Overview

The “Of Treaties and Territories: Government Policy Toward Native Americans” unit will explore George Washington’s view of the Cherokee people, the Cherokee Indians view of the United States Government, and the Cherokee Treaty. By the end of the unit, students will have a deeper understanding of how Native Americans were treated by the U.S. Government. Students will look at territorial maps and read official government documents surrounding the policies created in response to Native Americans. As a final assessment piece, students will choose from a variety of projects to create artifacts that will showcase their understanding.

Key Terms and Concepts

- Cherokee Treaty
- Sovereignty
- Retaliation
- Territorial Maps
- Manifest Destiny
Rationale
Treaties and territories continue to play a large role in our government’s interaction with other nations. It is important for students to understand why treaties were created and the reasons the United States’ adhere to those treaties, in order for them to understand the global interactions that occur today.

Objectives
- Students will be able to interpret and gather data from territorial maps
- Students will be able to read and analyze the Cherokee Treaty
- Students will work collaboratively to answer factual, interpretive, and evaluative questions

Assessment
A variety of assessment opportunities are provided throughout the unit. As a final product, students will have four options to choose from to showcase their understanding of the government policy toward Native Americans. They may choose to create a flyer, create an advertisement, write a letter to the editor, or write a persuasive letter to the President of the United States.

Vocabulary
The “Of Treaties and Territories: Government Policy Toward Native Americans” unit incorporates a large amount of vocabulary to help support students’ understanding of the primary source documents they will be reading. For each lesson, have students fill out the Vocabulary for “Of Treaties and Territories” sheet using the vocab list for that day. At the back the lesson, you will find a variety of other vocab activities the students can do.

Technology Extension: Quizlet.com
Quizlet.com is an interactive way to reinforce vocabulary acquisition through games, flashcards, and more! Type in centeroncongress or go to: http://quizlet.com/centeroncongress to see the vocab list for each day.
Day 1: Cherokee Treaty (Nov. 1785)

I. Map Analysis
Have students work in groups using the Library of Congress Map Analysis Tool to critically analyze the 1884 Map of the Territorial Limits of the Cherokee Nation on a computer.

II. Compare and Contrast
Have students compare and contrast the sections labeled 1–9 and the sections labeled 11–36. Using the map key, students should take notes on the size, topography of the various map sections, and if the sections are from the colonial period or the federal period using the map key.

III. Explain
Explain that this map is from 1884, which highlights the former territorial limits of the Cherokee Nation. The sections labeled 1–10 are from the colonial period (i.e., before the United States became an independent nation). The sections labeled 10A–36 are from the federal period (i.e., after the United States became an independent nation).

IV. Discussion
Use the following questions to help guide discussion:
1. Are the sections from the colonial period larger or smaller than those from the federal period? Why might this be?
2. What else do you notice about this map?

V. Vocabulary
Pass out the Vocabulary for “Of Treaties and Territories” sheet and the Lesson 1: Cherokee Treaty Vocabulary.

VI. Read the Cherokee Treaty
Have the students read the text of the Cherokee Treaty, individually or in small groups.

VII. Think-Pair-Share
Have students think-pair-share the Lesson 1: Cherokee Treaty (Nov. 1785) Factual, Interpretive, and Evaluative Questions or complete as homework.

Big Ideas
Determine the central ideas or information of a primary source and provide an accurate summary of how key events or ideas develop over the course of the text.

Materials
- Library of Congress Map Analysis Tool: Included pg. 10
- 1884 Map of the Territorial Limits of the Cherokee Nation: http://tinyurl.com/tpsOTT
- Vocabulary for “Of Treaties and Territories”: Included pg. 26-28
- Lesson 1: Cherokee Treaty Vocabulary: Included pg. 29
- Cherokee Treaty: Included pg. 11-13
- Lesson 1: Cherokee Treaty (Nov. 1785) Factual, Interpretive, and Evaluative Questions: Included pg. 14-15
- Optional: Quizlet.com: http://tinyurl.com/tpsquiz1
Day 2: Hostile Intentions (Oct. 1786)

I. Review
Review the Cherokee Treaty and allow students to ask questions. Go over the factual, interpretive, and evaluative questions, being sure to touch on major points from the treaty.

II. Vocabulary
Pass out the Lesson 2: Hostile Intentions Vocabulary and have students fill out the Vocabulary for “Of Treaties and Territories” sheet.

III. Read the 1786 Letter to Congress
Have the students read and analyze the text of the 1786 Letter to Congress individually or in small groups.

IV. Think-Pair-Share
Have students think-pair-share the Lesson 2: Hostile Intentions (Oct. 1786) Factual, Interpretive, and Evaluative Questions. Students may finish as homework.
Day 3: George Washington’s Letter to Senate (Aug. 1790)

I. Review
Review the 1786 letter to congress and allow students to ask questions. Go over the factual, interpretive, and evaluative questions, being sure to touch on major points from the treaty.

II. Vocabulary
Pass out the Lesson 3: George’s Letter Vocabulary and have students fill out the Vocabulary for “Of Treaties and Territories” sheet.

III. Read George Washington’s Letter to the Senate
Have the students read and analyze the text of George Washington’s Letter to the Senate, individually or in small groups.

IV. Think-Pair-Share
Have students think-pair-share Lesson 3: Letter, George Washington to Senate on Cherokee Indians (Aug. 1790) Factual Questions, Interpretive and Evaluative Questions. Students may finish as homework.

