

## **UNIT 3: CIVIL WAR AND RECONSTRUCTION: INDIAN TREATIES: GOALS AND EFFECTS**

### **LEVEL 2**

#### **INSTRUCTIONAL SUPPORT MATERIALS**

*Grading Rubric*

[\*An Indian's View of Indian Affairs\*](#)

*An Indian View Paragraph Matrix*

#### **LEARNING GOALS**

Students will examine the loss of Nez Perce lands through the eyes of Chief Joseph. Using maps, and primary source materials from the time, including the eloquent words of Chief Joseph, students will examine the story of the Nez Perce's struggle to remain sovereign in the face of unyielding pressure from the United States government.

Students will:

- Use Chief Joseph's "An Indian's View of Indian Affairs" to explore the history of the Nez Perce from first contact through Chief Joseph's placement on a reservation in Eastern Washington. Students will pay special attention to the erosion of the Nez Perce's sovereignty over Chief Joseph's lifetime.
- Compare maps of the tribal homelands of the Nez Perce and their allocated reservations in Idaho and Oklahoma.
- Use "An Indian's View of Indian Affairs" to create a story board illustrating their understanding of significant events in the struggles between the Nez Perce and the US Government.

**TIME:** Approximately 8 class periods

#### **TEACHER PREPARATION**

Make class copies of:

*Grading Rubric*

[\*An Indian's View of Indian Affairs\*](#)

*An Indian View Paragraph Matrix*

Story board materials:

- Scrap paper for sketching
- Poster board or butcher paper for each group
- Paragraph matrix or other graphic organizer with student information clearly written and organized
- Markers, colored pencils, construction paper, scissors, glue stick

Local Tribal Connections: There are a number of ways to connect the story of the Nez Perce to that of other Washington Tribes. The story of the Nez Perce once again hits a common note in the history of relations between Indian nations and the US government. Many local tribes will have their own stories about the broken promises of the US government and resistance to the placing of their people on reservations. Indeed some, like the Walla Walla, share history with the Nez Perce through their common location and history. Invite local tribal members in to your classroom to discuss their tribe's interactions with the US government during the treaty era. Ask your local tribes archivist or other appropriate sources to locate any information about treaties and reservation boundaries brokered during the treaty era.

## LEARNING ACTIVITIES

Complete Level 1 activities.

### Day 1: An Indian's View of Indian Affairs

1). Divide the class into groups of four. Assign each of the members of the group one of the following tasks:

- Reader – This student will be responsible for reading the document out loud to the group. This is a lengthy document so make sure that a strong reader is given this task.
- Recorder – This student will be responsible for writing down important information from the reading that will be used by the group to create their timeline of events.
- Story Board Artist – This student will be responsible for designing your groups story board with collaboration from the group.
- Time keeper – This student makes sure that all tasks are completed in a timely manner and helps keep the group focused and on task.

2). Pass out the *Grading Rubric* and a copy of Chief Joseph's [An Indian's View of Indian Affairs](#) to each student.

- Tell students that this article was published in *North American Review* to be read by an American audience in 1879. It was written by Chief Joseph two years after he had surrendered to the United States government following a brilliant military retreat from US forces.
- Explain to students that in this article Chief Joseph is telling a story. He introduces the story by discussing the way that the Nez Perce first encountered whites. He proceeds to give a history of the relationship between white settlers and the Nez Perce since first contact. The story Chief Joseph tells shows the rapid erosion of Nez Perce sovereignty in the 19<sup>th</sup> century. This story is not unique in the history of Indian/American relations.

What is unusual is how wonderfully he shares his story with the American public.

- Inform students that they will be working in their teams to complete a project using information they gather over the first week. The student group's task is to create a visual representation of Chief Joseph's story using a story board format. After reading the provided article, they will design a storyboard outlining important historical events in Chief Joseph's story related to his struggle to maintain his people's sovereignty. Think of this as similar to creating a comic book, graphic novel, or anime. Students are telling Chief Joseph's story through pictures. Some tribes completed similar pictorial histories, called Winter Counts, on animal hide canvases.

3) Students should begin by reading *An Indian's View of Indian Affairs*. The assigned reader should read the article aloud to their group, while the other members follow along with their own text. As the reader finishes each paragraph, it would be advisable for the group to summarize the information presented in the paragraph. This is a long selection and students need to remain engaged. You may also want to encourage students to use a pencil to circle words, passages, or phrases that they don't understand or that need clarification. Reading this document will, most likely, take the remainder of a standard class period. Gauge whether students will need more time to read the selection and provide that time if needed on day three.

Day Three, Four, and Five: Reading for understanding – how was sovereignty denied to the Nez Perce people?

