Voices From The Past

Deborah Maher
Freedom Moves West
Lesson Duration: September through March
Grade 3
October 2008
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Goals:

- Essential Questions for Students:
  - What were the cultural causes of the Spokane Indian Wars?
  - Was any one group at fault or was it the result of different cultures coming together at one time and in one place?

* Essential Understandings:

1. Students will research historical photos, artifacts, and documents to determine the point of view of the historical character they will become during reader's theatre.
2. Students will create a living timeline that leads up to the white/Amerindian conflicts.
3. Students will create a historically accurate character during the Spokane Indian Wars.
4. Students will understand the responsibilities of all stakeholders in the conflict between whites and Amerindians in the late 1800s.
5. Students will understand that forcing a culture or people to obliterate their culture/history will create hostilities with dire consequences.
6. Students will integrate historical events and develop a plan to create a peace treaty between all stakeholders.
7. Students will understand that knowledge of the past constructs meaningful understandings of our history and enriches and enlightens our lives.
Objectives

• In this project, students will have the opportunity to research the stakeholders in the Spokane Indian Wars: Native Americans, white settlers, the U. S. Army and government officials.

• As a culminating project, students will be assigned a character from these stakeholders and will create responses for a Reader’s Theatre enactment.

• The timeline rubric will require them to create a timeline of events/persons of significance in a proper sequence up to and including the Spokane battles.

• The reader’s theatre rubric will require them to draw clear and well-reasoned conclusions for the necessity of appropriate responses to the conflict of the lat 1800s.
Washington State Standards:

History EALR 1.0

Civic Responsibility EALR 4.0

Geographic Understanding EALRs 1.0, 2.0, 3.0

Economics EALRs 1.0, 2.0, 3.0
Lesson Description:
Currently Spokane Schools’ curriculum of Spokane history is primarily centered on Euro American settlement and domination. I will use these lessons to integrate Amerindian history, white settlers, the sharing of land and water resources, and the importance of the United States government in the development of our area. Strong background knowledge of all of the stakeholders will demonstrate to students the inevitable clash of cultures that occurred in the 1700 and 1800s in the Inland Empire.

The first lessons will build the background for the geologic history of Spokane: volcanic eruptions, flooding, the creation of the falls, and the eventual landscape as we know it today.

Secondly, we will learn about the Spokane, Nez Perce, Colville, Coeur d’Alene, and various other Native Americans, known as plateau Indians. I will teach these lessons in conjunction with our science unit on water and the study of the Spokane Valley-Rathdrum Prairie Aquifer.

Using the additional resources listed for each lesson, my students will learn about the lives of Amerindians, white settlers, and the territorial government. They will create living charts on each culture and then a Venn diagram to compare and contrast the lives and traditions of each. Students should begin to see the differences in the use of resources between the two cultures, as well as, religious and cultural similarities and differences.

They will complete activities to create a peace treaty between the Spokanes, the white settlers, business leaders, and government officials. They will learn from recounts that the white settlers more and more relied on government resources to protect their interests. They will listen to authentic journals of individuals involved in the conflict. They will learn to use authentic words and thoughts the various stakeholders would use to defend their right to hold land and resources for their culture.