Big Ideas
- Identify the influence of individuals on political and social events and movements
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them

Materials
- Lesson 3: George’s Letter Vocabulary: Included pg. 40
- George Washington’s letter to the Senate on Cherokee Indians: Included pgs. 21-22
- Optional: Quizlet.com: http://tinyurl.com/tpsquiz3
**Big Ideas**
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products
- Gather relevant information from multiple authoritative print and digital sources
- Draw evidence from informational texts to support research

**Materials**
- Computer Access
- Image Editing Software
- Final Vocabulary sheets: Included pgs. 45-48
- Optional: Quizlet.com: http://tinyurl.com/tpsquiz4

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**Final Assessment**

- **Create** an advertisement/flyer to recruit troops to protect, support, expand, and survey the Northwest Territory.
- **Create** a map that shows the proposed new boundary between the U.S. territory and the Cherokee Nation territory.
- **Write** a letter to the editor/speech about how the U.S. government should handle the treaty violations.
- **Write** a persuasive essay to the Senate or President about how the U.S. government should handle the treaty violations.

**Consider the following concepts/big ideas when completing your project:** acceptance; allegiance; boundaries; citizenship; conflict; control; cooperation; courage; curiosity; democracy; development; difference; discovery; duty; equality; equity; exploration; family; freedom; growth; harmony; honor; identity; independence; interdependence; justice; legacy; liberty; persuasion; power; pressure; protection; progress; responsibility; scarcity; survival; tolerance; and vision.
# Standards

## Day 1: Cherokee Treaty (Nov. 1785)

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## Day 3: George Washington’s Letter to Senate (Aug. 1790)

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## Final Assessment

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Bibliography

Articles of a treaty, concluded at the mouth of the Great Miami, on the north-western bank of the Ohio, the thirty-first of January, one thousand seven hundred and eighty-six, between the commissioners plenipotentiary of the United States of America, of the one part, and the chiefs and warriors of the Shawnee Nation of the other part. Treaty. New York: s.n. 1786. From the Library of Congress, Documents from the Continental Congress and the Constitutional Convention, 1774-1789. http://memory.loc.gov/cgi-bin/ampage?
collId=bdsdcc&fileName=18101//
bdsdcc18101.db&recNum=0&itemLink=r
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(NUMBER+@od1(bdsdcc+18101))
&linkText=0&presId=bdsbib (Accessed Oct. 8, 2013)

By the United States in Congress assembled. October 20, 1786: The committee consisting of Mr. Pettit, Mr. Lee, Mr. Pinckney, Mr. Henry and Mr. Smith, to whom was referred the letter from the War Office with the papers enclosed containing intelligence of the hostile intentions of the Indians in the western coun-[sic] having reported ... Treaty. New York: s.n. 1786 From the Library of Congress, Documents from the Continental Congress and the Constitutional Convention, 1774-1789. http://memory.loc.gov/cgi-bin/query/r?ammem/bdsbib:@field
(NUMBER+@band(bdsdcc+21201)):
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Physical Qualities of the Map

Title of Map

Check the circle(s) besides the type of map that describes the map you have:
- Raised relief map
- Topographic map
- Natural resource map
- Other
- Political map
- Contour-line map
- Artifact map
- Weather map
- Military map
- Birds-eye view
- Satellite photograph/mosaic
- Pictograph

Check the circle(s) besides the map parts that are visible on the map you have:
- Compass
- Handwritten
- Other
- Date
- Notations
- Legend (key)
- Scale
- Name of mapmaker
- Title

Date of the Map

Creator of the Map

Where was the Map produced?

Map Information

What natural landmarks and things do you notice on this map?

What man-made landmarks and things do you notice on this map?

List three things on this map that you think are important
1.
2.
3.

Why do you think this map was created?

What evidence on the map suggests this?

What new information did you learn from this Map?

Write a question to the mapmaker that is left unanswered by this map.
ARTICLES of a TREATY,

Concluded at Hopewell, on the Keowee, between Benjamin Hawkins, Andrew Pickens, Joseph Martin and Lacklan McIntosh, Commissioners Plenipotentiary of the United States of America, of the one Part, and the HEAD-MEN and WARRIORS of all the Cherokees of the other.

THE Commissioners Plenipotentiary of the United States in Congress assembled, give peace to all the Cherokees, and receive them into the favor and protection of the United States of America, on the following conditions:

Art. 1. The Head-Men and Warriors of all the Cherokees, shall restore all the prisoners, citizens of the United States, or subjects of their allies, to their native liberty: They shall also restore all the negroes, and all other property taken during the late war from the citizens, to the persons, and at such time and place, as the commissioners shall appoint.

Art. 2. The Commissioners of the United States in Congress assembled, shall restore all the prisoners taken from the Indians, during the late war, to the Head-Men and Warriors of the Cherokees, as early as practicable.

Art. 3. The said Indians for themselves, and their respective tribes and nation, do acknowledge all the Cherokee to be under the protection of the United States of America, and of no other foreign power.

Art. 4. The boundary allotted to the Cherokees for their hunting grounds, between the said Indians and the citizens of the United States, within the limits of the United States of America, is, and shall be the following, viz: Beginning at the mouth of Duck river on the Tennessee; thence running southward to the ridge dividing the waters running into Cumberland from those running into the Tennessee: thence eastward along the said ridge to a north-west line to be run, which shall strike the river Cumberland forty miles above Nashville; thence along the said line to the river; thence up the said river to the ford where the Kentucky road crosses the river, thence to Campbell's line, near Cumberland Gap; thence to the mouth of Cloud's creek on Holston; thence to the Chimney Top mountain; thence to Camp creek, near the mouth of Big Limebrook, on Nolachecke; thence a north-west course five miles to a mountain; thence south to the North-Carolina line; thence to the South-Carolina Indian boundary, and along the same southward over the top of the Omni mountain till it strike the Cumberland river; thence a direct line to the top of the Cumberland mountain; thence to the head of the South fork of Omni river.

