informed action and drew national attention to the cause) to the “Learn” section of the KWL chart.
- Read the introductory text together as a class or aloud in groups. Have students summarize and share out the issues under consideration and any new information they have learned.

Guided Practice, Instruction, and Formative Assessment

Teacher TIP: This activity may be completed individually, with partners, or in groups.

Part A—Analyzing the Issue

- In Part A students analyze the sources and make inferences in order to describe the issue in need of informed action. Next, students will use the sources to identify the opposing perspectives and make inferences about possible points of agreement between the two perspectives.
- Determining issues, analyzing perspectives, and finding common ground are essential for taking informed action. While analyzing sources in this case study, students first attempt to determine the issue; next, they then analyze perspectives; and finally, find possible points of common ground.

Part B—Analyzing Action

Teacher TIP: We have separated informed action into five categories and provided examples for each. Please remember that these are not always fixed. For instance, social media can be used to inform and/or to advocate; starting a Go Fund Me might be initiated in order to donate, advocate, or both. The intention of this mapping model is to help students understand how smaller actions may have to be completed both while and before carrying out more extensive informed action projects.
- After students analyze the issue, perspectives, and points of agreement in Part A, they describe in detail the informed action project carried out by youth groups from the Standing Rock Sioux Tribe.
- In the second section of Part B, students use the evidence and make inferences about possible actions that could have led to the informed action project addressed in the case study. For instance, taking informed action does not always mean organizing a march on Washington. Rather, it can be a Tweet or having an informed conversation with a peer. Often smaller actions are necessary in order to organize and carry out informed action. For example, before a coalition can gain members they might create a Facebook group in order to educate and inform possible stakeholders.
Part C—Identifying Barriers

*Teacher TIP: Part C is an opportunity for discussion-based group work.*

- Informed civic action often encounters barriers. Sometimes citizens and groups do not anticipate these barriers when they decide to take informed action and then, as a result, are unable to carry out their informed action. Students will make inferences about possible barriers faced by youth actors; then they will present possible solutions or ideas for overcoming these barriers.

Part D—Extension

- As an extension students can complete an expository-writing sample by synthesizing the information scaffolded in the graphic organizers and cite evidence from the case study.

Check for Understanding

- This case study is about youth action. Students should understand that Native youth groups take informed action by organizing, collaborating, and carrying out their plan. Youth groups can draw national attention to causes and issues that impact their community. Today, Native Nations take informed action to mediate social and political issues. Native youth groups from the Standing Rock Sioux Tribe exemplify how young people can take informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures.
Skills-Based Assessment

- If you elect to assess the expository-writing sample in addition to or in place of the graphic organizers, you can complete a standards-based assessment by using the attached rubric.

### Standards-Based Assessment Rubric: Mapping Informed Action

<table>
<thead>
<tr>
<th>Directive &amp; Requirements</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completely answers the directives in the prompt or writing task (explain, analyze, propose)</strong> [CCSS.ELA-LITERACY.WHST.9-10.7]</td>
<td>18 / 20 (10 points each)</td>
</tr>
<tr>
<td>Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing [CCSS.ELA-LITERACY.WHST.9-10.2.E]</td>
<td>26 / 30 (10 points each)</td>
</tr>
<tr>
<td>Write informative/explanatory texts, including the narration of historical events… [CCSS.ELA-LITERACY.WHST.11-12.2; CCSS.ELA-LITERACY.WHST.9-10.2]</td>
<td>3 / 15 (3 points each)</td>
</tr>
<tr>
<td>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems... and challenges and opportunities faced by those trying to address these problems over time and place [D4.6.9-12.]</td>
<td>9 / 15 (3 points each)</td>
</tr>
<tr>
<td>Identify and ask significant questions that clarify various points of view and lead to better solutions [P21 Critical Thinking and Problem Solving: Solve Problems.2]</td>
<td>9 / 15 (3 points each)</td>
</tr>
<tr>
<td><strong>Grammar &amp; Mechanics</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrates command of the conventions of standard English grammar and usage when writing… [CCSS.ELA-LITERACY.L.9-10.1]</td>
<td></td>
</tr>
<tr>
<td>- 0 Grammatical Errors (15 points)</td>
<td></td>
</tr>
<tr>
<td>- 1-3 Grammatical Errors (12 points)</td>
<td></td>
</tr>
<tr>
<td>- 4-6 Grammatical Errors (9 points)</td>
<td></td>
</tr>
<tr>
<td>- 7-10 Grammatical Errors (6 points)</td>
<td></td>
</tr>
<tr>
<td>- More than 10 Grammatical Errors (3 points)</td>
<td></td>
</tr>
<tr>
<td>Total Grammar Mistakes: **** = 4</td>
<td></td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>58 / 65</td>
</tr>
<tr>
<td><strong>Letter Grade:</strong> 82% / B-</td>
<td></td>
</tr>
<tr>
<td><strong>Name:</strong> Student Smith</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher TIP:** Students can use a blank rubric to self-edit or peer-edit. Teachers may decide to collect the self-graded rubrics or to have students compare their own scores with the teacher’s scores and complete growth-based reflections.

**Teacher TIP:** One way to reinforce correction of elementary grammar mistakes is to take off points for errors such as not capitalizing proper nouns, or incorrect punctuation, or easy-to-see typos. Teachers can elect to correct the mistake for the student or indicate it with a circle and allow the student to correct the mistake and return the essay for a higher score.

**Teacher TIP:** Teachers may want to highlight or indicate the areas in which students can improve.

**Teacher TIP:** The score can be in a 1 to 10 point range for each box. A checkmark indicates a 10/10-point score.
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<td><strong>Skills and Objectives</strong></td>
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<tr>
<td>How many of these were elementary grammar mistakes? _______</td>
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<td>_____ / 15 (3 points each)</td>
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<tr>
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