

UNIT 1: MIDDLE SCHOOL – WASHINGTON STATE HISTORY

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

PART 2: Adding Fuel to the Fire: The Walla Walla Treaty Council

Instructional Support Materials

[Growing Conflict Pre-Treaty Times](#)

[Growing Conflict Pre-Treaty Times \(Spanish Language Version\)](#)

[Factors For Signing the Treaties](#)

[Factors For Signing the Treaties \(Spanish Language Version\)](#)

[What Is a Treaty?](#)

[What Is a Treaty? \(Spanish Language Version\)](#)

[Walk in Blood Knee Deep](#)

[Walk in Blood Knee Deep \(Spanish Language Version\)](#)

[Treaty Provisions Chart](#)

[Treaty Provisions Chart \(Spanish Language Version\)](#)

[Map: Treaty Trail](#)

[Map: Treaty Ceded Areas](#)

[Map: Tribal Locations](#)

[Video: Tribal Perspectives on American History in the Northwest-Chapters 5-7 & 9](#)

[Video: Washington Ceded Lands Quick Time Movie](#)

Learning Goals

- How do the emotions of each of the parties who participated in the Walla Walla Treaty Council affect the negotiations themselves?
- How fair were the negotiations?
- Why is war a consequence of treaties that are supposed to promote peace?

Time: 14-16 class periods

Essential Question

- What were the political, economic, and cultural forces that led to the treaties?

Teacher Preparation

- Read and prepare materials for each day of lessons for Part 2.
- Notes for the Teacher:
This is an information-heavy unit that requires a lot of reading. Make every effort to enliven the reading by conducting a readers' theater, have students convert the non-fiction articles and biographies into diaries, sketches, or narratives, or news stories. Break up the reading by showing online interview

- excerpts from <http://www.trailtribes.org> . We suggest incorporating video and learning activities from *Tribal Perspectives on American History in the Northwest* where Chapters 5 and 6 recount tribal contact with fur traders, missionaries, and early settlers. Chapter 7 deals with the Treaty Era (1851 – 56).
- **Additional Information and Resources for the Walla Walla Treaty Council Unit.**
 - The information below can sometimes be a bit sophisticated. If you are assigning student pairs to explore the following sites, note that an asterisk (*) indicates the need for at least one high level reader.
 - Missionaries and Settlers:
<http://trailtribes.org/umatilla/missionaries-and-early-settlers.htm>
 - Movie Clips on the Importance of Land to Plateau People:
<http://trailtribes.org/umatilla/all-my-relations.htm>
 - *Wisdom of the Elders Clips on Yakama History and Lifeways:
<http://www.wisdomoftheelders.org/program304.html>
 - Seasonal Round:
<http://trailtribes.org/umatilla/camp-life-and-seasonal-round.htm>
 - *The Changing World of the Pacific Northwest Indian:
<http://www.washington.edu/uwired/outreach/cspn/Website/Classroom%20Materials/Pacific%20Northwest%20History/Lessons/Lesson%207/7.html>
 - Walla Walla Treaty Council:
<http://trailtribes.org/umatilla/making-treaties.htm>
 - Biography of Isaac Stevens and Walla Walla Treaty Council Chiefs:
<http://washingtonhistoryonline.org/treatytrail/context/biographies.htm>
 - Additional Information on Differing Perspectives During the Treaty Negotiation:
<http://washingtonhistoryonline.org/treatytrail/context/policy.htm>
 - Local Connection: Once the teacher-tribal liaison relationship has been established, have students work with liaison-identified tribal members to be a possible audience for some or all of the students' speeches.
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Learning Activities

Day 1 (Assuming 50 minute class periods)

1. Students will explore the Context page of Washington State Historical Society's Treaty Trail Website. Pair them up if there are not enough computers available.
2. Each student is responsible for reporting back on an "A-ha!" Meaning, something that s/he did not know before.
3. Explain that this will be a valuable resource in the coming days.
4. **HOMEWORK:** Share your "A-ha!" with an adult. What is the response? Write it down.

Day 2

1. Share the "A-ha!" responses from adults? Do the responses share common traits? What might those traits say about the level of understanding of local tribal people?
2. Photocopy Chapters 5 and 6 of the teachers' guide for *Tribal Perspectives on American History in the Northwest (TPNW)*. Students will take notes in the margins of the transcripts.
3. Transition to viewing Chapters 5 and 6 of the video *Tribal Perspectives on American History in the Northwest* and complete the discussion questions following each chapter.
4. **HOMEWORK:** Complete any remaining discussion questions.