Art. 5. If any citizen of the United States, or other person not being an Indian, shall attempt to settle on any of the lands westward or southward of the said boundary which are hereby allotted to the Indians for their hunting grounds, or have already settled and will not remove from the same within six months after the ratification of this treaty, such persons shall forfeit the protection of the United States, and the Indians may punish him or her according to the laws of the United States, and the laws of the states where the said lands are situate.

Art. 6. If any Indian or Indians, or person aiding them, or who shall take refuge in their states, shall commit a robbery, or murder, or other capital or misdemeanor against any citizen of the United States, or persons under the protection of the United States, or any of the tribes to which such offender or offenders may belong, shall be bound to deliver him or them up to the jurisdiction of the United States; provided that the punishment shall not be greater than that of the robbery or murder, or other capital crime, committed by a citizen of the United States.

Art. 7. If any citizen of the United States, or other person under the protection of the United States, shall commit a robbery or murder, or other capital crime, against an Indian, such offender or offenders shall be punished in the same manner as if the murder or robbery, or other capital crime, had been committed against a citizen of the United States, and the punishment shall be in accordance with the laws of the United States.

Art. 8. It is further provided, that no person who shall take refuge in the United States, shall be punished for any capital or other crime, except where there is a manifest violation of the treaty, and then shall be punished, as by a demand of justice, and if refused, then by a declaration of hostilities.

Art. 9. For the benefit and comfort of the Indians, and for the prevention of injuries or oppressions on the part of the citizens of the United States, in Congress assembled, shall have the sole and exclusive right of regulating the trade with the Indians, and managing all their affairs in such manner as they think proper.

Art. 10. Until the pleasure of Congress be known, respecting the sixth article, all traders, citizens of the United States, shall have liberty to go to any of the tribes, or to any of the Cherokees, to trade with them, and they shall be protected in their persons and property, and kindly treated.

Art. 11. The said Indians shall give notice to the citizens of the United States, of any design which they may have, or that may be found in any neighboring tribe, or by any person whatever, against the peace, trade, or interest of the United States.

Art. 12. That the Indians may have full confidence in the justice of the United States, respecting their states, they shall have the right to send a deputy of their choice, whenever they think fit, to Congress.

Art. 13. The hatchet shall be forever buried, and the peace given by the United States, and friendship establishing peace, between the said states on the one part, and all the Cherokees on the other, shall be unalterable, and the contracting parties shall use their utmost endeavors to maintain the peace given in after-days, and friendship unbroken.
ARTICLES of a TREATY,
Concluded at HOPEWELL, on the KEOWEE, between BENJAMIN HAWKINS, ANDREW PICKENS, JOSEPH MARTIN and LACKLAN M'INTOSH, COMMISSIONERS PLENIPOTENTIARY of the UNITED STATES of AMERICA, of the one Part, and HEAD-MEN and WARRIORS of all the CHEROKEES of the other.

THE Commissioners Plenipotentiary of the United States in Congress assembled, give peace to all the CHEROKEES, and receive them into the favor and protection of the United States of America, on the following conditions.

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Art. 2. The Commissioners of the United States in Congress assembled, shall restore all the prisoners taken from the Indians, during the late war, to the Head-Men and Warriors of the Cherokees, as early as is practicable.

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Art. 5. If any citizen of the United States, or other person not being an Indian, shall attempt to settle on any of the lands westward or southward of the said boundary which are hereby allotted to the Indians for their hunting grounds, or having already settled and will not remove from the same with six months after the ratification of this treaty, such person shall forfeit the protection of the United States, and the Indians may punish him or not as they please-provided nevertheless, that this article shall not extend to the people settled between the fork of French Broad, and Holstein rivers, whose particular situation shall be transmitted to the United States in Congress assembled for their decision thereon, which the Indians agree to abide by.

Art. 6. If any Indian or Indians, or person residing among them, or who shall take refuge in their nation, shall commit a robbery, or murder or other capital crime on any citizen of the United States, or person
under their protection, the nation, or the tribe to which such offender or offenders may belong, shall be bound to deliver him or them up to be punished according to the ordinances of the United States; provided that the punishment shall not be greater than if the robbery or murder, or other capital crime, had been committed by a citizen on a citizen.

Art. 7. If any citizen of the United States, or person under their protection, shall commit a robbery or murder or other capital crime, on any Indian, such offender or offenders shall be punished in the same manner as if the murder or robbery or other capital crime, had been committed on a citizen of the United States; and the punishment shall be in presence of some of the Cherokees, if any shall attend at the time and place, and that they may have an opportunity so to do, due notice of the time of such intended punishment shall be sent to some one of the tribes.

Art. 8. It is understood that the punishment of the innocent under the idea of retaliation, is unjust, and shall not be practiced on either side, except where there is a manifest violation of this treaty; and then it shall be preceded, first by a demand of justice, and if refused, then by a declaration of hostilities.

