

Teacher Materials

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.

Theme	Pattern(s) Observed
 Westward Expansion	
 Political Event	
 Conflict	<p>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.</p>

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.

Teacher TIP: Counterclaims— preemptively proving the opposite argument wrong. Students use counterclaims all the time, they just do not always know that they are using them. To explain this, use an example from real life such as negotiating a later curfew or a second revision on an essay.

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?*