

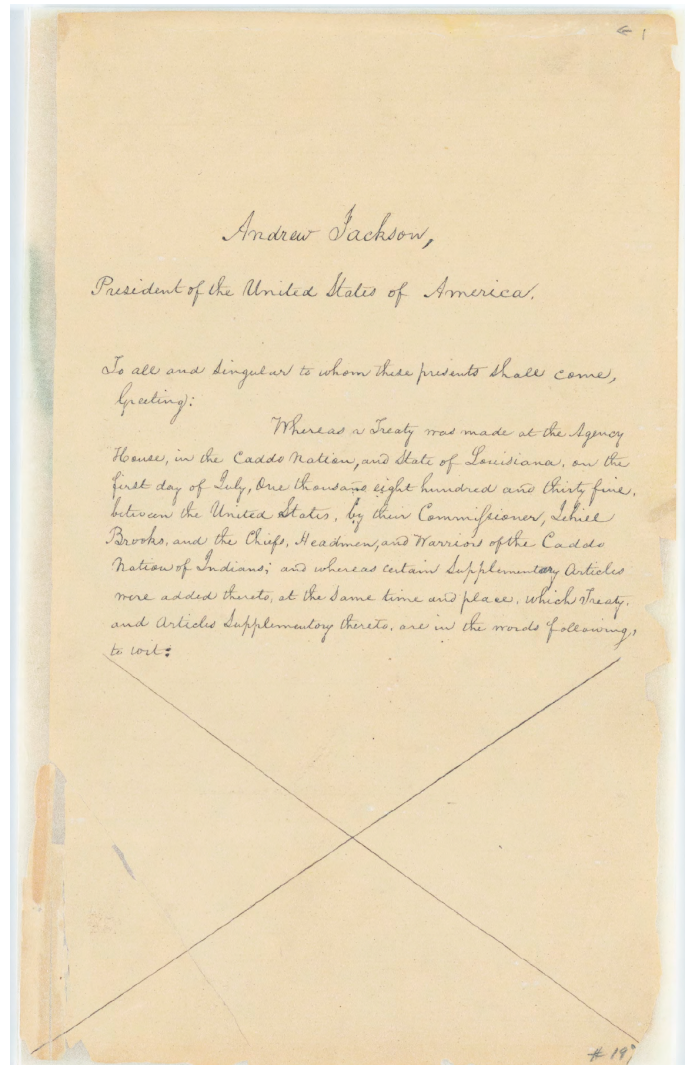
Summary

For more information on the Caddo Nation see narrative in Resources.

This document is a treaty the US government signed with the Caddo Native Peoples in 1835 from the National Archives in Washington DC. It is hand-written and includes what the government considered written signatures of the native leaders. Caddo people excelled at making agreements with neighbors and even the Spanish and French who encountered them before the Americans. The Americans had a history of making treaties with Native Peoples believing that they had dominance over the continent of North America, an ideal called Manifest Destiny.

Cecile Elkins Carter states in her book *Caddo Indians, Where We Come From*, "that with those marks, [Xs] the Caddo cut away their Red River heartland. The treaty bound them to move outside of the United States within one year and never to return again to live on their ancestral land as a nation, tribe or community of people."¹

Teacher Notes: *This activity is best used after the students have studied the early Jacksonian presidency, the concept of Manifest Destiny and earlier encounters that Native Peoples had with the new American government such as previous treaties and the forced removal of several nations. May be used as a scaffold to understand this period. It is suitable for an AP US History discussion.*



¹ Carter, Cecile Elkins. *Caddo Indians: Where We Come From*. University of Oklahoma Press, Norman, Oklahoma. 1995.

Activity 1

This project may be difficult but rewarding and may take a couple of class periods. The entire document is 19 pages long. Print the document. Have students work in small groups and attempt to read part of the treaty. Note the variants in spelling. Discuss how to decipher cursive writing from the 19th century. This is meant to be an examination of a primary source document, its nuances and understanding of a document within its historical time period. Discuss with the students the difference between the western idea of a written document as an agreement and the Native tradition of making agreements orally. Not only were there cultural differences but the language barrier would have made understanding impossible for the native peoples.

For reference here is a map of Native Peoples locations:

<https://lccn.loc.gov/2002622260>

Link to treaties by date:

<https://www.archives.gov/research/native-americans/treaties/catalog-links>

Use the Written Document analysis worksheet and answer the questions. After the groups have finished and understand the document, use the following questions to guide a large group discussion.