Art. 9. For the benefit and comfort of the Indians, and for the prevention of injuries or oppressions on the part of the citizens or Indians; the United States in Congress assembled shall have the sole and exclusive right of regulating the trade with the Indians, and managing all their affairs in such manners as they think proper.

Art. 10. Until the pleasure of Congress be known, respecting the ninth article, all traders, citizens of the United States, shall have liberty to go to any of the tribes or towns of the Cherokees to trade with them, and they shall be protected in their persons and property, and kindly treated.

Art. 11. The said Indians shall give notice to the citizens of the United States, of any designs which they may know or suspect to be formed in any neighbouring tribe, or by any person whosoever, against the peace, trade or interest of the United States.

Art. 12. That the Indians may have full confidence in the justice of the United States respecting their interests, they shall have the right to send a deputy of their choice, whenever they think fit, to Congress.

Art. 13. The hatchet shall be forever buried, and the peace given by the United States, and friendship re-established between the said states on the one part, and all the Cherokees on the other, shall be universal; and the contracting parties shall use their utmost endeavours to maintain the peace given as aforesaid, and friendship re-established.
Lesson 1: Cherokee Treaty (Nov. 1785)
Factual Questions:

1. What does Article 1 require the Cherokees to do?

2. What does Article 2 require the Commissioners to do?

3. What is the significance of Article 3?

4. What does Article 5 give the Cherokees permission to do?

5. What does Article 6 require the Cherokees to do?

6. In article 7, what do the Commissioners promise to do?

7. What does Article 8 prohibit?

8. What does Article 9 give Congress the right to do?

9. What does Article 10 give the settlers permission to do?

10. What does Article 11 require the Cherokees to do?

11. What does Article 12 give the Cherokees the right to do?
Lesson 1: Cherokee Treaty (Nov. 1785)
Interpretive and Evaluative Questions:

Whose interests do you think the treaty most represented?

Based on the wording of the treaty, how do you think the Cherokees would come to view the government of the United States?
Lesson 1: Cherokee Treaty (Nov. 1785) Answer Sheet
Factual Questions:

1. What does Article 1 require the Cherokees to do?

Article 1 requires the Head-men and the Warrior Cherokees to restore all prisoners and citizens.

2. What does Article 2 require the Commissioners to do?

Article 2 requires the United States to return all Indians that were taken prisoners.

3. What is the significance of Article 3?

Article 3 signifies the United States’ “protection” over the Cherokees Indians.

4. What does Article 5 give the Cherokees permission to do?

Article 5 allows the Cherokees to do as they see fit to whoever attempts to settle on their land that is not an Indian.

5. What does Article 6 require the Cherokees to do?

Article 6 requires the Cherokees to deliver an Indian that has committed a crime against a U.S Citizen.

6. In Article 7, what do the Commissioners promise to do?

Article 7 promises that a citizen will be punished for any crime committed against an Indian as if that crime were committed against another citizen.

7. What does Article 8 prohibit?

Article 8 prohibits punishment against an innocent under the guise of retaliation.

8. What does Article 9 give Congress the right to do?

Article 9 allows congress to manage all trade and affairs for the Indians.

9. What does Article 10 give the settlers permission to do?

Article 10 allows settlers to trade with Indians.

10. What does Article 11 require the Cherokees to do?

Article 11 requires the Indians to notify the citizens of the U.S. of any plans against the peace, trade or interest of the U.S.

11. What does Article 12 give the Cherokees the right to do?

Article 12 allows the Cherokees to send a representative to congress whenever they think it fit.
By the United States in Congress assembled.

October 30, 1790.

The Committee consisting of Mr. Pettit, Mr. Let, Mr. Pinckney, Mr. Henry and Mr. Smith, to whom was referred the Letter from the War Office with the Papers enclosed containing Intelligence of the hostile Intentions of the Indians in the Western Country having reported:

Resolved, That the uniform tenor of the intelligence from the Western Country, plainly indicates the hostile disposition of a number of Indian nations, particularly the Shawnees, Potawatamies, Chippeenas, Tennoes and Trigturvines.

That those nations are now assembling in the Shawnee towns, and are joined by a greater number of inhabitants, under the name of Muscoes and Chicanes, who are outcasts from other nations, and who have associated and settled in that country for the purpose of war and plunder. — That they are labouring to draw in other nations to conciliate them in a war with the Americans. — That it is expected, one thousand warriors will soon be collected in the Shawnee towns, from whence they have already dispatched parties to commence hostilities. — That from the notions of the Indians to the southward as well as the northward, and the exertions made in different quarters to humble the various nations against the Americans, there is the strongest reason to believe that, unless the expedients now under consideration are timely executed, they will in a short time become general, and may be attended with the most dangerous and alarming consequences.

That the committee therefore deem it highly necessary that the troops in the service of the United States be immediately augmented, not only for the protection and support of the frontiers of the States, but also for the security of the whole territory, and the valuable settlements on and near the margin of the Mississippi, but to establish the possession and facilitate the surveying and fencing of those intermediate lands, which have been so much relied on for the defence of the drifts of the United States; whereas

Resolved, That the number of one thousand, three hundred and forty non-committed officers and privates be raised for the term of three years, unless sooner discharged, and that they together with the troops now in service, be formed into a legionary corps, to consist of 3,500 non-committed officers and privates. That the additional troops be raised by the following states in the following proportions, to wit,

<table>
<thead>
<tr>
<th>State</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Hampshire</td>
<td>600</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>660</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>120</td>
</tr>
<tr>
<td>Connecticut</td>
<td>185</td>
</tr>
<tr>
<td>Virginia and Maryland</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>1,390</td>
</tr>
</tbody>
</table>

That the secretary at war inform the executive authorities of the several states in which the troops are to be raised, the number and rank of commissioned officers to be furnished by each state in proportion to the men.

