

# UNIT 1: MIDDLE SCHOOL – WASHINGTON STATE HISTORY

## TERRITORY AND TREATY MAKING: THE WALLA WALLA TREATY COUNCIL OF 1855

### PART 1: Keeping the Home Fires Burning: Traditional Tribal Homelands

#### Instructional Support Materials

[Aspects of Traditional Homelands Matrix](#)

[Aspects of Traditional Homelands Matrix \(Spanish Language Version\)](#)

[Traditional Tribal Boundaries Worksheet](#)

[Traditional Tribal Boundaries Worksheet \(Spanish Language Version\)](#)

[Evaluation Rubric](#)

[Maps: Political map of contemporary Washington State](#)

[Maps: Topographical map of Washington Territory](#)

Maps: or descriptions of traditional tribal regions

<http://www.washingtonhistory.org/education/curriculum/treatytrail/readings/>

Video: [Tribal Perspectives on American History in the Northwest Chapters 1 – 6](#)

Video: [Native Homelands Along the Lewis and Clark Trail](#) History pre-contact to Missionaries and Early Settlers (Time Immemorial – 1851) and Part VI: Homelands of the Sahaptin-speaking Tribes of the Columbia River

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#### Learning Goals

Given the physical geography, language groups, and economic, spiritual, and cultural lives of the pre-treaty Plateau tribes, in order to identify the issues that might cause conflict within the tribes, between tribes and non-Indian encroachers, and between the tribes and the Federal Government, students will:

- Learn about the homelands of Plateau people and identify what is required to sustain tribal lifeways.
  - Contrast the needs of Plateau tribes to the growing number of non-Indian settlers and the Federal Government.
  - Predict impending conflicts when societal needs and beliefs differ
  - Describe the following aspects of Plateau Homelands and Culture:
    - the importance of tribal language to culture and tribal sovereignty
    - the role geography plays in determining traditional tribal boundaries
    - the complexities of the Seasonal Round
    - how Plateau people conducted trade with Indians and non-Indians
  - Create a graphic organizer to post in the classroom as a reference guide for the entire unit. The organizer will present findings on the political, economic, cultural, and spiritual necessities for the sustenance of Plateau tribal societies.
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**Time:** Several class periods

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## Essential Question

- How does physical geography affect the cultural geography of Plateau tribes?
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## Teacher Preparation

- **Important Note:** There was one Walla Walla Treaty Council which began in late May and ended with the signing of treaties on June 9, 1855. Two treaties were signed on June 9: The Walla Walla Treaty that established the Umatilla Reservation and the Yakama Treaty that established the Yakama Reservation.
  - Student groups of three conduct a “mini-webquest” on the Plateau Homelands. **WebQuest Link:** <http://zunal.com/webquest.php?user=17658>  
After they have viewed and completed teacher-selected activities from the DVD/Teacher Guide Series *Tribal Perspectives on American History in the Northwest* Chapters 1 – 6: History pre-contact to Missionaries and Early Settlers (Time Immemorial – 1851) and Part VI: Homelands of the Sahaptin-speaking Tribes of the Columbia River in *Native Homelands Along the Lewis and Clark Trail*, students will use the Trail Tribes Umatilla, Walla Walla, and Cayuse web pages and other sites recommended by this curriculum or WSU’s page on Native Teaching and Learning Native Teacher Reviewed Sites to inform them about traditional lifeways.
  - **Assessment:** Students will present their findings on the political, economic, cultural, and spiritual necessities for the sustenance of Plateau tribal societies in a graphic organizer suitable for posting in the classroom and used as a reference for the remainder of the unit.
  - If you are worried about the amount of time for this "mini" WebQuest that truly isn't so mini, assign ONE aspect of traditional tribal homelands and lifeways per research team, rather than making them responsible for all aspects.
  - Allow ample time for class discussion and sharing of ideas and information.
  - Encourage further exploration of information through individual tribal sites.
  - Teachers are encouraged to work with a tribal liaison to bring in guest speakers from local tribes to acquaint students with tribal lifeways, the importance of language and oral histories, and tribal accounts of life before, during, and after the treaty-making period. Ask your tribal liaison to assist in setting up guest speakers from the local tribe(s).
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## Learning Activities

1. View and complete teacher-selected activities from the Teacher Guide Series *Tribal Perspectives on American History in the Northwest* Chapters 1 – 6: History pre-contact to Missionaries and Early Settlers (Time Immemorial – 1851) and

Part VI: Homelands of the Sahaptin-speaking Tribes of the Columbia River in *Native Homelands Along the Lewis and Clark Trail*.

