

Reconstruction Treaties of 1866

The Reconstruction in Indian Territory

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Grade Level	9th Grade	**Time Frame**	2 class period(s)
Subject	Social Studies	**Duration**	100 minutes
Course	Oklahoma History		

Essential Question

How have the policies and decisions of the U.S. government impacted tribal sovereignty? How did the Reconstruction Treaties of 1866 impact the Native American peoples in Indian Territory?

Summary

This lesson explores the impact of the Civil War and Reconstruction on the Five Tribes. Students will begin this lesson with a Word Splash activity to activate their prior knowledge about the Five Tribes' involvement in the Civil War. Next, students will explore the Reconstruction Treaties of 1866 (treaties that the Five Tribes were forced to make with the United States after fighting for the Confederacy) in an effort to determine the major terms of these treaties and their impact on the tribes' sovereignty in the years following the Civil War. Students will conclude the lesson by creating a Six-Word Memoir to summarize their understanding of the impact of Reconstruction on the Five Tribes.

Snapshot

Engage

Students participate in a Word Splash activity to activate their prior knowledge about the involvement of the Five Tribes in the Civil War.

Explore

Students analyze the Reconstruction Treaties of 1866 and identify and explain the major terms of those treaties.

Explain

Students contribute to a whole-class discussion to generate a list of the major treaty terms.

Extend

Students develop CER statements to describe how the Reconstruction Treaties impacted tribal sovereignty.

Evaluate

Students craft a Six-Word Memoir related to the Reconstruction Treaties.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages
CLR402: Draw logical conclusions in somewhat challenging passages
IDT403: Summarize key supporting ideas and details in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

I&A 401: Understanding the task and writing with purpose. A score in this range indicates that the writer is able to: -Generate a clear thesis that establishes a perspective on a contemporary issue -Engage with other perspectives on the issue

Oklahoma Academic Standards (Social Studies: Oklahoma History (9th through 12th grade))

OKH.3.1: Summarize the impact of the Civil War and Reconstruction Treaties on American Indian peoples, territories,and tribal sovereignty including:
OKH.3.1A: required enrollment of the Freedmen
OKH.3.1B: Second Indian Removal
OKH.3.1D: reasons for the reservation system and the controversy regarding the reservation system as opposed to tribal lands.
OKH.3.1E: establishment of the western military posts including the role of the Buffalo Soldiers
OKH.3.1F: construction of railroads through Indian Territory

Attachments

- CER with Teacher's Notes—Reconstruction in Indian Territory.docx
- CER with Teacher's Notes—Reconstruction in Indian Territory.pdf
- CER—Reconstruction in Indian Territory - Spanish.docx
- CER—Reconstruction in Indian Territory - Spanish.pdf
- CER—Reconstruction in Indian Territory.docx
- CER—Reconstruction in Indian Territory.pdf
- Lesson Slides—Reconstruction in Indian Territory.pptx
- Reconstruction Treaties of 1866—Reconstruction in Indian Territory - Spanish.docx
- Reconstruction Treaties of 1866—Reconstruction in Indian Territory - Spanish.pdf
- Reconstruction Treaties of 1866—Reconstruction in Indian Territory.docx
- Reconstruction Treaties of 1866—Reconstruction in Indian Territory.pdf
- Reconstruction in Indian Territory Teacher's Notes—Reconstruction in Indian Territory.docx
- Reconstruction in Indian Territory Teacher's Notes—Reconstruction in Indian Territory.pdf

Materials

- Lesson Slides (attached)
- Reconstruction Treaties of 1866 (attached; enough copies so each student receives one of the four treaties)
- Reconstruction Treaties of 1866 Teacher’s Notes (attached)
- CER chart (attached; one per student)
- CER with Teacher’s Notes (attached)
- Student devices with Internet access (optional)

30 minutes

Engage

Teacher's Note: Lesson Context & Preparation

This lesson should be taught after you have covered the Civil War in Indian Territory. Students should have prior knowledge about the inter-tribal conflict that resulted from various tribes being forced to choose sides during the Civil War, the devastating effects of the war on civilians in Indian Territory, and the fact that at least some factions from each of the Five Tribes chose to support the Confederacy, participating in armed conflicts against the United States.

