

“Manifest Destiny” | OSEU 6: Sovereignty & Treaties

Compelling Question	How does Manifest Destiny affect Treaties?	
Standards and Practices	<p>OSEUS 6.2 – Describe how <i>Oceti Sakowin</i> land stewardship was impacted through the process of treaty-making and land ownership.</p> <p>8.H.4.5 Summarize the basic structure of government adopted through compromises at the Constitutional Convention</p> <p>8.C.3.1 Identify the three branches of government including the separation of powers and checks and balances in the Constitution</p> <p>8.C.3.2 Describe the rationale behind the United States’ ability to amend the Constitution</p>	
Staging the Question	How was the Treaty of 1868 impacted by Manifest Destiny?	
Supporting Question 1	Supporting Question 2	Supporting Question 3
Why was the Treaty of 1868 written?	What do the Europeans and the <i>Oceti Sakowin</i> gain and/or lose from this treaty?	What effect did Manifest Destiny have leading up to the Battle of Little Big Horn?
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>Divide students into small groups. Photocopy the Treaty of 1868 that was written with the <i>Oceti Sakowin</i> at Fort Laramie, and provide one set to each group. Also provide a copy of the Written Document Analysis Worksheet developed by the National Archives education staff. Ask students to complete the analysis and share their findings with the class. This activity can also be conducted in a computer lab where groups would locate the document and worksheet on line.</p>	<p>Ask students to read through the Treaty of 1868 again to identify the terms agreed to by the chiefs and headmen and the terms agreed to by the agents of the United States. Lead a class discussion using the following questions: What does each side gain or lose in this treaty? Ask them to compare the signatures of the U.S. government agents and the chiefs. What is the significance of the two names of each chief or headman? What might this suggest about cultural differences between the two parties? What types of problems could these differences create? Finally, ask students to speculate on what each party hoped to accomplish through this treaty.</p>	<p>Divide students into two groups. Assign one group to review Alfred Terry’s telegram reporting on the Battle of Little Bighorn. Ask the other group to review the accounts of seven <i>Oceti Sakowin</i> on the Battle of Little Bighorn. Each group should share their findings and then answer these questions: How are the accounts similar? How are they different? What do these reports say about General Custer’s orders and his actions? Ask students to suggest reasons for the differences in the reports, determine which is more reliable, and consider what decisions they would have to make as historians when reviewing these documents.</p>

Featured Sources		Featured Sources	Featured Sources
www.archives.gov/education/lessons/sioux-treaty/		www.archives.gov/education/lessons/sioux-treaty/	https://catalog.archives.gov/id/300379 http://www.smithsonianmag.com/history/how-the-battle-of-little-bighorn-was-won-63880188/?no-ist
Summative Performance Task	Argument	Divide students into 2 groups (one taking the <i>Oceti Sakowin</i> side, and one taking the U.S. Government side). Have a debate why they feel their side has the right to claim the Black Hills.	
	Extension	<p>Write the following quote from Spotted Tail including the date, on the board: "This war was brought upon us by the children of the Great Father who came to take our land from us without price." December 26, 1876.</p> <p>Ask a student to read the quote and the date to the class.</p> <p>Ask students to write a paragraph explaining what this quote might suggest as to what the future held for Spotted Tail, his people, and the other chiefs who signed the Treaty in 1868.</p>	
Taking Informed Action	Students will write a letter to the South Dakota state representatives asking them to give all rights to the Black Hills back to the <i>Oceti Sakowin</i> . They will need to justify their stand based on abiding by the Treaty of 1868.		