In the culminating project, my students will create a reader’s theatre set in the specific dates and location for the Battle of Steptoe, the Battle of Four Lakes, the Battle of Spokane Plains, and the death of Qualchin at Hangman Creek. They will write their own words as a Spokane Indian, white settler, or U. S. army soldier or official. They will respond to each as stakeholders in the cultural and economic clash that caused the death of Amerindians, the destroying of Indian horses, and the destruction of their communities. They will wear costume period hats and create stage props that depict the dates and locations of important events in our history.
Lesson 1a
Unit Title: “Millions of years ago…”
Grade Level: 3
Key Words: lava, basalt, aquifer
Time Frame: 3 sessions: 1 hour of reading and writing
½ hour video-The Missoula Flood
½ hour field trip & review
Resources: Our City…Spokane by Marcia O’Neill Schrapps and Nancy Gale Compau
Materials: Student paper-top ½ empty, bottom ½ lined
Crayons, colored pencils, pencil
Lesson Plan:
Hook: Imagine what this place where we are sitting was like millions of years ago. What do you think?
Reading: Each student has a copy of Our City…Spokane. After introducing the text and giving the students a few minutes to explore the book, we choral read (“Popcorn Read”) chapter one and discuss the paragraphs as we read them.
Writing: We have been studying ‘summary’ writing and have learned you must write something from the beginning, the middle, and the end of an article. We group write a summary for chapter one. The students write this on paper that has the top ½ left empty for a drawing. After writing their summary, each student must draw and color a drawing that will match their summary. They will file these into their Spokane Unit file so by the end of the year, they will have a written and illustrated history of Spokane.
Rubric: See attached for writing rubric for all 3rd grade lessons.
CBA: Student writing should have something from beginning, middle and end of Chapter 1. They should have included information about the flood and volcanic eruptions that created our landscape.
Student drawings should reflect their writing and include water and volcanic activity.

Lesson 1b
Resource: Videostreaming: The Great Missoula Flood
Duration: ½ hour
Materials: pencil, Spokane History notebook, tracing paper
Lesson Plan:
Hook: Can you imagine a wall of water so big and so strong it can carve a river bed out of basalt rock? Well, that is what
happened to the Spokane River—let’s watch this video and see how it happened.

**Video:** Students should have their Spokane History notebook out and be prepared to write 3 new learnings they hear and see on the video. We will discuss the video to ensure each student has their writing completed and to write new vocabulary words.

**Tracing:** Students trace map and label parts of the flood.

**CBA**

Student’s writing and map should reflect knowledge of the floods and the area that was affected.

**Lesson 1c**

**Resource:** Evidence of basalt in neighborhood and on playground.

**Materials:** About 50 basalt pebbles around flagpole

**Lesson Plan:**

**Hook:** We’re going on a Field Trip!

After talking about field trip rules and appropriate behavior, I explain that we are going to walk through our neighborhood and look for signs of the volcanic rock from millions of years ago. We will see basements, retaining walls, flowerbeds, and fireplaces created with basalt rock. We’ll talk about why people would use this material. If we were settling here hundreds of years ago, what material would we use to build our homes and businesses?

We will end on our own playground where there is a basalt retaining wall and edging around our flagpole. I will allow each student to collect a basalt rock from this spot.

**Lesson 2a**

**Unit Title:** The First People

**Grade Level:** 3

**Key Words:** first people, Native Americans, Amerindians, American Indians, pemmican, land bridge, ledger art

**Time Frame:** 10 sessions: 2 - 1 hour sessions- reading & writing Chapter 2 & 4 Summaries

½ hour video-

1 ½ hour Traveling Trunk Show

1 hour Naming Ceremony

1 hour Tipi creation

2 - 1 hour sessions Ledger Art

**Resources:**

*Our City...Spokane* by Marcia O’Neill Schrapps and Nancy Gale Compau, Chapter 2 and 4

*Life in a Plains Camp* by Bobbie Kalman, *The Buffalo Jump* by Peter Roop, *Along the Nez Perce Trail* by Heritage Design,

*Jingle Dancer* by Cynthia Leitich Smith, *Celilo Falls:*
Remembering Thunder by Wilma Roberts, We Are Wolves by Molly Grooms and Lucia Guarnotta, Life in a Longhouse Village by Bobbie Kalman, Meet Kaya by Janet Shaw, Welcome to Kaya’s World by The American Girls Collection

Materials: Student paper-top ½ empty, bottom ½ lined
Crayons, colored pencils, pencil

Lesson Plan:
Hook: Who were the first people to live in this area?
Where did they come from? How did they get here?

Reading: Each student has a copy of Our City…Spokane.
We will choral read (“Popcorn Read”) chapter two and discuss the paragraphs as we read them.

Writing: We will share write a summary for chapter two. The students write this on paper that has the top ½ left empty for a drawing. After writing their summary, each student must draw and color a drawing that will match their summary. They will file these into their Spokane Unit file so by the end of the year, they will have a written and illustrated history of Spokane.

