

## UNIT: Territory and Treaty Making

Grade Level: 7<sup>th</sup> Grade

Subject Area(s): History, Geography,

Goal(s): To understand what led up to the Battle of 1858 between the Spokane Indians and the US Government.

Objective(s): Students will complete the CBA assessment, ***Causes of Conflict***. Demonstrating their understanding of the events that took place prior to the battle and events that may have caused the Conflict between the Spokane Indians and the US Government.

**STOI Connection:**

- Defending their home land.
- Summer at the River (Spokane Falls)
- Garry and Enoch = Warriors

**Teacher's background needed:**

- Gold found in Indian Country, what it meant to the Spokane's and the neighboring Tribes.
- Colonel Steptoe's defeat
- The creation of Indian Reservations. How & Why
- Hudson Bay – Promoting war between the Indians and the whites.
- Timeline: 1858 events - Spokane Indians vs. US Government.

**Vocabulary:**

- Confrontation
- Defend
- Skirmish
- Battle
- Retaliation
- Primary Documents
- Sovereignty
- Survey (Mullan)
- Mining
- violate

## Lesson Teaching Plan:

**The teacher will:**

- Review with the students what led up to the Battle of 1858. (Look at their timelines that will help them to remember.)
- Reread Dave C. Wyncoop's book, **Children of the Sun** Chapter three: Fortunes of War.
- Introduce to the Primary Documents: **Mullan Report**. Read and discuss with the students. (Mark the text)
- Hand-out the Primary document, **Kip Report**. Read and Discuss with the students. (Mark the text)

**Materials Needed:**

- Kip Report
- News Articles
- Spokane Chronicle Articles – Soldiers stories
- Blackest Council document
- Military letters
- Agent letters
- Military Maps
- **Battle of To-Hots-Nim-Me** (Whitman County Historical Society: Colfax) written by Mahlon Kriebel

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- Hand-out the primary document, Agent letters. Read and Discuss with the students. (Mark the text)
- Hand-out the Primary Documents, Spokane Chronicle article. Read and Discuss with the students. (Mark the text)
- Hand-out and read the Primary document, Blackest Council. Discuss with the students. What this meant and how it may fit into our CBA: Causes of Conflict.
- Hand-out and analyze Military maps
- Read with the students Battle of To-Hots-Nim-Me (Whitman County Historical Society: Colfax) written by Mahlon Kriebel
- Discuss with the students that local areas around us are named after these battles.
  - Example: *Pyramid Peak* is now referred to as *Steptoe Butte*  
*Latah Creek* is now *Hangman Creek*  
What was *Dragoon Creek* called before it was Dragoon Creek?

**Activity:**

- Debate Rights Issues: Who was entitled to raise a family on the land and provide for them? Divide students into two groups, one representing the settlers and one representing the Indians. Draw conclusions about the needs and expectations of both groups.
- Debate the pros and cons of Indian Reservations: Talk about the plan of forcing the Indians people onto reservations and the result of the plan.
- Debate whether or not the US government was in the wrong when crossing over into Spokane Territory.
- The students begin reading and taking notes to use on their **CBA-Causes of Conflict**.
- The students will begin creating a bibliography sheet for their CBA.
- The students will demonstrate their understanding of the Battle of 1858, Where the Spokane Indians fought Colonel George Wright trying to defend their way of life.
- The students will type up their research paper. 14 font, appropriate Font style, Cover sheet with one picture.
- The students will have one week to type up their research/CBA paper.

## UNIT: Territory and Treaty Making

**Assessment:** *Pre-Test/Post-Test Instrument*

- State assessment CBA – Causes of Conflict

**Enrichment:**

- **Field trip to the Battle sites of 1858: Shopko fuel area, Wright's Hill (Four Lakes Area), Horse slaughter monument, Hangman Creek.**

**LESSON ALIGNED TO:**

7<sup>th</sup> Grade - GLE/EALR's

History: 4.1.2, 4.3.2.  
 Geography: 3.1.2, 3.2.2  
 Social Studies: 5.4.1, 5.4.2

**COMMON CORE STANDARDS:**

CCSS.ELA-LITERACY.RH 6-8.1, CCSS.ELA-LITERACY.RH 6-8.2, CCSS.ELA-LITERACY.RH 6-8.5,  
 CCSS.ELA-LITERACY.RH 6-8.7  
 CCSS.ELA-LITERACY.WHST.6-8.1, CCSS.ELA.LITERACY.WHST.6-8.2, CCSS.LITERACY.WHST.6-8.7,  
 CCSSLITERACY.WHST.6-8.8

**STOI Departments**

Language:  
 Preservation: Historical information  
 DNR: Historical photos to enhance lecture, Historical  
 news articles, Kip Report, ...see materials needed.