That the pay and allowances to the troops to be raised by this resolve, be the same as established by the act of Congress of the 1st of April 1793.

That the said troops shall be subject to the existing articles of war, or such as may hereafter be formed by Congress or a committee of the states.

Resolved, That the states above mentioned be, and they hereby are requested to use their utmost exertions to raise the quotas of troops, respectively assigned to them, with all possible expedition, and that the executives of the said states be, and hereby are requested by safe conveyance of their legislatures, should not be in full, immediately to convene them for this purpose, to a delay may be attended with the most fatal consequences.

[Signature]
By the UNITED STATES in CONGRESS assembled.
OCTOBER 20, 1786.
The Committee consisting of Mr. Pettit, Mr. Lee, Mr. Pinckney, Mr. Henry and Mr. Smith, to whom was referred the Letter from the War Office with the Papers enclosed containing Intelligence of the hostile Intentions of the Indians in the Western Coun-
having REPORTED:

THAT the uniform tenor of the intelligence from the Western Country, plainly indicates the hostile dis-
position of a number of Indian nations, particularly the Shawanese, Puteotamies, Chippewas, Ta-
was and Twightwees.

That these nations are now assembling in the Shawanese towns, and are joined by a banditti of despera-
does, under the name of Mingoés and Cherokees, who are outcasts from other nations, and who have associated and settled in that country for the purpose of war and plunder.---That they are labouring to draw in other nations to unite with them in a war with the Americans.---That it is expected, one thousand warriors will soon be collected in the Shawanese towns, from whence they have already dispatched parties to commence hostilities.---That from the motions of the Indians to the southward as well as the northward, and the exertions made in different quarters to stimulate the various nations against the Americans, there is the strongest reason to believe that, unless the speediest measures are taken effectu-
ally to counteract and defeat their plans, the war will become general, and may be attended with the most dangerous and lasting consequences:

That the committee therefore deem it highly necessary that the troops in the service of the United States be immediately augmented, not only for the protection and support of the frontiers of the states border-
ing on the western territory and the valuable settlements on and near the margin of the Mississippi, but to establish the possession and facilitate the surveying and selling of those intermediate lands, which have been so much relied on for the reduction of the debts of the United States; whereupon

Resolved, That the number of one thousand, three hundred and forty non-commissioned officers and pri-

vates, be raised for the term of three years, unless sooner discharged, and that they together with the troops now in service, be formed into a legionary corps, to consist of 2040 non-commissioned officers and privates. That the additional troops be raised by the following states in the following proportions, to wit,

New-Hampshire..........260
Massachusetts.............660
Rhode-Island..............120
Connecticut..............180
Virginia and Maryland each 60 cavalary, making ..........120

Infantry and artillery........1220

..........1340

That the secretary at war inform the executive authorities of the respective states in which the troops are to be raised, the number and rank of commissioned officers to be furnished by each state in proportion to the men.

That the pay and allowances to the troops to be raised by this resolve, be the same as established by the act of Congress of the 12th of April 1785.

That the said troops shall be subject to the existing articles of war, or such as may hereafter be formed by Congress or a committee of the states.

Resolved, That the states above mentioned be and they hereby are requested to use their utmost exer-

tions to raise the quotas of troops, respectively assigned to them, with all possible expedition, and that the executives of the said states be, and hereby are requested in case any of their legislatures should not be in session, immediately to convene them for this purpose, as a delay may be attended with the most fatal consequences.
Lesson 2: Hostile Intentions (Oct. 1786)

Factual Questions:

1. According to the report, what threat did the hostile natives pose?

2. Besides protection, what other kinds of things were the troops supposed to do while on the frontier?

Interpretive and Evaluative Questions:

Why do you think the Confederation Congress asked the states to supply the troops to the federal government?
Lesson 2: Hostile Intentions (Oct. 1786)

Factual Questions:

1. According to the report, what threat did the hostile natives pose?

According to the report, the hostile natives pose an imminent threat with the possibility of thousands of natives declaring war on America.

2. Besides protection, what other kinds of things were the troops supposed to do while on the frontier?

Besides protection, the troops were to establish possession and facilitate the surveying and selling of those intermediate lands.

Interpretive and Evaluative Questions:

Why do you think the Confederation Congress asked the states to supply the troops to the federal government?
To the Senate relative to the Cherokee nation of Indians.

United States, Augst 11th, 1790.

Gentlemen of the Senate,

Although the treaty with the Creeks may be regarded as the main foundation of the future peace and prosperity of the South-western part of the United States, yet in order fully to effect so desirable an object the treaties which have been entered into with the other tribes on that quarter must be faithfully performed on our part.

During the last year I said before the Senate a particular statement of the case of the Cherokees. By a reference to the paper it will appear that the United States formed a treaty with the Cherokees in November 1786. That the said Cherokees thereby bound themselves under the protection of the United States and had a boundary signed there.

That the white people settled on the frontier had openly violated the said boundary by establishing in the Indian lands.

That the United States in Congress, upon the 3d of the first month of October 1788, issued their proclamation forbidding such encroachments.
United States, August 11, 1790.

