

Teacher Lesson Plans: Lesson 4: Contract: The Medicine Creek Treaty

Lesson Overview: This lesson examines how the signing and emancipated effects of the Medicine Creek Treaty impacted Nisqually People. **Do not reveal** to students before the lesson: the purpose of the lesson is to demonstrate how difficult the treaty was to understand.

Essential Question:

Why did the talks and the attempted signing at the Treaty meetings lead to conflict?

Targets: I can

- Locate relevant quotes, paraphrases, and examples (evidence) from the text to conclude different perspectives.
- Make an inference about a cultural perspective based on historical sources
- Explain the impact of people's movement and culture.
- Differentiate the impact for certain groups of people or cultures
- Explain the procedure and purpose of treaties
- Explain the limits and powers of tribal government under treaties
- Analyze how international agreements have affected people's lives in Washington State
- Note: **Criteria** within each activity

Materials Needed:

Analyzing the Medicine Creek Treaty Graphic Organizer

Treaty Talks

[Treaty Time at the Nisqually](#)

Sequence of Instruction:

Preparation:

- Examine the lesson plan and materials to familiarize yourself with the lesson/unit
- Post (for use in Canvas or other) or make copies of the Student Information and Graphic Organizer and articles.
- Use the Student Instructions and Graphic Organizer to work independently, with a partner, in groups, or as teacher-directed with the class.

Introduction:

- Go over the Lesson Overview and Student Instructions and Graphic Organizer with students to demonstrate, model, or practice.
- Review the targets and criteria

Primary Sources: Medicine Creek Treaty:

- Students will examine the Medicine Creek Treaty to answer the following question: *How did the Medicine Creek Treaty affect Nisqually People?* If they struggle or feel they

cannot complete this, that helps make the point that the treaty was not meant for Native Americans to understand. This also prepares them for the next activity.

- Using the *Analyzing the Medicine Creek Treaty* activity sheet, students will examine the meaning of a treaty, word choices, and the meaning of the treaty.
- The teacher will designate the treaty's article sections (2, 3, 4&5, 6, 8, 9, or 10) for small groups to examine and submit their responses to the Graphic Organizer.

Secondary Sources:

- Students read the *Treaty Talks Treaty* and [*Treaty Time at Nisqually*](#).
- Students will gather more evidence from the articles using the added information about the days of the treaty signing.

Conclusion/Essential Question: Explaining Forced Perspectives:

- Then, students will complete at least a paragraph to answer the essential question stating reasons and supporting those reasons with evidence (give examples, quotes, or facts) from the readings.

Assessments:

- Completed Graphic Organizer responses: analysis of the treaty, examination of the treaty articles, and conclusion of essential questions.