Day 3

1. Revisit the discussion questions from TPNW. Conflict is definitely ripe in this environment.
2. Brainstorm the different perspectives there are in the growing animosity. Guide them toward:
 - a. Tribal member or leader
 - b. Missionary
 - c. Settler
 - d. Soldier
 - e. Governor Stevens
 - f. Miner
 - g. Fur Trader or Trapper
5. Distribute the Different Perspectives of *Growing Conflict Pre-Treaty Times* sheet and assign roles for each student. There should be time to complete in class.
6. **HOMEWORK:** Assign students to write a paragraph that describes how this particular person might feel about tribal people and their growing resistance to encroachment on their homelands. Distribute the seven stakeholders as equally as possible.

Day 4 Goal: Students have a clear idea of perspectives and emotions shortly before the Walla Walla Treaty Council.

1. Discuss the previous night's homework.

2. Have students get into groups according to the perspectives they wrote about. They will share their paragraphs with each other and use them to create ONE complete description about their stakeholder's emotions and perspectives. KEEP these for a future lesson.

Day 5

1. Connect it to the day's activity: Developing a context for the Walla Walla Council itself.
2. If you have limited computer access, you may need to photocopy the following sections from the website.
3. Access the "Context" of the Washington Historical Society's Treaty Trail Website (<http://washingtonhistoryonline.org/treatytrail/context/index.htm>). There are four sections to explore:
 - a. "Tribal Homelands"
<http://washingtonhistoryonline.org/treatytrail/context/homelands.htm>
 - b. "Interactive Map" (A must see for all students)-
<http://washingtonhistoryonline.org/treatytrail/context/notcompatible.htm?b=safari%20version%20600.6%20on%20mac>
 - c. "Federal Indian Policy"
<http://washingtonhistoryonline.org/treatytrail/context/policy.htm>
 - d. "The Context" (complete text) -
<http://washingtonhistoryonline.org/treatytrail/context/index.htm>
 - e. *You'll skip the very large biographies section and save it for a later lesson.*
4. Break students into groups of three to focus on one area. They should write down KEY points from each article. This makes for particularly dense reading, so get them hooked with the Interactive Map first. It shows various battles and skirmishes that occurred pre-treaty. It's fun to navigate, and gets students thinking about perspective once more.
5. **HOMEWORK:** Teacher directed based on your student's needs.

Day 6

1. Review the previous night's homework.
2. Today's goal is to graphically show the relative power on the tribal side and the Federal Government side of the impending negotiations.
3. Make sure poster-making materials are available.
4. Redistribute the paragraphs and put the students back in their same groups from Day 4.
5. Ask students, "What does each stakeholder want from this treaty? Which side are they allied with?"
6. You will graphically show this by drawing a scale (share its ironic meaning as a symbol of justice), one side representing Indian tribes and the other, the Federal Government.
7. Choose from the larger groups one student each to create another group that will create a scale.
8. Each group will make an 8 ½ x 11 or smaller graphic representation of their stakeholders. For example, the missionaries might have a church to represent

- them, the settlers, a cabin. Encourage students to think critically and stay away from the typically stereotyped symbols of Indians (feathers, tipis, men in war bonnets, etc.). What might be more suitable symbols? Salmon? Trees? A family?
9. Attach to this graphic their responses to each of these questions:
 - a. Who are we?
 - b. How do we feel about the Plateau tribes?
 - c. What do we want from the treaties?
 10. If you run out of time, have one person in the group finish the graphic and responses.
 11. Assemble the scale and graphics, one side is for tribal people; the other for the non-Indian parties.
 12. Discuss what the graphic tells us about the power structure of the impending treaty negotiations?
 13. **HOMEWORK:** Distribute the *Factors For Signing the Treaties* matrix for them to complete at home.

Day 7

1. Revisit the power structure conclusions from the previous day's lesson as you discuss the matrix and the various factors for each party involved in the treaty negotiations. Given that power structure, think about and discuss the attitudes of the actual negotiators of the treaties. Might they go into the negotiations with arrogance? Anger? Defiance?
2. Have already printed from the "Biographies" section of the WSHS Treaty Trail website (<http://washingtonhistoryonline.org/treatytrail/context/biographies.htm>) the biographies of the treaty participants.
3. Assign and distribute biographies to pairs of students. Access the WSHS Treaty Trail website, and assign students to read their assigned biographies online if that is easier for them and spend the bulk of the time reading the corresponding "In Their Own Words" (<http://washingtonhistoryonline.org/treatytrail/activities/own-words.htm>) accounts from the Treaty Trail website.
4. **HOMEWORK:** One student will pick the statement or phrase from "In Their Own Words" that illustrates that person's feelings and attitudes toward the treaty process. The other student will enlarge to 8 ½ x 11 the existing online image or draw the picture of the person they've studied. The images cannot be enlarged, so they'll need to be enlarged as they are printed.

