

Northwest History Consortium

Treaties with the Native Americans

Rebecca Doumit
7th Grade

National Standard

Era 4: Expansion and Reform (1801-1861) / Standard 1

Standard 4.1B: The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

Era 4.1C: The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

BACKGROUND

During the 1800's miners were heading out west to make their claims on land where precious metals were being found. Unfortunately, many of these locations were on the lands the Native Americans had hunted, fished, raised their children, and made their homes. Because of the success of the miners, settlers were short to follow. Slowly, but surely, the Native Americans were being pushed off their lands. Many tribes chose to sign treaties with the US Government that gave them specific lands to live on, but some tribes chose to not sign treaties and refused to move onto reservations. Because of the treatment of the Native Americans, they were not easily convinced or willing to sign their rights and culture away.

PROBLEM

During the 1800's, as the settlers were moving out west, the US Government was forcing Native Americans off their lands and onto reservations. This was often times done unfairly and violently. There were many ways that this could have been done more fairly and peacefully.

SCENARIO

The Nez Perce Tribe lives on the plains west of the Rocky Mountains. Here they fish, hunt, and harvest the land to support their culture and way of life.

Recently, miners and settlers have begun to head out west in hope of finding gold and land rich enough to farm. Unfortunately, the land that the settlers want is the land that the Nez Perce have made their home. So far, the government has attempted to get the chiefs of the tribe to sign treaties giving them land of their own, but they have refused. This has begun to split the leaders of the tribe. Without a fair offer Chief Joseph and the Nez Perce Tribe will not sign a treaty, and tensions will rise.

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TASK

You and your group are advisors to President Grant on Native American Affairs. He would like you to look closely at current practices of dealing with the Native Americans and creating treaties and recommend changes where needed. He has challenged you create a process of writing treaties that will reduce the tension between the settlers and Native Americans, specifically the Nez Perce Tribe.

RESOURCES

Burke, Paul. "Native American Indian Agreements and Treaties." First People. 2010. [location unknown]. 4 June 2010 <<http://www.firstpeople.us/FP-Html-Treaties/Treaties.html>>.

"Chief Joseph (1840 – 1904)." PBS: New Perspectives of the West (WETA). ©2001 The West Film Project. Washington, DC. 4 June 2010 <http://www.pbs.org/weta/thewest/people/a_c/chiefjoseph.htm>.

Comer, David. "Nez Perce Indian History." 26 Nov. 2002. Ancestry.Com. ©2010 Ancestry.Com. Provo, UT. 4 June 2010 <<http://www.rootsweb.ancestry.com/~idreserv/nphist.html>>.

"Indian Policy Reform Extract from President Chester Arthur's First Annual Message to Congress." 6 Dec. 1881. PBS: Archives of the West (WETA). ©1995 – 2010. Washington, DC. 4 June 2010 <<http://www.pbs.org/weta/thewest/resources/archives/seven/indpol.htm>>.

"Native American Citizenship, A Long history of Treaties (1900 – 1924)." NebraskaStudies.Org. 2010. Lincoln, NE. 4 June 2010 <http://www.nebraskastudies.org/0700/frameset_reset.html?http://www.nebraskastudies.org/0700/stories/0701_0141.html>.

"Treaties Between the United States and Native Americans ." Yale Law School (Lillian Goldman Law Library). ©2008 – 2010. New Haven, CT. 4 June 2010 <http://avalon.law.yale.edu/subject_menus/ntreaty.asp>.

Walker Jr., Deward, and Jones, Peter N. "The Nez Perce." University of Washington Libraries (Digital Collections). ©University of Washington Libraries. Seattle, WA. 4 June 2010 <<http://content.lib.washington.edu/aipnw/walker.html>>.

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ASSESSMENT RUBRIC

CATEGORY	4	3	2	1
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.

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REFERENCES/CITATIONS

ALTEC. "Rubistar: Create Rubrics for you Project-Based Learning Activities." [4Teachers.org](http://4teachers.org). 2009. Lawrence, KS. Advanced Learning Technologies Consortia (ALTEC) at the University of Kansas. 4 June 2010 <http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=4§ion_id=1>. Adapted by Rebecca Doumit for the Northwest History Consortium with permission.

Doumit, Rebecca. "Treaties with the Native Americans." [NWESD Organization](http://www.nwesd.org). 2008. Anacortes, WA. 4 June 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.1_NativeAmerican.Treaties.Doumit.7.pdf>.

"History Standards for Grades 5-12 United States." [UCLA National Center for History in the Schools](http://nchs.ucla.edu). 2005. Los Angeles, CA. 4 June 2010 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.