1) Spend a few minutes at the beginning of the period discussing what students read the previous day. Ask students to locate phrases or terms that they did not understand and bring them forward. If other students can provide clarification then they should do so. If not, you as the instructor may need to help students understand or frame Chief Joseph's words.

2) Ask students to re-read the article. Using a highlighter, students should identify historical markers Chief Joseph is establishing within the article regarding the attack on Nez Perce sovereignty. Middle School students often struggle to identify what information is most essential when tackling non-fiction texts. It is advisable that you spend time modeling how to identify relevant information within a text as many middle school students struggle with identifying which information they should include, and which information is not relevant to the task. Below is an example of a paragraph from the reading to share with students:

*Next there came a white officer (Governor Stevens), who invited all the Nez Percés to a treaty council. After the council was opened he made known his heart. He said there were a great many white people in our country, and many more would come; that he wanted the land marked out so that the Indians and white men could be separated. If they were to live*

*in peace it was necessary, he said, that the Indians should have a country set apart for them, and in that country they must stay. My father, who represented his band, refused to have anything to do with the council, because he wished to be a free man. He claimed that no man owned any part of the earth, and a man could not sell what he did not own.*

3) Ask students the following questions:

1. What is the main idea presented in this paragraph?
2. In this paragraph, what information concerns Nez Perce sovereignty?
3. What does this paragraph tell you about the relationship between the Nez Perce and the US government?

Advise students to take their time and not to rush through the material. They should end up with something like this:

*Next there came a white officer (Governor Stevens), who invited all the Nez Percés to a treaty council. After the council was opened he made known his heart. He said there were a great many white people in our country, and many more would come; that he wanted the land marked out so that the Indians and white men could be separated. If they were to live in peace it was necessary, he said, that the Indians should have a country set apart for them, and in that country they must stay. My father, who represented his band, refused to have anything to do with the council, because he wished to be a free man. He claimed that no man owned any part of the earth, and a man could not sell what he did not own.*

3) Students can now summarize the information they have highlighted in “An Indian’s View of Indian Affairs” using the *An Indian View Paragraph Matrix* for note taking. This is a large and information rich article – the purpose of the matrix is to consolidate useful information into a single user-friendly guide. If your students have used other graphic organizers such as webbing, you may certainly use other organizational tools to pull information regarding Nez Perce sovereignty from the text.

Days Five through Eight: Synthesizing Information for use in Story Board Project

1) Students have now read a rich and complex telling of the Nez Perce story. Groups have explored the reading material seeking information that addresses the historic loss of sovereignty for the Nez Perce people, and have pulled that information out of the reading to be organized and synthesized. They are ready to move on.

**Story board materials:**

- Scrap paper for sketching
- Poster board or butcher paper for each group

- Paragraph matrix or other graphic organizer with student information clearly written and organized
- Markers, colored pencils, construction paper, scissors, glue stick

2) Ask students to look at their matrix of information gathered from Chief Joseph's words. Looking carefully at their information, students should determine five to six pivotal points in Chief Joseph's story where Nez Perce sovereignty was compromised paying special attention to the United States' actions in creating treaties with the Nez Perce. Encourage students to draw from the beginning, middle, and end of Chief Joseph's story in order to best illustrate the history of Nez Perce/US relations. Ask students to highlight, circle, or underline information they will use in their illustrations.

3) Students should sketch out a series of five to six pictures, based on the information gathered, that they believe best illustrate the Nez Perce struggle to remain sovereign. Once students have done this, and received teacher approval, they should move on to creating their story board. It is up to you whether you wish to dictate the structure of their illustrations. You may wish to encourage diversity in student's illustrations. Some may want to draw story panels like a comic book; others may want to be less formal. The important thing is that they and you are able to recognize their understanding of the material in their illustrations.

4) Make sure you allow students ample time to complete this task. You may want to consider student presentations of their material to their classmates. This is yet another way for you to check for comprehension of materials. Completion of level two instruction leads easily into the completion of Level Three's CBA materials for "Causes of Conflict".

### **Extension Opportunities:**

There are many helpful Websites for accessing primary source materials about the plight of Chief Joseph and the Nez Perce people. The links below offer helpful information if you wish to offer extension activities:

<http://www.pbs.org/weta/thewest/resources/archives/six/>

<http://www.umatilla.nsn.us/hist2.html>

<http://content.lib.washington.edu/aipnw/buerge2.html#author>

[http://www.pbs.org/weta/thewest/places/states/idaho/id\\_lapwai.htm](http://www.pbs.org/weta/thewest/places/states/idaho/id_lapwai.htm)

<http://images.google.com/imgres?imgurl=http://stories.washingtonhistory.org/TreatyTrail/resources/maps/george-gibbs-treaty-map.jpg&imgrefurl=http://stories.washingtonhistory.org/TreatyTrail/resources/maps.htm&usq>