Questions for large group discussion

1. What was the US government asking for in this treaty?
 2. What were the expectations of the Caddos?
 3. What did the US offer as payment for their transaction?
 4. What cultural differences were there in negotiations between the Caddo nation and the US government?
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1. Type of Document

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Press Release |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Report |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Government Document |
| <input type="checkbox"/> Map | <input type="checkbox"/> Congressional Record |
| <input type="checkbox"/> Telegram | <input type="checkbox"/> Other |

2. Unique qualities

- Handwritten
- Typed
- Seals
- Notations
- RECEIVED stamp

3. Dates of Document: _____

4. Author or Creator of the Document: _____

5. Title: _____

6. Document Information

A. List three things the author said that are important:

1. _____

2. _____

3. _____

B. Why do you think the document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

7. List two things the document tells you about life at the time it was written:

1. _____
2. _____

8. What is a treaty? Was this an equitable agreement with all parties understanding the ramifications?

Why or why not?

9. What things would you change about this treaty? Consider the cultural differences of the two nations.

TEKS

SOCIAL STUDIES

World History Studies – 113.42 (d)

- (28) (B,C) Historian Analysis, primary document analysis

United States Government – 113.44 (d)

- (1) Primary documents, Constitutional elements
- (6) (D) Checks and balances
- (7) (B) Structure of Executive branch (treaties)

ELAR

English 1 – 110.36 (c)

- (2) (A) Vocabulary understanding
- (4) (A-G, I) Comprehension skills
- (5) (A-G, I, J) Response skills
- (8) (A-D) Author's purpose
- (10) (C) Compose argumentative texts

English 2 – 110.37 (c)

- (1) (A) Oral language-respectful discourse
(D) Oral language-collaboration participation
- (4) (A-E) Comprehension skills
- (5) (B, J) Response Skills
- (10) (C) Composition-argumentative
- (11) (A,D,E,F) Inquiry and research

English 3 – 110.38 (c)

- (1) (A,B,D) Oral language
- (4) (B,D,E,F,G,I) Comprehension skills
- (5) (B-J) Response skills
- (10) (C) Composition-argumentative
(F) Composition rhetorical
- (11) (A-D) Inquiry and research

English 4 – 110.39 (c)

- (1) (A,D) Oral language
- (4) (A-G) Comprehension skills
- (5) (B-E) Response skills
- (11) (A-G) Inquiry and research

Research and Technical Writing – 110.53

- (b) (A,C,D) Writing for a variety of audiences

Practical writing – 110.54 B

- (5) (A-G) Analyzes informational text

Activity 2

Possible other topics to research regarding Native Peoples and the US federal government:

- Dawes Act of 1887
<https://www.archives.gov/milestone-documents/dawes-act>
- Indian Reorganization Act of 1934
<https://catalog.archives.gov/id/7873515>

Writing Prompts

Examine one of the above US Government acts. Write a critical essay describing how the acts benefitted or disadvantaged Native Peoples. Find detailed examples for either argument.

TEKS

SOCIAL STUDIES

World History Studies – 113.42 (d)

- (28) (B,C) Historian Analysis, primary document analysis

United States Government – 113.44 (d)

- (1) Primary documents, Constitutional elements
 (6) (D) Checks and balances
 (7) (B) Structure of Executive branch (treaties)

ELAR

English 1 – 110.36 (c)

- (2) (A) Vocabulary understanding
 (4) (A-G, I) Comprehension skills
 (5) (A-G, I, J) Response skills
 (8) (A-D) Author's purpose
 (10) (C) Compose argumentative texts

English 2 – 110.37 (c)

- (1) (A) Oral language-respectful discourse
 (D) Oral language-collaboration participation
 (4) (A-E) Comprehension skills
 (5) (B, J) Response Skills
 (10) (C) Composition-argumentative
 (11) (A,D,E,F) Inquiry and research

English 3 – 110.38 (c)

- (1) (A,B,D) Oral language
 (4) (B,D,E,F,G,I) Comprehension skills
 (5) (B-J) Response skills
 (10) (C) Composition-argumentative
 (F) Composition rhetorical
 (11) (A-D) Inquiry and research

English 4 – 110.39 (c)

- (1) (A,D) Oral language
 (4) (A-G) Comprehension skills
 (5) (B-E) Response skills
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Research and Technical Writing – 110.53

- (b) (A,C,D) Writing for a variety of audiences

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- (5) (A-G) Analyzes informational text