Gentlemen of the Senate: Although the treaty with the Creeks may be regarded as the main foundation of the southwestern frontier of the United States, yet in order fully to effect so desirable an object the treaties which have been entered into with the other tribes in that quarter must be faithfully performed on our parts.

During the last year I laid before the Senate a particular statement of the case of the Cherokees. By a reference to that paper it will appear that the United States formed a treaty with the Cherokees thereby placed themselves under the protection of the United States, and had a boundary assigned them.

That the White people settled on the frontiers had openly violated the said boundary by intruding on the Indian lands.

That the United States in Congress assembled did on the first day of September 1788 issue their proclamation forbidding such unwarrantable intrusions and in joining all those who had settled upon the hunting grounds of the Cherokees to depart with their families and effects without the loss of time, as they would answer their disobedience to the injunctions and prohibitions expressed, at their peril.

But information has been received that notwithstanding the said treaty and proclamation upwards of five hundred families have settled on the Cherokee Lands exclusively of those settled between the fork of French Broad and Holstein Rivers mentioned in the said treaty.

As the obstructions to a proper conduct on this matter have been removed since it was mentioned to the Senate on the 22d of August 1789, by the accession of North Carolina to the present Union, and the cessions of the Land in question, I shall conceive myself bound to exert the powers entrusted to me by the Constitution in order to carry into faith execution the treaty of Hopewell, unless it shall be thought proper to attempt to arrange a new boundary with the Cherokees embracing the settlements, and compensating the Cherokees for the cessions they shall make on the occasion. On this point therefore I state the following questions and request the advice of the Senate thereon.

1st. Is it the judgment of the Senate that overtures shall be made to the Cherokees to arrange a new boundary so as to embrace the settlement made by the white people since the treaty of Hopewell in November 1785?

2. If so, shall compensation to the amount of ... dollars annually of ... dollars in gross be made to the Cherokees for the land they shall relinquish, holding the occupiers of the land accountable to the United States for its value?

3. Shall the United States stipulate solemnly to guarantee the new boundary which may be arranged?

[Note 61: From the "Letter Book" copy in the Washington Papers.]
Lesson 3: Letter, George Washington to Senate on Cherokee Indians (Aug. 1790)

Factual Questions:

1. What does the President intend to do about the treaty violations?

2. In this case, why might the U.S. government not be responsible for living up to the terms of the original treaty?

Interpretive and Evaluative Questions:

Do you think Washington is a friend to the Cherokee people?
Lesson 3: Letter, George Washington to Senate on Cherokee Indians (Aug. 1790)

Factual Questions:

1. What does the President intend to do about the treaty violations?

The president intends to pose questions to the senate on what should be done. He poses three questions: should a new boundary that embraces the white settlement be made? Should they provide monetary compensate to the Indians for their loss? Should they create a new boundary that does not include the white settlement?

2. In this case, why might the U.S. government not be responsible for living up to the terms of the original treaty?

The accession of North Carolina to the present Union removed obstructions to a proper conduct of the matter on 22nd of August, 1789.

Interpretive and Evaluative Questions:

Do you think Washington is a friend to the Cherokee people?
Definition List for “Of Treaties and Territories”

**Bury the hatchet**—to agree to stop arguing or fighting; to end a disagreement and become friendly

**Cession**—the act of giving up something (such as power, land, or rights) to another person, group, or country

**Deputy**—an important assistant who helps the person who is the leader of a government, organization, etc.

**Design**—something that you plan to do; intention

**Desperado**—a violent criminal who is not afraid of getting hurt or caught

**Disposition**—the usual attitude or mood of a person or animal

**Hostile**—not friendly; having or showing unfriendly feelings

**Intrusion**—the act of coming or going into a place where you are not wanted or welcome

**Ordinance**—a law or regulation made by a city or town government

**Overture**—something that is offered or suggested with the hope that it will start a relationship, lead to an agreement, etc.

**Plenipotentiary**—a person (such as a diplomat) who has complete power to do business for a government

**Plunder**—the act of stealing things from a place especially by force

**Practicable**—able to be done or used

**Ratification**—to make (a treaty, agreement, etc.) official by signing it or voting for it

**Retaliation**—the act of getting revenge against someone

**Sovereign**—(a state/nation) having independent authority and the right to govern itself

**Tenor**—the general or basic quality or meaning of something

**Unwarrantable**—not necessary or appropriate; not warranted
### Vocabulary for “Of Treaties and Territories”

<table>
<thead>
<tr>
<th>Word</th>
<th>Dictionary Definition</th>
<th>Your Definition</th>
<th>Example Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bury the hatchet</td>
<td>To end a disagreement and become friendly</td>
<td>To stop fighting and become friends</td>
<td>After a week of fighting, the two best friends decided to bury the hatchet.</td>
</tr>
<tr>
<td>Cession</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disposition</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Overture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plenipotentiary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plunder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
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<tbody>
<tr>
<td>Sovereign</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unwarrantable</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
## Lesson 1: Cherokee Treaty Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bury the Hatchet</td>
<td>To agree to end a quarrel</td>
</tr>
<tr>
<td>Deputy</td>
<td>An important assistant who helps the person who is the leader of a government, organization, etc.</td>
</tr>
<tr>
<td>Design</td>
<td>Something that you plan to do; intention</td>
</tr>
<tr>
<td>Ordinance</td>
<td>A law or regulation made by a city or town government</td>
</tr>
<tr>
<td>Plenipotentiary</td>
<td>A diplomat who is fully authorized to represent his or her government</td>
</tr>
<tr>
<td>Practicable</td>
<td>Capable of being done; feasible</td>
</tr>
<tr>
<td>Ratification</td>
<td>To make (a treaty, agreement, etc.) official by signing it or voting for it</td>
</tr>
<tr>
<td>Retaliation</td>
<td>The act of getting revenge against someone</td>
</tr>
<tr>
<td>Sovereign</td>
<td>A state/nation having independent authority and the right to govern itself</td>
</tr>
</tbody>
</table>
Across
1. Person with complete power to do business for a government
2. Something that plan to do; intention