Prior to teaching this lesson, consider reading the following linked articles from the Oklahoma Historical Society: "Civil War Era," which provides an overview of the Civil War in Oklahoma, and "Reconstruction Treaties."

Use the attached **Lesson Slides** to guide the lesson. Begin with **slide 3**. Assign students to groups of 3–4 and then introduce the Word Splash activity. To activate their prior knowledge, students will work with their groups to create 1–2 sentences that incorporate the five terms—Union, Confederacy, Civil War, Five Tribes, and Indian Territory—and explain how they are connected. Give students approximately five minutes to discuss and write their sentences.

Once groups are ready, call on volunteers to share their sentences with the class. Clarify any misconceptions that students might have. When you feel that students have shared enough to have provided a review of the relevant content that you have previously covered about the Five Tribes involvement in the Civil War, continue with the lesson.

Possible Student Responses

Example 1: During the Civil War, the Five Tribes, residing in Indian Territory, were pressured to choose sides. At least a faction from all five tribes fought for the Confederacy against the Union, finding themselves on the losing side at the end of the war. **Example 2:** During the Civil War, the Union and the Confederacy both considered Indian Territory geographically important to their war strategies. Thus, the Five Tribes were pressured to choose sides with most ultimately choosing to side with the Confederacy.

Display **slide 4**. Tell students that in this lesson, they will be discussing the Reconstruction Treaties of 1866. Give groups 2-3 minutes to predict how the terms from the Word Splash might connect to the Reconstruction Treaties of 1866. Call on a few groups to share their ideas with the class and form a hypothesis. Be sure not to single out any "correct" answers at this point but instead explain to students that they will be exploring these hypotheses as the lesson progresses.

Display **slide 5**. Tell students that, while they are learning about the Reconstruction Treaties of 1866, they should keep in mind the following essential questions: How have the policies and decisions of the U.S. government impacted tribal sovereignty? How did Reconstruction affect Native American peoples in Indian Territory? Additionally, consider sharing the learning objectives on **slide 6** to indicate to students that by the end of the lesson they should be able to identify and explain the major terms of the Reconstruction Treaties of 1866 and evaluate the impact that the terms of those treaties had on Native American peoples in Indian Territory.

50 minutes

Explore

Remind students that at least a portion of each of the Five Tribes (Cherokee, Choctaw, Chickasaw, Creek, and Seminole) fought for the Confederacy during the Civil War. Because the tribes had taken up arms against the United States, the United States claimed that the previous treaties between the United States and the tribes were broken or void, and, therefore, new treaties needed to be negotiated. These new treaties became known as the Reconstruction Treaties of 1866.

For this activity, students will continue to work in their groups of 3-4. Assign each group one of the four Reconstruction Treaties of 1866 (Cherokee Treaty, Chickasaw and Choctaw Treaty, Creek Treaty, or Seminole Treaty), with each student receiving a copy of the assigned treaty from the attached **Reconstruction Treaties of 1866**. Explain to students that by analyzing the treaty their group is assigned, they will work together to identify and explain the eight major terms of the Reconstruction treaties made between the United States and the Five Tribes. Students will use the Stop and Jot strategy to analyze the treaty that they have been given. Students will read a portion of the text and then work together to summarize that term of the treaty. They will then move on to the next portion of the text, repeating the same process until they have summarized all eight major terms. Refer to the attached **Reconstruction Treaties of 1866 Teacher's Notes** for possible student responses.

Teacher's Note: Scaffolding

We recommend that you walk through the Stop and Jot process for the first term as a whole class to serve as an example. While each of the four treaties is slightly different, the first term of all four treaties is the same: the tribes must establish peace with the United States. Ask groups to each read the first section of their treaty's text and summarize what that part of the treaty requires and then ask each group to share out with the whole class and offer verbal feedback as they do so. Once you have heard from all the groups, synthesize and summarize what was discussed, restating a response that meets your expectations.

30 minutes

Explain

Display **slide 7**. Bring the whole class together to discuss findings from the Stop and Jot activity. Explain to students that they are going to generate a class list of the major terms of the Reconstruction treaties based on their analysis of the treaties. Ask each group to elect a spokesperson.