Day 8

1. Students will have time at the beginning of the period to assemble their drawing and statement on a 9 x 12 piece of construction paper and shared with the rest of the class. Display them in an appropriate location in your classroom.

2. Have a brief gallery walk with your class and summarize the attitudes of the Stevens Entourage and the Tribal Leaders. How do they think these attitudes will impact the treaty council?
3. **HOMEWORK:** Distribute copies of the handout “*What Is a Treaty?*” After students have read it (it’s rather short), they should write a one-sentence definition of “treaty” to be shared in the next class period.

Day 9

1. Share the student definitions of treaty and develop a classroom definition of the term. By the next day have that definition enlarged enough to display in the classroom.
2. Distribute photocopies of the transcripts of Chapter 7: The Treaties of TPNW. This chapter is 27 minutes, so you may not have time to respond to the discussion questions.
4. **HOMEWORK:** Complete the discussion questions.

Day 10

1. Discuss the questions from Chapter 7: The Treaties, paying particular attention to the last question, “Was Isaac Stevens honest with the tribes about why the United States wanted to enter into these treaty agreements? What were the reasons for entering these treaties?”
2. Remind students that the tribes involved in the Walla Walla Council were already quite aware of the proceedings between Stevens and tribes to the east of their homelands.
3. Direct students to:
Trail Tribes site on “Treaties” (<http://trailtribes.org/umatilla/making-treaties.htm>)
WSHS page on “Treaties and Councils: Introduction” (<http://washingtonhistoryonline.org/treatytrail/treaties/whatis.htm>).

These come from different perspectives. What are the similarities? Differences?

Visit other tribal websites, like the “Treaties” (http://www.critfc.org/member_tribes_overview/treaty-q-a/) section of the Columbia River Intertribal Fish Commission, and “Turmoil and Treaties” (<http://ctuir.org/history-culture/history-ctuir>) on the Umatilla’s website.

How fair do you think the Council really was in addressing Indian interests?

4. **HOMEWORK:** Write a short paragraph or draw images that summarize the differing attitudes displayed on the websites.

Day 11

1. Share *briefly* some of the student drawings or writings. Display some or all of them as appropriate. Ask students if they have ever been threatened. Coerced? Extorted by bullies? What did it feel like? If this is too personal for one or more of your students, create a hypothetical situation instead. Have students review the characteristics of a bully. “Bullies tend to...
 - be impulsive, hotheaded, and dominant;
 - be easily frustrated;
 - Lack empathy;
 - Have difficulty following rules; and
 - View violence in a positive way.” (from *Children Who Bully*, Health Resources and Services Administration, US Department of Health and Human Services http://www.stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/SBN_Tip_1.pdf)

Children More Likely to Bully Others

There are two types of kids who are more likely to bully others:

- Some are well-connected to their peers, have social power, are overly concerned about their popularity, and like to dominate or be in charge of others.
- Others are more isolated from their peers and may be depressed or anxious, have low self esteem, be less involved in school, be easily pressured by peers, or not identify with the emotions or feelings of others.

Children who have these factors are also more likely to bully others;

- Are aggressive or easily frustrated
- Have less parental involvement or having issues at home
- Think badly of others
- Have difficulty following rules
- View violence in a positive way
- Have friends who bully others

Remember, those who bully others do not need to be stronger or bigger than those they bully. The power imbalance can come from a number of sources—popularity, strength, cognitive ability—and children who bully may have more than one of these characteristics. Source:

<http://www.stopbullying.gov/at-risk/factors/index.html#morelikely>

2. Announce they should look for those characteristics in the next article they will read aloud.
3. Distribute photocopies of the excerpt, *Walk in Blood Knee Deep*, of Andrew D. Pambrun’s diaries on the Walla Walla Council, where he was an interpreter. He took fastidious notes, though he was not the official transcriber. Read this excerpt aloud. He threatens, “Sign this [treaty] or walk in blood knee deep.”
4. Identify the bully (Stevens). Would the tribal leaders feel like you did when you were bullied?