Rubric: See attached for writing rubric for all 3rd grade lessons.
CBA: Student writing should have something from beginning, middle and end of Chapter 2. They should have included information about the first people coming over the land bridge from the Bering Strait and that Spokane means “Children of the Sun”. Student drawings should reflect their writing and include the Spokane Indians and the native landscape.

Lesson 2b:
Videostreaming: Native Americans: The First People, 1998, 100% Educational Video

Duration: ½ hour for each video clip
Materials: pencil, Spokane History notebook

Lesson Plan:
Hook: Would you like to see a movie about what life was like for the Spokane Indians?

Video: Students should have their Spokane History notebook out and be prepared to write 3 new learnings they hear and see on the video. We will discuss the video to ensure each student has their writing completed and to write new vocabulary words.

Lesson 2c:
Resource: Cliff Park—just 2 blocks from Roosevelt Elementary
Materials: Welcome to Kaya's World by The American Girls Collection
Wolf, mouse, wasp mask for re-enactment of Amerindian story of how Cliff Park was created.
Senses Form, clipboard, pencil for each student

Lesson Plan:
Hook: We're going on a Field Trip!
Cliff Park on the south hill of the city of Spokane is a large, basalt bluff that rises out of a beautiful, block-size park. Because of the foliage during the fall season, you can be right beside the outcropping and not know there is a football field size overlook within a few steps. It is always a surprise for the students who are new to this area when we get to the top. Once there, students have a few minutes to explore, then we call them together and read an Indian story while they think what it must have been like hundreds of years ago before white settlers came to this area. I have several students with masks that represent the animals in the coyote story I read. The students mime the actions of the animals in the story.

Students are given a Senses Form, clipboard, and pencil. They are instructed to go to a quiet place, sit down, close their eyes and imagine they are an Amerindian hundreds of years ago in this place. They are to record what they hear, see, taste, feel, and smell. They have been instructed to use descriptive phrases and words---not just 'grass', but 'wet, long, grasshopper-green grass'.

Rubric: See attached for writing rubric for all 3rd grade lessons.
CBA: When they return to the classroom, students will be asked to write a recount detailing a 'small moment' during their field trip.
Additionally, they will write a poem entitled "My Indian Eyes Behold". These poems will be scored on creativity, imagination, and word choice.

Lesson 2d:
Resource: Worksheet with a copy of the land bridge between Asia and North American and lines for writing.
Duration: 45 minutes
Materials: colored pencils
Lesson Plan:
Hook: Who remembers how the first people came to the Spokane area? What does that mean 'a land bridge'?
Students will label and color the land and water on the worksheets as we discuss how the first people traveled over hundreds of years to our area. We will remember that the first people were following the animals as they migrated to warmer climates. Students will write a summary of how the first people traveled to our area.

CBA: Students writing and drawings will reflect their understanding of the period.

Lesson 2e:
Resource: Museum of Arts & Culture Traveling Trunk Program
“The People of the Rivers”
Duration: 1 hour
Materials: Digital camera to record artifacts
Lesson Plan: Specially trained volunteers will bring objects and pictures from the museum’s archives and present an interactive history of the traditional Plateau tribes.

CBA: After developing the photographs of the artifacts and photos from the Traveling Trunk Program, I will assign students to label the photos with a name and caption for our Artifact Gallery. I will judge their knowledge by their descriptions. I should also see these artifacts referenced when they complete their cumulative project, the scrapbook.

Lesson 2f:
Our City…Spokane Chapter 4 - Spokan Garry
Materials: Student paper-top ⅓ empty, bottom ⅓ lined
Crayons, colored pencils, pencil
Lesson Plan: Imagine someone asking you today to leave your home and family and travel to a far away country to learn a new language and culture. Would you go? Let’s read about someone who did just that.

Reading: Each student has a copy of Our City…Spokane.
We will choral read (“Popcorn Read”) chapter four and discuss the paragraphs as we read them.

