

Teacher Materials

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.
- **Optional Extension Essay:** "Northern Plains Treaties: Treaty Making and Treaty Breaking on the Northern Plains"—Hear from an expert. Read what educator and writer Julie Cajune has to say about the complicated history of treaty making between Native Nations and the U.S. government.

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 "source(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.

Selected Facts	Source(s)
1. Treaties are formally concluded and ratified agreements between sovereign nations.	Video, Let's Talk Treaties
2.	
3.	
4.	
5.	

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.

