

# The 10-Cent Treaty

## Lesson 1

### Guiding Question for the Lesson

- How did the Turtle Mountain Chippewas lose much of their land?

### Standards

#### Essential Understandings Regarding Montana Indians

EU 5 There were many federal policies put into place throughout American history that have affected Indian people and continue to shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods.

EU 6 History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from American Indian perspectives frequently conflicts with the stories mainstream historians tell.

#### Social Studies Standards

SS.G.6-8.5 Explain the role and impact of spatial patterns of settlement and movement in shaping societies and cultures, including Indigenous cultures.

SS.G.6-8.6 Identify how the historical and contemporary movement of people, goods, and ideas from one area can impact change, conflict, and cooperation in other areas.

SS.H.6-8.2 Analyze how the historical events relate to one another and are shaped by historical context, including societies in the Americas.

SS.H.6-8.3 Analyze how, since European contact, historical events and policies have mutually impacted American Indian and European societies.

### Materials

[\*The History and Culture of the Turtle Mountain Band of Chippewa\*](#), pages 13-15, especially the map on p. 13. North Dakota Department of Public Instruction, 1997.

Chippewa Land Cessions in North Dakota Map (Appendix A)

### Length

One class period

### Key Vocabulary

cede    cession



Indian Education for All Unit

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## Steps

### Step One

Ask students: if you make an agreement with someone that you do not intend to follow through on, what are some ways you can trick your way out of honoring it? Make a list on the board or verbally of how they think they could trick others. You are looking for ideas like “choose who to include in the agreement” or “use words that can mean more than one thing” or “select a time or place when the other party cannot be there.” This leads to a lesson on the various ways the Chippewas’ agreements with the US government were not honored.

### Step Two

Provide the map only, from page 13 of *The History and Culture of the Turtle Mountain Band of Chippewa* resource. For your convenience, this map is provided separately in the Appendix below. Ask students to study it silently first, then ask for a volunteer or a small group to describe how the Turtle Mountain tribal lands were reduced between 1863 and 1904. They are now left with the small dark gray rectangle. Elicit thoughts, reactions, and responses from students.

Divide students into three groups of three-four students (three to six groups, if your class is large enough). Each group is going to be assigned a single portion of *The History and Culture of the Turtle Mountain Band of Chippewa*, pages 13-15. Show students how to summarize in the margin, writing just one-two words to indicate what each paragraph is about. Use the very short section “1885 Resistance” on page 14 to model this. You might read it out loud and think out loud as you decide what one-two words to write down in the margin as the summary. Next, assign sections to groups: “Old Crossing Treaty,” “Red River Uprising,” “McCumber Agreement.” If you have more than three small groups, some sections will be assigned to more than one group.

Ask groups to share with each other what they had, paragraph by paragraph, and compare. The longest section by far is the last one, so give plenty of time for that group. Once they have completed the task, ask a leader from each group to share their paragraph summaries with the whole class. If you have a projector, place your copy on it and write the summarized information so other students in the class can copy it. Make sure you clarify as you go, so everyone in the class gets the whole idea. You want everyone to come away with a complete understanding of what happened to the Chippewas’ land base.

### Step Three

Create a timeline on the board or the wall with a long strip of paper or wide ribbon and some markers, labeled every five years from 1860-1905. Provide students with an index card and assign them in singles or pairs to find the event that occurred on the following dates. They should agree on the event, make sure they understand what it was, and write a one-two sentence summary of the event on the index card.

- October 2, 1863
- 1865-1869
- 1885 (a couple of major events in this year!)
- (By) October 1892
- 1892
- 1904 (this was the year the McCumber Agreement was enacted)

Too many students? Add these, not with dates but for extra context to add to the timeline.

- Old Crossing Treaty
- Red River Uprising
- Louis Riel
- Turtle Mountains
- McCumber Agreement
- Little Shell III
- Council of 32

Ask the students with date cards to put theirs up first, followed by the cards with names of events, things, and people.

Keep this for Lesson 2.

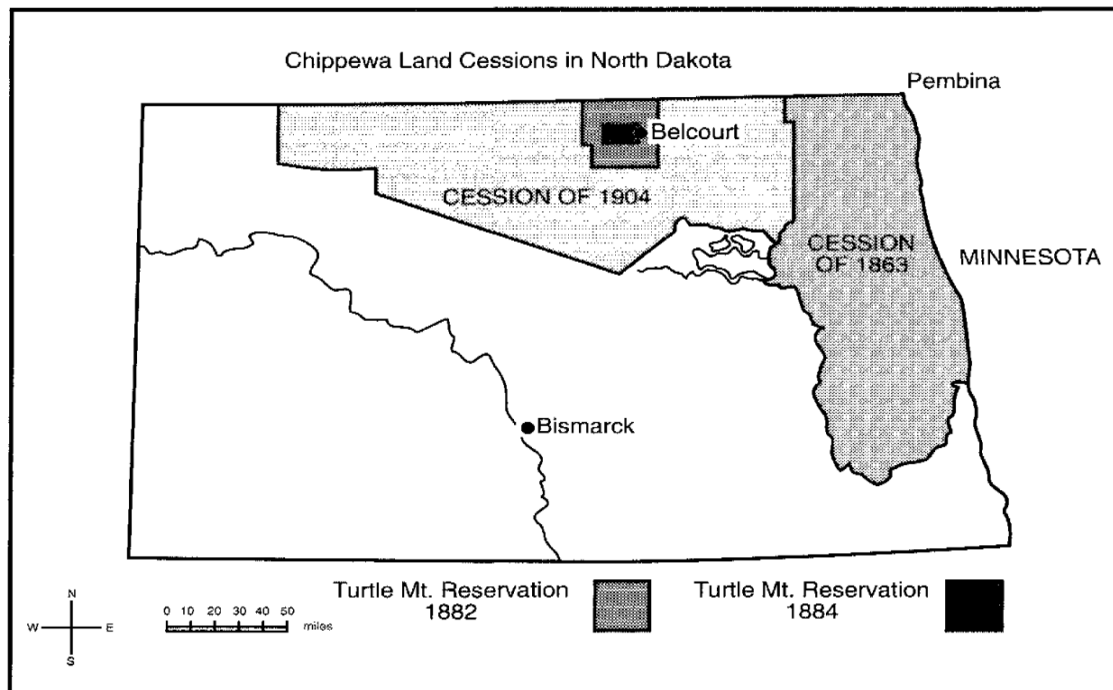
## Assessment

Project the map from page 13 again. Ask students to explain it, in writing, using what they learned today.

## Extension Option

Once students have completed this lesson, provide them with the alternate (easier) version of the story, "[Turtle Mountain,](#)" North Dakota Studies, State Historical Society of North Dakota (up to Allotment). Ask them to compare the two. The shorter version includes some extra information missing from the longer version, such as why the McCumber Agreement was called the Ten-Cent Treaty, and several of the primary sources involved in this event. Students will have an easier time understanding it since they already got the facts down. This is an alternate resource/version of the story, less detailed, easier to read, if you need a different version. However, it lacks Louis Riel and the Red River Uprising so is not a perfect match.

## Appendix A – Chippewa Land Cessions in North Dakota Map



3. Map adapted from Schneider, 1994, p. 139.