Writing: We will share write a summary for chapter four. The students write this on paper that has the top ⅓ left empty for a drawing. After writing their summary, each student must draw and color a drawing that will match their summary. They will file these into their Spokane Unit file so by the end of the year, they will have a written and illustrated history of Spokane.

Rubric: See attached for writing rubric for all 3rd grade lessons.
Student writing should have something from beginning, middle and end of Chapter 4. Student drawings should reflect their writing and include the Chief Spokan Garry and the native landscape.

Lesson 2g:
Resource: The Ledgerbook of Thomas Blue Eagle by Tiger’s Naming Day by Buffalo Dancer by
Duration: 3 - 45 minutes-1 hour sessions
Materials: “Indian Naming Ceremony” stationery
Lesson Plan: After reading both books, my students will be ready to choose their Amerindian name. The directions will be to think of their best qualities (friendly, loving, happy, honest, kind, brave, loyal, etc.) and what animal they can think of that would reflect those qualities.

I will model my Amerindian name: Laughing Walking Deer. I chose this name because I think of myself as happy, gentle, and active so this name reflects those qualities for me. I chose a deer because they are soft, graceful and shy animals that live together in family units.

My students will be required to chose a name and give an explanation of their choice.

CBA: Their name should show an understanding of how the Amerindians chose a name that reflected their strengths and finest qualities. Their writing should explain their choice.

Lesson 2g:
Resource: The Ledgerbook of Thomas Blue Eagle by
Duration: 1 hour sessions
Materials: Brown paper grocery bags, glue, crayons, colored pencils, scissors, tape, twigs
Lesson Plan: Students have seen many examples of Amerindian art in the tradition of pictorial storytelling. They will create their own pictorial art on an 8 inch round piece of brown paper that will be glued into a cone shape to become a tipi. Twigs can be taped to the inside of the top before it is glued to look like the pole frame of the tipi.

Their art should reflect special people, events, or accomplishments in their life.

CBA: In a presentation, they should be able to explain the importance of each picture on their tipi.

Lesson 2g:
Resource: The Ledgerbook of Thomas Blue Eagle by
George Flett Ledger Art by George Flett

Duration: 2 - 1 hour sessions

Materials: Copies of original source documents from the 1800s or earlier
Pencil, colored pencils, paints, crayons, pastels, modeling clay, photos of artifacts

Lesson Plan: Students have seen many examples of Amerindian art in the
tradition of pictorial storytelling. Now we will study this
beautiful archival copy of George Flett’s art work done in
layers that portray the layering of time, place, and spiritual
beliefs. Mr. Flett is a Spokane Indian living in the small
community of Wellpinit, WA.

I will ask my students to create their own layering art using
some piece of original documents in their work. They will be
allowed to use any form or medium they would like. I will
model my own original layering art and review.

This will become an on-going project as we study Spokane
history with my students adding to their artwork as they
learn more about our community and our history.

Rubric: See attached for writing rubric for all 3rd grade lessons.

CBA: Students will be required to write a review of their art
explaining the different layers in their artwork and the
meaning or why they chose these layers.

Their writing should reflect an understanding of their
Spokane history learning and the layering art we have studied.

Lesson 2h:
Resource: copies for my students of:
“The Good Indian?” The Inlander
“Spokane Garry” The Spokesman-Review

Materials: White poster paper and pens
Both of these articles speak to Spokane Garry, his history and
his legacy in our city. We’ll begin brainstorming the artwork
we believe will would be suitable for Spokane Garry and we’ll
begin thinking about adding our voice to the citizens planning
this artwork.

CBA: I will be sure to send ideas and letters to Mayor Mary Verner
for her committee to peruse.

Lesson 3a
Unit Title: Euro American Settlers
Grade Level: 3
Key Words: Euro American, fur trappers, trading post, missionaries, black
robes, mill,

Time Frame: 16 sessions: 2 - 1 hour sessions- reading & writing
Chapters 3-21 Summaries
2 1-hour sessions peace treaty

Resources: Our City...Spokane by Marcia O’Neill Schrapps and Nancy Gale Compaú
            Meet Felicity by the American Girls series
            Copy of original Spokane Land Treaty

Materials: Student paper-top ½ empty, bottom ½ lined
            Crayons, colored pencils, pencil

Lessons:
Reading: Each student has a copy of Our City...Spokane.
         We will choral read (“Popcorn Read”) each chapter and discuss
         the paragraphs as we read them.

