

Teacher Materials

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.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

[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.

Event Description	Outcomes Leading Up to the Horse Creek Treaty
Westward Expansion Event Title and Description: 	
Political Event Title and Description: 	
Disease Event Title and Description: 	Smallpox, which did not exist before settlers arrived, destroyed large populations of Madan, Hidatsa, Arikara, and Crow people. The victims of smallpox were primarily the young and the elderly who could not fight off the disease.

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.

The Horse Creek Treaty of 1851			
Article Summary	Intention	Outcomes	
Article II <i>The U.S. can establish roads and military bases in Indian territory.</i>	Mandan, Hidatsa, and <u>Arikara</u> leaders intended...	Intended:	Unintended:
	Commissioner David D. Mitchell intended...		
Article III	The Crow Nation intended...	Intended: <i>The United States would protect Indians from settlers passing through, and the Native Nations would not act against those passing on their way to the west.</i>	Unintended: <i>The Treaty was broken when a Cheyenne hunter was <u>killed</u>. The US blamed the Cheyenne and the Cheyenne blamed the U.S.</i>
	Commissioner David D. Mitchell intended... <i>that Native Nations be held responsible under United States law for attacks committed within Indian territory and that the U.S. would protect Native Nations if settlers went into a Native Nation's territory</i>		
Article V	Native Nations intended... <i>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.</i>	Intended:	Unintended:
	Commissioner David D. Mitchell intended...		

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.