5. Now, judge how fair was this negotiation was.
6. Explain to students that, just like in a bully-victim situation, the inherent unfairness of the situation was clear to both sides. Tribal leaders had to make the best of a bad situation. Realistically, they had to get what they could or there would be nothing at all.
7. **HOMEWORK:** Think (or write) how you would have liked to respond to your bully if you could. Teachers know their students best. If this is too personal, try to make this a hypothetical situation.

Day 12

1. Share the emotional responses to bullying you asked students to think or write about. Now you will read the document that tribal leaders seem to have been “bullied” into.
2. Today students will read the actual Yakama Treaty.
(http://washingtonhistoryonline.org/treatytrail/treaties/timeline/treaty_6.htm) or (<http://www.goia.wa.gov/Treaties/Treaties/yakima.htm>)
You may also substitute the Umatilla Treaty if you prefer.
3. This is a difficult and verbose document. You might want to create your own summary of the document to prepare students for each article.
4. Jigsaw the reading. Copy articles and *Treaty Provisions Chart*. Divide the class into several groups, assigning each group an article or a few articles (6 – 7, for example) from the treaty. Make sure at least one strong reader is in each group.
 - a. Article 1: Trace on a map of Washington the lands that the tribes ceded to the US Government
 - b. Article 2: Trace on a map of Washington the lands reserved for the tribes
 - c. Article 3: Roads and fishing rights (KEY Article)
 - d. Article 4: Compensation (Payment)
 - e. Article 5: Education and health care Housing and Tax Exemptions and other provisions
 - f. Article 6: Surveys
 - g. Article 7: Annuities
 - h. Article 8: Relationship between the US and tribes
 - i. Article 9: Liquor Prohibition
 - j. Article 10: Establishment of a fishery
 - k. Article 11: Ratified and established by signatories
5. **HOMEWORK:** As directed by teacher to finish the task and adjust to the reading levels of your students.

Day 13

1. Students will respond to the vast territory ceded by the tribes in the Walla Walla Council. How fair was this? How would you have felt?
2. Show the QuickTime video on the disappearance of tribal homelands. Imagine you live in the ceded area. What would have to change in your life?

3. Project the WSHS site that shows maps of Washington territories (<http://washingtonhistoryonline.org/treatytrail/context/homelands.htm>) before, during and after treaty negotiations. They will compare their maps of the new reservations to the projected language maps and ceded area maps from the WSHS Site.
4. Assign the culminating project: A speech that responds to the treaties. Students will revisit their “*Aspects of Tribal Homelands*” matrices they completed in Part 1 of this unit. They will imagine they are part of one of the entire villages that had to be abandoned. Alternately, they can imagine they are one of the tribal leaders who has to deliver the news to a village that must be abandoned. The speech must include:
 - a. the attitudes of two sides of the treaty negotiations
 - b. the emotions that this person must have felt
 - c. the basic agreements in the treaties and how they must carry those agreements out
 - d. what this might mean for the future of their tribe, settlement plans, governmental wealth, etc.
5. Work with your Language Arts teacher to assist in the writing of the speech. Use the writing process if time permits.
6. If you prefer, distribute this speech writing outline from [write-out-loud.com](http://www.write-out-loud.com) to assist: <http://www.write-out-loud.com/sample-speech-outline.html>
7. End the day with viewing the three-minute *Chapter 9: Reflections* of TPNW. Students break into groups to respond to all questions except 3 (Briefly explain that the United States began what were called termination policies immediately following the signing of the treaties. They took more land from the land they agreed to leave alone, they forced Indian children to go to boarding schools so that they would only learn white ways, they terminated entire tribes on various technicalities, etc.)
8. **HOMEWORK:** Decide a perspective you will write about and write your initial responses to a – d in item 4 above.

Day 14 - 16

1. Speech writing and delivery according to your language arts colleague’s tips. Do not make a huge deal out of this speech. It is to assess that they have adequately learned the emotions, history, and attitudes of all stakeholders before and during the treaty negotiations. Make the speech short: 2 minutes is plenty.
 2. Students deliver the speech to someone outside of their class. Create a brief delivery rubric (or use one from your language arts colleague) for the audience to complete.
 3. Option: For those who are anxious about public speaking, they could use a PowerPoint presentation with voiceovers instead. Again, 3 - 5 slides or 2 minutes for the presentation is plenty.
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