Writing: Students will write a summary for each chapter. The
         students write this on paper that has the top ½ left empty for
         a drawing. After writing their summary, each student must
         draw and color a drawing that will match their summary. They
         will file these into their Spokane Unit file so by the end of
         the year, they will have a written and illustrated history of
         Spokane.

Rubric: See attached for writing rubric for all 3rd grade lessons.

CBA: Student writing should have something from beginning, middle
      and end of each chapter. Drawings should reflect their
      writing.

Lesson 3b:
Resources: Same as above.
Materials: 3 poster size sheets of white paper
            Colored felt pens

Lesson: During the reading and discussions of the above chapters,
         create living charts for Amerindians and White Settlers.
         Each chart should have a large circle divided into quarters
         labeled: Food, Shelter, Activities, and Beliefs. As your
         students learn more about each group, they should instruct
         you to add information in the appropriate quarter.

         After students begin to have an understanding of each group,
         begin making comparisons on a Venn diagram labeled Spokane
         Indians, White Settlers, and Same.
         Students should make copies of these posters in their
         Spokane History notebooks.

Lesson 3c:
Resources: Same as above
Materials: Brown construction paper to create homes & businesses
Worksheet for Peace Treaty & Map Work
Map of the early Spokane area
Peace Treaty Template for completion

Lesson:

Hook: Here is one of the original Spokane Peace treaties between the Spokane Indians and the early territorial government. There were many treaties and agreements between the two cultures trying to live together. What if you could help create an agreement between the Spokanes and the early settlers---how would you share the water and land?

Students will be assigned to teams to create peace treaties. Each team will have a Spokane Indian, a settler, and a business leader. As a whole class, we will discuss the needs and wants of each group and those appropriate students will fill in their worksheets.

Each team will have a copy of the Spokane map, the tipis they created in an earlier lesson and models of cabins for the settlers and the businesses. They will work together to share the land and water to meets everyone’s needs. After they have reached an agreement, they will complete a peach treaty and sign it.

They will then present their agreement to the class and explain why they shared the resources as they did.

CBA: Their worksheets, treaties, and presentations should show an understanding of the needs and wants of the different groups.

Lesson 3d:

Resources: A Lion to Guard Us by Eve Bunting
Meet Felicity

Lesson: I will read these pioneering and immigrant stories to create schema for my students. We will discuss and summarize these stories as we read them. If appropriate, I will create WASL writing prompts for my students to respond to.

CBA: I should see an understanding of the events and emotions from these stories reflected in my student’s writings and their presentation during reader’s theatre.

Culminating Project

Resources: Massacres of the mountains; a history of the Far West Indian Wars f the Inland Empire
May 17, 1858: the ordeal of the Steptoe Command
Spokane Garry
General George Wright, Guardian of the Pacific Coast
A Beginning and an End
The Good Indian?

Costume hats for settlers (men, women, children)(farmers, miners, railroad workers, waitresses, school teachers, preachers, business leaders), Amerindians, army soldiers, and government officials.
Props that show the date and place of Amerindian/white conflict.

Hook: I will create a GRASP that sets the stage for their assignment of creating a reader's theatre depicting all the stakeholders beliefs and opinions during the Battle of Steptoe, The Four Lakes War, and the death of Qualchin at Latah-Hangman Creek.

Lesson: I will read these accounts of the people who were involved in the Indian battles in the Inland Empire. I will read the words from the journals of army soldiers, army leaders, and stories past down to Amerindian families about the conflicts. I will have the children reflect on the emotions and feelings of these individuals as they are ordered to wage war against a people and as they fight against a culture they do not understand.
I will have students draw their role from a basket filled with different roles. They will then meet with like-minded characters and begin to create their lines and their props. We will have done some previous reader’s theatre so they will have some schema for the look and sounds of the performance.