Down
1. Able to be done or used
2. To make official by signing it or voting for it
3. State/nation having independent authority and right to govern itself
4. A law or regulation made by a city or town government
5. The act of getting revenge against someone
6. An important assistant who helps a leader of a government, organization, etc
7. To end a disagreement and become friendly

Cherokee Treaty
### Cherokee Treaty Answer Key

**Key**

#### Across
1. plenipotentiary
2. design

#### Down
1. practicable
2. ratification
3. sovereign
4. ordinance
5. retaliation
6. deputy
7. bury the hatchet
Cherokee Treaty Vocabulary

**Directions:** Fill in the blanks with the correct answers.

<table>
<thead>
<tr>
<th>plenipotentiary</th>
<th>designed</th>
<th>deputy</th>
<th>practicable</th>
<th>ordinance</th>
</tr>
</thead>
<tbody>
<tr>
<td>bury the hatchet</td>
<td>ratification</td>
<td>sovereign</td>
<td>retaliation</td>
<td></td>
</tr>
</tbody>
</table>

1. It had been over a year since the incident and I thought it was time we ____________________.

2. The old approach now seems more popular with both the prime minister and his ________________.

3. He ________________ to be a doctor.

4. Intended to maintain calm, the ________________ succeeded in enforcing boredom.

5. "I, Benjamin Franklin, of Philadelphia, printer, late Minister ______________________________
of the United States of America to the court of France, now President of Pennsylvania."

6. It is now settled that the rebel chief will be tried for treason, and as soon as ________________.

7. ________________, postponed by a national election, took more than a year.

8. Tying a long string to a rock, he aimed his sling shot and shot a hive high in a tree, well out of reach of immediate ________________.

9. Geographically there are two ________________ nations in between them.
Cherokee Treaty Vocabulary Answer Sheet

Directions: Fill in the blanks with the correct answers.

<table>
<thead>
<tr>
<th>plenipotentiary</th>
<th>designed</th>
<th>deputy</th>
<th>practicable</th>
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<td>bury the hatchet</td>
<td>ratification</td>
<td>sovereign</td>
<td>retaliation</td>
<td></td>
</tr>
</tbody>
</table>

1. It had been over a year since the incident and I thought it was time we **bury the hatchet**.

2. The old approach now seems more popular with both the prime minister and his **deputy**.

3. He **designed** to be a doctor.

4. Intended to maintain calm, the **ordinance** succeeded in enforcing boredom.

5. "I, Benjamin Franklin, of Philadelphia, printer, late Minister **Plenipotentiary** of the United States of America to the court of France, now President of Pennsylvania."

6. It is now settled that the rebel chief will be tried for treason, and as soon **as practicable**.

7. **Ratification**, postponed by a national election, took more than a year.

8. Tying a long string to a rock, he aimed his sling shot and shot a hive high in a tree, well out of reach of immediate **retaliation**.

9. Geographically there are two **sovereign** nations in between them.
3 Matching Questions

1. Deputy
   a. To agree to end a quarrel
2. Retaliation
   b. An important assistant who helps the person who is the leader of a government, organization, etc.
3. Bury the Hatchet
   c. The act of getting revenge against someone

3 Multiple Choice Questions

1. A diplomat who is fully authorized to represent his or her government
   a. Sovereign
   b. Ratification
   c. Deputy
   d. Plenipotentiary

2. A state/nation having independent authority and the right to govern itself
   a. Deputy
   b. Ordinance
   c. Sovereign
   d. Design

3. Something that you plan to do; intention
   a. Design
   b. Ordinance
   c. Sovereign
   d. Deputy

3 True/False Questions

1. Ordinance → Something that you plan to do; intention
   True    False

2. Ratification → The act of getting revenge against someone
   True    False

3. Practicable → Capable of being done; feasible
   True    False
### Lesson 2: Hostile Intentions Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desperado</td>
<td>A violent criminal who is not afraid or getting hurt or caught</td>
</tr>
<tr>
<td>Disposition</td>
<td>The usual attitude or mood of a person or animal</td>
</tr>
<tr>
<td>Hostile</td>
<td>Not friendly; having or showing unfriendly feelings</td>
</tr>
<tr>
<td>Plunder</td>
<td>The act of stealing things from a place, especially by force.</td>
</tr>
<tr>
<td>Tenor</td>
<td>The general or basic quality or meaning of something</td>
</tr>
</tbody>
</table>
Across
3. The general or basic quality or meaning of something
5. Not friendly; having or showing unfriendly feelings

Down
1. A violent criminal who is not afraid of getting hurt or caught
2. The usual attitude or mood of a person or animal
4. The act of stealing things from a place, especially by force
1. I'm not being _______________ or defensive.

2. Their intelligence, friendly ________________, and "smiling" faces make dolphins popular in large aquariums and with divers.