2. What does language have to do with self-governance? What about trees? Salmon? In this WebQuest you will discover just how important these and other aspects of traditional tribal homelands are in sustaining the traditional lifeways of Plateau Nations in the Northwest
3. Guiding Question: Given the physical geography, language groups, and economic, spiritual, and cultural lives of the pre-treaty Plateau tribes, what issues might cause conflict within the tribes, between tribes and non-Indian encroachers, and between the tribes and the Federal Government? You will be organized into teams of three. Your teacher may or may not assign teams to specific areas on which to focus.
  - a. Use the Regional Learning Project's Traditional Culture page on the Walla Walla, Cayuse, and Umatilla tribes (<http://trailtribes.org/umatilla/home.htm>) (who signed their treaty at the same time the Yakama did) to acquaint yourselves to traditional tribal culture and complete the *Aspects of Traditional Homelands Matrix*.
  - b. Compare a political map of contemporary Washington State, a topographical map of Washington Territory, and maps or descriptions of traditional tribal regions.
  - c. Explore the information and primary source rich Treaty Trail Website sponsored by the Washington State Historical Society. (<http://www.washingtonhistory.org/education/curriculum/treatytrail>) There you will find detailed accounts of the growing animosity and violence between Plateau nations and non-Indians. Spend a lot of time here.
  - d. Obtain a map of the traditional boundaries of one of the Yakama Treaty Tribes (see Columbia River Intertribal Fish Commission (<http://www.critfc.org>) and the Governor's Office of Indian Affairs (<http://www.goia.wa.gov>) for comprehensive lists and links to specific tribal websites.) AND visit the Who's Who (<http://trailtribes.org/umatilla/whos-who.htm>) page on the Umatilla, Cayuse, and Walla Walla section of the Trail Tribes website. After consulting the resources your teacher has given you, answer the following questions below using the *Traditional Tribal Boundaries Worksheet*. You will need to refer to the maps or descriptions provided by your teacher.
    - What are the traditional tribal boundaries of the following tribes observed pre-treaty times? Walla Walla, Cayuse, Umatilla, Other Yakama Treaty Tribes (Other Tribal Affiliations)
    - How do boundaries differ? Why?
    - What role does geography play in tribal boundaries?
    - Political boundaries?

- e. Visit the University of Washington Pacific Northwest History page and read the materials under Unit 3: Fur Traders, Indians, and Anglo-American Rivalry for the Northwest, 1806-1846 (<http://www.washington.edu/uwired/outreach/cspn/Website/Classroom%20Materials/Pacific%20Northwest%20History/Lessons/Lesson%203/3.html>) to explore Indian and non-Indian competition and conflict for land and natural resources.
- f. Your teacher may have your team or your entire class watch interviews of tribal people and their perspectives on the treaty era and the importance of their homelands. Complete the activities as assigned.
- g. Brainstorm the conflicting goals and needs of the settlers, traders, tribes, and government and predict what further conflict might develop. Use the organizational chart provided.
- h. Develop a plan for how you wish to display this information in your classroom. Get your teacher's approval before proceeding. It needs to clearly depict the information gathered in your *Aspects of Tribal Homelands Matrix*.
- i. Determine which team members will present which parts of your display.
- j. Keep the display up in class for the duration of the unit.

### 3. Evaluation: *Evaluation Rubric*

### 4. Conclusion

- You have learned some very important aspects about the effects of non-Indian settlers and the Federal Government presence on traditional tribal homelands before treaty times. The most important aspect to take from this WebQuest is that the conflicts did not begin when tribes entered into treaties with the United States. Conflicts began centuries before, were widespread, and affected everyone's perceptions about each other.

With this essential aspect in your arsenal, you are ready to move onto Part 2 of the larger unit. Part 2 entitled "Adding Fuel to the Fire: The Walla Walla Council" explores and begins the process of dissecting the predictions you just made about the impending conflicts. You will read biographies of treaty council stakeholders, often their own words, in response to the growing animosity in Washington Territory. You will hear from the tribes' perspectives. You will read about murder threats. You will be able to judge the inherent unfairness in the negotiations.

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