If I feel there is confusions, I will pull a few of the 'leaders' and we will work to create their lines. They and I will perform their parts to demonstrate what the theatre.

Rubric: See Reader's Theatre Rubric in forms.
CBA: I will record the theatre on video and score the students using the rubric. I will score their understanding of their character and their role in the conflict.

Additionally, we will perform our theatre for the other 3rd grades and for parents during our spring culminating event for families.
Forms and Examples

**Forms:**

3rd Grade Writing Rubric  
Senses Form  
Land Bridge  
My Indian Name  
Peace Treaty Worksheet 1 & 2  
Reader's Theatre Checklist  
Reader's Theatre Rubric  
Sample Scripts for Examples

**Examples:**

Summary Writing and Drawing  
My Indian Eyes Behold  
Land Bridge Picture and Summary  
My Indian Name
## Washington Grade 3
### Content, Style, and Organization Scoring Guide

<table>
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| 4      | - maintains consistent focus on topic and has selected and relevant details  
- has a logical organizational pattern and conveys a sense of completeness and wholeness  
- provides transitions which clearly serve to connect ideas  
- uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose  
- includes sentences, or phrases where appropriate, of varied length and structure  
- allows the reader to sense the person behind the words |
| 3      | - maintains adequate focus on the topic and has adequate supporting details  
- has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur  
- provides adequate transitions in an attempt to connect ideas  
- uses adequate language and appropriate word choices for intended audience and purpose  
- includes sentences, or phrases where appropriate, that are somewhat varied in length and structure  
- provides the reader with some sense of the person behind the words |
| 2      | - demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material  
- shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness  
- provides transitions which are weak or inconsistent  
- has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose  
- shows limited variety in sentence length and structure  
- attempts somewhat to give the reader a sense of the person behind the words |
| 1      | - demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text  
- has little evidence of an organizational pattern or any sense of wholeness and completeness  
- provides transitions which are poorly utilized, or fails to provide transitions  
- has a limited or inappropriate vocabulary for the intended audience and purpose  
- has little or no variety in sentence length and structure  
- provides the reader with little sense of the person behind the words |
| 2      | - response is "I don’t know"; response is a question mark (?) ; response is one word; response is only the title of the prompt; or the prompt is simply recopied. |

*Revised November 2006*
Expository Checklist

Grade 3

Checklist for Expository Writing

My writing will be very good if I
☐ follow the directions given in the writing prompt;
☐ narrow my topic;
☐ stay focused on my main ideas,
☐ elaborate by using reasons, well-chosen and specific details, examples, and/or experiences to support
my ideas;
☐ include information that is interesting, thoughtful, and necessary for my audience to know;
☐ organize my writing so that there is an opening/introduction, a middle, and a conclusion;
☐ organize my writing in paragraphs; and
☐ use words that help show how my ideas are connected.

My writing will be very good if I
☐ show that I care about my topic,
☐ use language that fits my audience and purpose,
☐ use words and phrases that help the reader understand my ideas, and
☐ use different types of sentences.

My writing will be very good if I
☐ follow the rules of correct English usage (for example, correct pronoun for subject, verb endings,
subject-verb agreement),
☐ spell words correctly,
☐ use correct capitalization,
☐ use correct punctuation (periods, commas, quotation marks, question marks),
☐ write complete sentences, and
☐ show where new paragraphs begin.
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Worksheet for Peace Treat & Map Work

I represent ____________________________
(Spokane Indians, white settlers, business leaders, government official)

Things we need to survive:

Things we want to make life better for us:
Peace Treaty of Spokan Falls

We the community of Spokan Falls do hereby enter into this peace treaty on this date so we can all live and work together, helping to make our community stronger and a better place for everyone.

