

UNIT 1: MIDDLE SCHOOL – UNITED STATES HISTORY

FIGHTING FOR INDEPENDENCE AND FRAMING THE CONSTITUTION: REVOLUTION AND CONSTITUTION IN INDIAN COUNTRY

Level 2

Instructional Support Materials

[Greenville Treaty](#)

[Greenville Treaty \(Spanish Language Version\)](#)

[Founding Fathers](#)

[Cornell Notes](#)

[Cornell Notes \(Spanish Language Version\)](#)

[Let's Make a Deal!](#)

[Let's Make a Deal! \(Spanish Language Version\)](#)

[Constitutional Clauses Graphic Organizer](#)

[Constitutional Clauses Graphic Organizer \(Spanish Language Version\)](#)

[Video: Tribal Perspectives of American History in the Northwest – Chapter 7](#)

Learning Goals

Students will be able to:

- Cite specific textual evidence to support an opinion on the importance of treaties
 - Explain the specific language in the US Constitution that defines the United States' relationship with the several tribes within US borders
 - Explain the unique relationship between the United States and Indian tribes
 - Determine the meaning of the concepts: tribal sovereignty, tribal nation, time immemorial, government-to-government relationships, and Centennial Accord.
-

Time: 3 – 4 class periods

Teacher Preparation

Building on Level 1, this lesson explores the ideals and realities of the enforcement of tribal treaties. Students will complete a graphic organizer that asks them to explain and provide examples of Constitutional ideals, including treaties being the “Supreme law of the land.” The Treaty of Greenville (1795) with Northeastern tribes as well as examples of treaties in the Northwest will serve as exemplars regarding the ideal of a treaty agreement and the realities endured by nearly all Indian nations who entered into treaties with the US Government. This level is taught in the context of your Constitution unit when you teach about the structure of the document as well as the ideals contained in the Bill of Rights.

- Photocopy class sets of the “Greenville Treaty” and “Founding Fathers” articles

- Photocopy “*Let’s Make a Deal!*” only if assigning it as homework.
 - Photocopy class sets of the transcript of Chapter 7—The Treaties in the video series “*Tribal Perspectives of American History in the Northwest.*”
 - *Note: If you plan to teach Level 3, please consult your education or title program director to help you communicate with your local tribe/s. This can be a lengthy process.
-

Learning Activities

1. Ask students who read *Greenville Treaty* to pair up with students who read the *Founding Fathers*. Each will explain their article to the other. (If it has not been assigned as homework, pair up students to read aloud and complete their *Cornell Notes* together or as homework)
 2. On a separate piece of paper, the partners will compare the main ideas and concepts in each article. They can do a simple Venn diagram. Two pairs can join to form a group of four and each pair add to their diagrams.
 3. Each group elects one spokesperson (usually the one who contributed the least in the discussion. Announce this will be the case and give each group a few minutes to prepare that student.) Each group shares one comparison.
 4. Students recall the ideals in the Constitution: Justice, Equality, Life, Pursuit of Happiness, Liberty, Common Good, Diversity, Truth, Popular Sovereignty, Patriotism. Connect to the two articles: Which of the ideals are apparent in the two articles?
 5. Either as homework or a warm-up/opening activity for the next class, project the “*Let’s Make a Deal!*” writing assignment.
 6. Conduct an informal Socratic seminar, an all class or small group discussion based on students’ writing. Conclude with the question, “How would you feel if the person you had made an agreement with was the President of the United States?”
 7. Next class will follow the lessons contained in the teacher guide for Chapter 7—The Treaties in the video series “*Tribal Perspectives of American History in the Northwest.*”
 8. Assign as homework or devote one more class hour to complete the *Constitutional Clauses Graphic Organizer* and share conclusions.
 9. Wrap up: Review the concepts learned in the past 2 – 3 days. Pose the question, “What does this mean for Indians and non-Indians today?” Assess understanding and analysis by conducting an in-class essay, explaining their conclusions regarding Constitutional ideals and Indian realities. They can use their graphic organizers and any other materials as guides.
 10. NOTE: If moving on to Level 3, students will use the graphic organizers to focus their position statements for their presentations. Make sure they meet standard before you launch Level 3.
-

