

Teacher Materials

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.

Discovery?	
<p>Document: European Perspective This document uses the word <i>discovery</i> to mean you found the land and have special rights to it</p>	<p>Videos: Native Perspective <i>Discovery</i> isn't the right word because people had already been living on lands for generations before Europeans came.</p>
Savage?	
<p>Document: American Perspective In this passage, Gen. Schuyler uses the word <i>savage</i> 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."</p>	<p>Videos: Native Perspective When Americans use a word like <i>savage</i> they mean we are less than human.</p>
Civilized?	
<p>Document: American Perspective According to Johnson's perspective, Americans are more sophisticated or better than Native Americans.</p>	<p>Videos: Native Perspective Native cultures are complex and reflect sophisticated practices, beliefs, and values.</p>

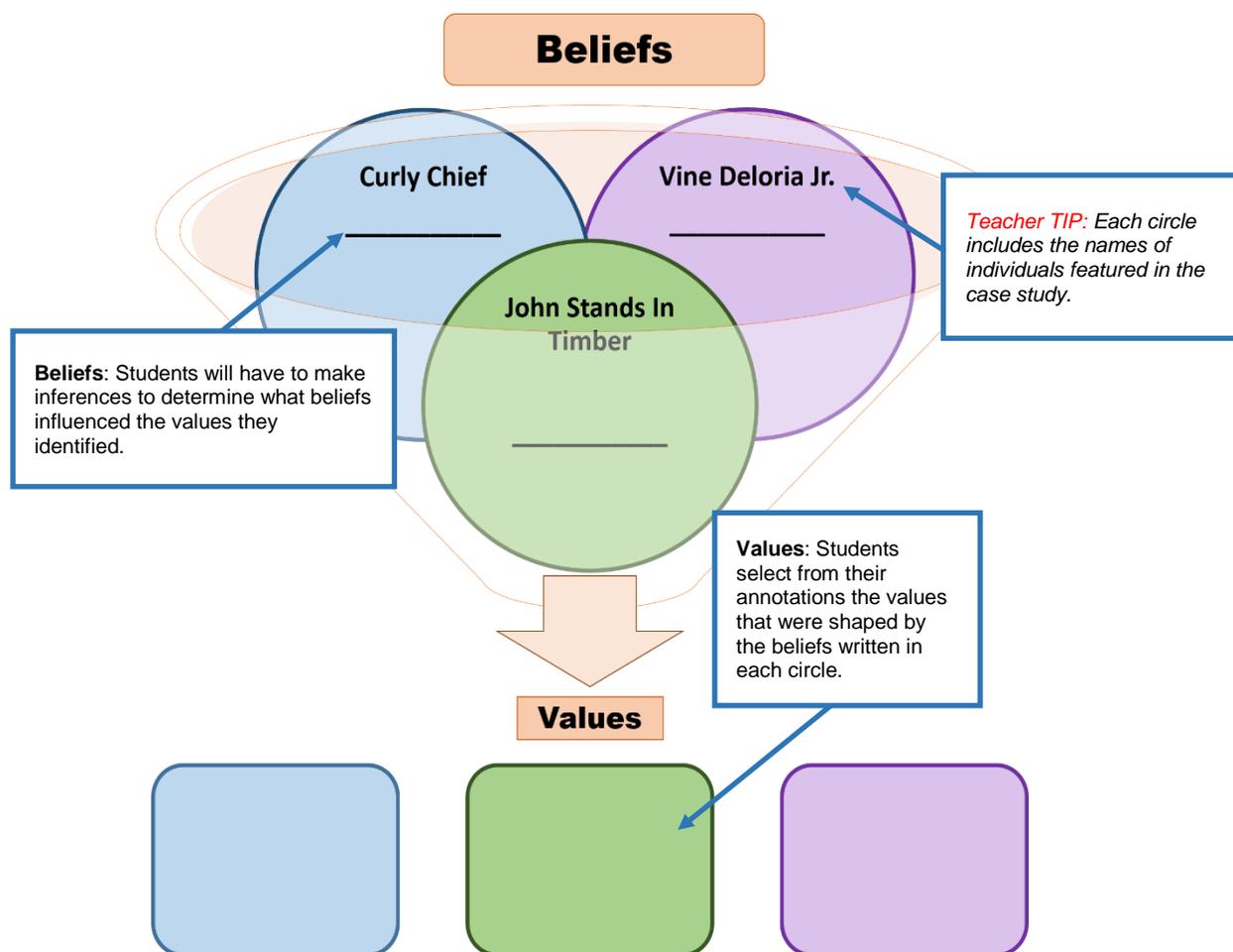
- After students complete the graphic organizer in Part B of the **Beliefs and Values** worksheet return to the question of why words matter. Ask students why the words in this source set (discovery, savage, and civilized) are important. Ask students how their understanding of these words changed after 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.

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.



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.