We do hereby agree that these land and water resources will be divided and shared as follows:

1. ________________________________________________________________
   ______________________________________________________________

2. ________________________________________________________________
   ______________________________________________________________

3. ________________________________________________________________
   ______________________________________________________________

4. ________________________________________________________________
   ______________________________________________________________

5. ________________________________________________________________
   ______________________________________________________________
We also agree to live by these rules:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

___________________________________________________

Signed:                                                   Representing
______________________________________  Spokane Indians
_______________________________________  White Settlers
_______________________________________  Business Leaders
_______________________________________  Government Officials
Voices From The Past Checklist

Student Name_______________________________

Character Name &
Group_____________________________________

I have completed a script that includes;

- My character’s name
- The date
- The place
- A script with at least 4 sentences that tells:
  - Why you are here or how you got here
  - How you feel about the situation
  - What you think needs to be done
  - Questions you want to ask the other stakeholders
Voices from the Past Rubric

<table>
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<tr>
<th>CONTENT</th>
<th>I wrote 4 sentences that show a full understanding of my character's role and the event.</th>
<th>I wrote 3 sentences that show some understanding of my character's role and the event.</th>
<th>I wrote 2 or fewer sentences but they didn't really show that I understood.</th>
<th>I didn't really write the sentences.</th>
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<td>WRITING</td>
<td>My writing is consistently correct and all the conventions were followed.</td>
<td>My writing is nearly correct with less than 3 errors.</td>
<td>My writing can be read and understood, but it has many errors.</td>
<td>My writing has errors that make it difficult to understand.</td>
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Voices from the Past
Reader’s Theatre

Examples of Scripts:
I am Chief Spokane Garry and a leader for the Spokane Indians. When I was just 14 years old I left my tribe to learn the white man’s language and religion in Canada. I have had two hearts and have had two hearts ever since. It is September 6, 1858 and I am here at Latah Creek because I have talked to my people and we do not want to fight the white men. We want to come together and make peace.

I am Col. George Wright and it is September 1858. I have been chasing the plateau Indians for weeks since the May battle when Col. Steptoe retreated from the Spokane and Coeur d’Alene Indians. It embarrassed the army that Steptoe ran from the Indians and I have been sent to make all the Indians sign away their lands. I am at Four Lakes and I am ordering my army to shoot all the Indians.

I am a Charging Bull, a Spokane Indian running from the blue soldiers at Four Lakes. We have no guns like the blue soldiers so we must try to get away from them. We have started fires behind us hoping the blue soldiers cannot find us but they continue on through the smoke. We gallop on our horse for 14 miles before the army stops. We ask our leaders to talk with the blue soldiers.

I am Speaking Rain, a Spokane Indian woman with children and I am with my tribe taking our horses to the Cataldo Church to meet with the blue coats. They want us to bring everything we have to lay down at their feet. We are afraid of their guns so we will do as they say.

I am a John Monroe from New York who joined the army and was sent out west to ride with Col. Steptoe. We have been chasing the plateau Indians for many weeks. I am tired and scared and hope this war ends soon so we can return to Fort Walla Walla. Col. Wright has ordered that we shoot all of the Indian horses. I don’t want to do this but know that I must follow orders.
I am Kaya, a Nez Perce girl, and I am with my family at the black robes church. The blue coats have shot all of our horses. I want to ask them why they would shoot our horses. Our horses have done them no harm. What will we do without our horses? How will we hunt? How will we move our tipis to our winter lands?
Annotated Bibliography

Biography of Tecumseh.

True story of one Russian-Jewish family’s journey to Ellis Island and how they passed through it to begin a new life in America.

A story of immigration about the reversal of roles between child and adult.

A young family moves west to the Nebraska Territory in the 1800s and their daughter, Zoe finds a way to make it seem more like ‘home’.

One fictional story of an Orphan Train child traveling west to look for a family.

Davis, Hugh. First Class for 100 Years. Spokane: Spokane Public Schools, 1989.
History of the first school in Spokane, WA.

Collection of summaries of the Indian battles in the west.

Story as told by the dog who traveled with Lewis and Clark on their expedition.

Non-fiction book by George Flett about live as a child on the reservation and photos of his art.

Fictional story of a wolf family.

Story of a young male Indian who is sent to a Christian missionary school in Canada.

A young girl is chose by the rabbi in a small eastern European community to travel to a new live in America.