Call on each group at least once to contribute to the class discussion by introducing a term from the Reconstruction treaty and explaining it. As students share, record their responses on the board or in the blank space on slide 7.

Optionally, after groups have shared all eight terms of the treaties, display **slides 8–9** to summarize the terms and clarify any details or fill in any missing information.

Ask students to take a few minutes to make certain that their Stop and Jot summaries generally reflect the synthesis represented in the class list.

Teacher's Note: Different Treaties, Similar Terms

While they each have some differing language and details, all four treaties generally include the same eight major terms.

30 minutes

Extend

Display **slide 10**. Explain to students that ultimately, the Reconstruction Treaties of 1866 had a significant effect on the sovereignty of the Five Tribes. Tell students that tribal sovereignty refers to a tribe's inherent right to govern itself and maintain authority over its own land.

Display **slide 11**. Ask students, “Given what you have learned about the major requirements of the Reconstruction treaties, how do you think these treaties impacted the sovereignty of the tribes?” Engage in a whole-class discussion. Ask several students to share their thoughts.

Display **slide 12** and distribute a copy of the attached **CER chart** to each student. Tell students that they will build on this discussion to develop Claim, Evidence, Reasoning (CER) statements that explain how the Reconstruction Treaties of 1866 affected tribal sovereignty.

Teacher's Note: To Group or Not to Group

Students can either work individually or continue to work with their groups to complete the CER statements. If you choose to have students work in groups, each student should still fill out an individual CER handout to turn in later.

1. Claim: As a class, formulate a single claim statement based on your previous conversation. For example, The Reconstruction Treaties of 1866 threatened the sovereignty of the Five Tribes.
2. Evidence: Students should use one of the eight terms that they identified in their analysis of the treaties as the "evidence" to support their claim. You can assign terms or let students choose which term they would like to use. Or, as another option, ask students to use 2–3 different terms as evidence.
3. Reasoning: Students will explain how the evidence supports the claim.

Refer to the attached **CER Teacher's Notes** for examples of completed CER statements.

After students have finished writing, ask for several volunteers to read their CER statements out loud to the class. As students share, take time to offer verbal feedback about what they have written.

50 minutes

Evaluate

Display **slide 13.** Explain to students that they will now craft a Six-Word Memoir for the Reconstruction Treaties of 1866. These memoirs should summarize students' understanding of the impact that the Reconstruction Treaties of 1866 had on the sovereignty and futures of Native American peoples in Indian Territory. If you want to give students examples without giving them ideas for this specific "memoir," you could share the two examples from the strategy card:

- Rosa Parks: "Refused to move. Launched a movement."
- John Rockefeller: "I'm as slick as my oil."

Possible Student Responses

Example 1: Reconstruction treaties threatened sovereignty of tribes. **Example 2:** Lost the war, then tribal sovereignty. **Example 3:** Land ceded, railroads built, sovereignty infringed.

Ask for volunteers to share their memoirs with the class, and then have students turn them in as an assessment for this lesson. Optionally, collect the Reconstruction treaty Stop and Jot analysis and CER statements as other forms of assessment.

Optional Technology Integration

If you prefer, ask students to create and post their Six-Word Memoirs using Padlet.

Resources

- Huston, J. L. (n.d.). Civil War era. The encyclopedia of Oklahoma history and culture. https://www.okhistory.org/publications/enc/entry.php?entry=CI011.
- K20 Center. (n.d.). Claim, evidence, reasoning (CER). Strategy. https://learn.k20center.ou.edu/strategy/156
- K20 Center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.). Six-Word memoirs. Strategy. https://learn.k20center.ou.edu/strategy/75
- K20 Center. (n.d.). Stop and jot. Strategy. https://learn.k20center.ou.edu/strategy/168
- K20 Center. (n.d.). Word splash. Strategy. https://learn.k20center.ou.edu/strategy/199
- Pennington, W. D. (n.d.). Reconstruction treaties. The encyclopedia of Oklahoma history and culture. https://www.okhistory.org/publications/enc/entry.php?entry=RE001.