3. What bothered me more than the inadequate fact checking was the general _______________ of this article.

4. Thieves ________________ them for scrap metal.

5. When he and his band caught up with the outlaw group, they slayed the ________________ after a ferocious gunfight.
Hostile Intentions Vocabulary Answer Sheet

Directions: Fill in the blanks with the correct answers.

| tenor | disposition | plunder | hostile | desperado |

1. I'm not being **hostile** or defensive.

2. Their intelligence, friendly **disposition**, and "smiling" faces make dolphins popular in large aquariums and with divers.

3. What bothered me more than the inadequate fact checking was the general **tenor** of this article.

4. Thieves **plunder** them for scrap metal.

5. When he and his band caught up with the outlaw group, they slayed the **desperado** after a ferocious gunfight.
Quizlet

Lesson 2: Hostile Intentions Vocabulary

NAME: __________________

2 Matching Questions

1. Hostile
   - a. Not friendly; having or showing unfriendly feelings

2. Desperado
   - b. A violent criminal who is not afraid or getting hurt or caught

2 Multiple Choice Questions

1. The general or basic quality or meaning of something
   - a. Desperado
   - b. Tenor
   - c. Plunder
   - d. Hostile

2. The usual attitude or mood of a person or animal
   - a. Desperado
   - b. Plunder
   - c. Hostile
   - d. Disposition

1 True/False Question

1. Plunder → The general or basic quality or meaning of something
   - True
   - False
<table>
<thead>
<tr>
<th><strong>Lesson 3: George’s Letter Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cession</strong></td>
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<tr>
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</tr>
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</tr>
<tr>
<td><strong>Unwarrantable</strong></td>
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</table>
George's Letter

Across
4. The act of giving up something to another person, group, or country

Down
1. The act of coming or going into a place where you are not wanted or welcome
2. An offer made to come to an agreement
3. Not necessary or appropriate
George Washington’s Letter to the Senate

Vocabulary

Directions: Fill in the blanks with the correct answers.

overture  intrusion  cession  unwarrantable

1. Within four years they would be under land ________________ treaties or on the move.

2. It was designated as an ____________________________ failure

   for that reason.

3. Some people believe that cell phone tracking is an unwelcome ________________

   into peoples private lives.

4. The government has made a significant peace ________________ by opening

   the door to negotiation.
George Washington’s Letter to the Senate
Vocabulary Answer Sheet

Directions: Fill in the blanks with the correct answers.

overture  intrusion  cession  unwarrantable

1. Within four years they would be under land cession treaties or on the move.
2. It was designated as an unwarrantable failure for that reason.
3. Some people believe that cell phone tracking is an unwelcome intrusion into peoples private lives.
4. The government has made a significant peace overture by opening the door to negotiation.
2 Matching Questions

1. Cession
   a. The act of coming or going into a place where you are not wanted or welcome

2. Intrusion
   b. The act of giving up something (such as power, land, or rights) to another person, group, or country

1 Multiple Choice Question

1. To offer something with the hope of starting an agreement or relationship
   a. Unwarrantable
   b. Overture
   c. Cession
   d. Intrusion

1 True/False Question

1. Unwarrantable → Not necessary or appropriate; not warranted
   True  False
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<tr>
<td>---------------------</td>
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</tr>
<tr>
<td><strong>Plunder</strong></td>
<td>The act of stealing things from a place</td>
</tr>
<tr>
<td><strong>Practicable</strong></td>
<td>Able to be done or used</td>
</tr>
<tr>
<td><strong>Ratification</strong></td>
<td>To make official by signing or voting for it</td>
</tr>
<tr>
<td><strong>Retaliation</strong></td>
<td>The act of getting revenge against someone</td>
</tr>
<tr>
<td><strong>Sovereign</strong></td>
<td>A state or nation having independent authority</td>
</tr>
<tr>
<td><strong>Tenor</strong></td>
<td>The general or basic quality or meaning of something</td>
</tr>
<tr>
<td><strong>Unwarrantable</strong></td>
<td>Not necessary or appropriate</td>
</tr>
</tbody>
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6 Matching Questions

1. □ Deputy  
   a. An important assistant to the leader of a government, organization, etc.
2. □ Practicable  
   b. A violent criminal who is not afraid of getting hurt or caught
3. □ Sovereign  
   c. Not necessary or appropriate
4. □ Hostile  
   d. A state or nation having independent authority
5. □ Desperado  
   e. Able to be done or used
6. □ Unwarrantable  
   f. Not friendly

6 Multiple Choice Questions

1. The general or basic quality or meaning of something
   a. Cession
   b. Design
   c. Tenor
   d. Deputy

2. The act of stealing things from a place
   a. Plunder
   b. Deputy
   c. Tenor
   d. Design

3. A law or regulation made by a city or town government
   a. Ordinance
   b. Overture
   c. Hostile
   d. Practicable
4. Something that you plan to do; intention
   a. Design
   b. Deputy
   c. Cession
   d. Tenor

5. The act of coming or going into a place where you are not welcome
   a. Intrusion
   b. Retaliation
   c. Design
   d. Cession

6. The act of giving up something to another person, group, or country
   a. Cession
   b. Design
   c. Tenor
   d. Hostile

6 True/False Questions

1. Overture → A state or nation having independent authority
   True   False

2. Disposition → The act of giving up something to another person, group, or country
   True   False

3. Retaliation → The act of getting revenge against someone
   True   False

4. Plenipotentiary → A person who has complete power to do business for a government
   True   False

5. Bury the hatchet → To agree to stop arguing or fighting
   True   False

6. Ratification → The act of getting revenge against someone
   True   False