Hunt, Garrett B. Indian Wars of the Inland Empire. Spokane, Wash.: Spokane Community College Library, 19--.
A collection of summaries of the Indian battles of the Inland Empire.

A pictorial book about the words of Chief Seattle.

Detailed writing of the Battle of Steptoe and events before and after the conflict.

Non-fiction informational text about the longhouse villages.

Non-fiction informational text about the plains Indians.
Chief Garry left a legacy in Spokane as a leader, peacemaker, and educator.

Indian myths.

Levine, Ellen. ...If Your Name Was Changed at Ellis Island. New York: Scholastic, Inc., 1993.
A non-fiction book about how families traveled through Ellis Island when moving to America.

A non-fiction book about immigration to America.

Biography in story form about Molly Bannaky.

Non-fiction accounts of many fires in America during the late 1800 and early 1900.

Non-fiction book about pioneer life as they traveled across America.

An A. B. C book blending pictures and words about Indian people.

Non-fiction book about buffalo.

Photographs from the collection of Wilma Roberts of Celilo Falls, OR

Biography of Sacagawea.

Fictional account of buffalo hunting.

A biography of General George Wright with emphasis on his time on the Pacific Coast.

A story of a young Indian girl creating her jingle dress for her jungle dance competition.

Non-fiction information about life on the Oregon Trail.

The fate of the Inland Northwest's first inhabitants was sealed 150 years ago this month during a brutal campaign that ended at a place called Hangman Creek.

Biography of Chief Joseph.

Spokane Garry's story isn't history—it's current affairs in a city still coming to grips with its past.

Biography of Sequoyah.

Biography of Geronimo.

Biography of Quanah Parker.
Bibliography

Videostreaming:

*Native American: American Heritage Series*, 2004, 100% Educational Video

*Native American: People of the Northwest Coast*, 2004, Rainbow Educational Media

*Native American: People of the Plains*, 2004, Rainbow Educational Media

*Native Americans: The First People*, 1998, 100% Educational Video
Research Materials

Photographs:

Arrow, Photo by Ric Walters, Courtesy to Tamastslikt Cultural Institute,
Baby Cradleboard on Pommel, Northwest Museum of Arts & Culture, Eastern
   Confederated Tribes of the Umatilla Indian Reservation, Pendleton, OR,
Cradleboard, Photo by Mark LaMoreaux, courtesy of Dept. of Interior, National
   From the collections of the Field Museum, Chicago
Horse Collar, Northwest Museum of Arts & Culture, Eastern
Horse Spirituality Drawing, Idaho State Historical Society, Boise,(MS2/1053/3).
Nez Perce Women, Courtesy of Nakia Williamson
   Park Service, Nez Perce National Historical Park.
Petroglyph, ©Pat O'Hara/Corbis
River, ©2002 by Jeff Grass
Shinny Stick and Ball, Photo by Ric Walters, Courtesy of Tamastslikt Cultural
   Institute, Confederated Tribes of the Umatilla Indian Reservation, Pendleton, OR
   Washington State Historical Society, Spokane, WA (L93-75.1).
   Washington State Historical Society, Spokane,(NN96.9).
Women Digging Roots, Idaho State Historical Society (78-203.68).
Woolly Mamoth, ©Dianni Dagli Orti/Corbis
Voices From The Past
Goal

- The goal is to create a reader’s theatre of the battles between the Native Americans and the U. S. Army during the late 1800s in the Spokane area.
Role

- You will time travel back to the late 1800s in Spokan Falls. You will become a member of that community as either a Native American, a settler, an army soldier, or government official.
Audience

• Your audience will be the other third grades classes and Mrs. Farris.
• In the spring, we will perform for your families.
Product or Performance

- You will create the words and actions your character would say as they are caught up in the conflict between the two cultures in this area, the Amerindians and the white immigrants.
These are the tools that will be used to determine if your work meets the standards: (Checklist & Rubric)

To meet the standards, you must:

- Create and act the script for the character you are assigned.
- Use factual information from what you have learned about your character’s group.
- Perform your script with enthusiasm and authenticity.