

Northwest History Consortium

Treaties on Trial

Claire Elam
8th Grade (Highly Capable Program)

National Standard

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

Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

Washington State Standards

Geography EALR 3.21: Analyzes how the environment has affected people and how people have affected the environment in the United States in the past or present.

Geography EALR 3.2.3: Understands and analyzes migration as a catalyst on the growth of the United States in the past or present.

History 4.4.3: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Social Studies 5.1.2: Evaluates the logic of reasons for a position on an issue or event.

SCENARIO

It is January 27th, 1856, and you are living in rugged and quickly developing Washington Territory. You are living in what used to be the settlement of Duwamps, but it is now known as Seattle. You've enjoyed living in this new settlement of only 300 people. Prospects are good and you feel pretty safe because David 'Doc' Maynard is doing a good job of getting things set up in Seattle. He accompanies territorial governor Isaac Stevens to sign treaties and keeps the peace most of the time.

However, just yesterday, cold rainy Seattle was raided by natives! Two settlers lost their lives, and everyone else retreated to blockhouses and a stockade in terror. The raid lasted a day and only ended when the U.S.S. Decatur opened fire on the city. This is now the second of these massacres. In October of 1855, 9 people were killed in the White River Massacre. You are starting to wonder whether or not territorial governor Isaac Stevens' treaties are actually keeping everyone safe.

By talking to various parties involved and reading the actual treaties, you and your fellow settlers decide to investigate these treaties to determine whether or not they are adequate. You do not want any more killings, but you also want to see Washington Territory continue to grow.

TASK

Since you know Doc Hastings will be able to get Stevens to listen, prepare a letter to David 'Doc' Hastings that evaluates the effectiveness of Stevens' treaties and proposes a course of action for Washington Territory.

Step 1: Check your understanding of the scenario by discussing it with your group. When you've made sure everyone in the group understands the scenario, proceed to the next step.

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Step 2: Find out what you think you know! On a piece of chart paper, create a chart like the one below. Record your group members' responses to the first two columns.

B Hypotheses, ideas or hunches (what you think you know)	K What is already known (what you definitely know)	W What you need or need to know – your questions	H How you will find your information – your POA	L What you learned

“Extended KWL Chart.” Adapted from a handout created by Nan Lombardo, Washington State Coordinator for Teaching American History Institute.

Step 3: After you have created an exhaustive list of what you think you know and what you definitely know, figure out what you need to know. List questions or concepts that you need to answer or flesh out in order to accomplish the task set forth in the scenario.

Step 4: Now that you know what you need to find out, create a plan for finding out the information. Be sure to have a clear plan of action for the whole group and divide tasks as equally as possible.

Step 5: Create a problem statement. The problem statement needs to encompass exactly what you will be accomplishing through this project. Review the following checklist to ensure that your problem statement has all of the necessary components:

- clearly identifies the problem
- clearly explains what information will be used to address the problem
- clearly identifies the resources that will be used to access the needed information
- clearly explains how the solution to the problem will be communicated

Step 6: Gather the information. Now that you have clearly identified exactly what you'll be finding out and why, go to it! As you gather information, you will want to add it to your chart. Do not fill in the final “L” chart just yet. You will want to use that column to organize and synthesize the information you write into the “K” column. If you choose to research various things independently, you should check in periodically with your group members to see if you are indeed finding enough information.

Step 7: Once you have determined that you have enough information to write your letters, discuss how each of you plans to respond to the scenario. This would be the time when you would synthesize all of the information from the “K” column into the “L” column. You do not need to include any irrelevant facts that you may have come across. If your group is divided on whether or not the treaties are adequate, you may want to create two lists of responses. In addition, creating a list of possible actions for ‘Doc’ Maynard to recommend will help all of your group members draft your responses.

Step 8: After collaborating to organize your information, go through the causes of conflict student checklist to make sure that you have a position on whether or not the treaties are

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adequate and articulated in a concise and well-stated thesis statement, in addition to supporting reasons for this position. Your reasons will require support from both primary and secondary sources. Your letter to ‘Doc’ Maynard will not be effective unless it includes the necessary position and support. You may also want to review the causes of conflict CBA rubric <<http://www.k12.wa.us/SocialStudies/CBAs/MiddleSchool/MiddleSchHistory-CausesOfConflict-CBA.pdf>> to make sure your letter meets the required criteria.

RESOURCES

Books

Available library texts

Internet

“Aftermath of the Treaties: Battle of Seattle.” Washington State Historical Society [The Treaty Trail: U.S. – Indian Treaty Councils in the Northwest](Washingtonhistoryonline.org). Tacoma, WA. 11 May 2010 <<http://washingtonhistoryonline.org/treatytrail/aftermath/battle.htm>>.

Crowley, Walt. “Native American Tribes Sign Point Elliott Treaty at Mukilteo on Jan. 22, 1855.” 13 March 2003. HistoryLink.org. 1998 – 2010. Seattle, WA. 11 May 2010 <http://www.historylink.org/index.cfm?DisplayPage=output.cfm&file_id=5402>.

Essex, Meredith. “Point of View: Students Study Historical Perspectives.” Washington State Historical Society [The Treaty Trail: U.S. – Indian Treaty Councils in the Northwest](Washingtonhistoryonline.org). Tacoma, WA. 11 May 2010 <<http://stories.washingtonhistory.org/treatytrail/teaching/point-of-view.htm>>.

This includes both primary and secondary source documents.

“Indian Affairs: Laws and Treaties” compiled and edited by Charles J. Kappler. Digital Library (Oklahoma State University). ©1996 – 2010. Stillwater, OK. 11 May 2010 <<http://digital.library.okstate.edu/kappler/index.htm>>.

“Indian Life Before Reservations.” Washington State Historical Society [The Treaty Trail: U.S. – Indian Treaty Councils in the Northwest](Washingtonhistoryonline.org). Tacoma, WA. 11 May 2010 <<http://stories.washingtonhistory.org/treatytrail/teaching/pdfs/cause-and-effectStudentReading.pdf>>.

OSPI. “Causes of Conflict CBA.” July 2008. OSPI (Office of Superintendent of Instruction). 2010. Olympia, WA. 11 May 2010 <<http://www.k12.wa.us/SocialStudies/CBAs/MiddleSchool/MiddleSchHistory-CausesOfConflict-CBA.pdf>>.

Richards, Kent. “The Stevens Treaties of 1854-1855” from *Oregon Historical Quarterly*. ©2005 Oregon Historical Society. History Cooperative.org. 30 March 2000 – 2010. Champaign, IL (University of Illinois Press). 11 May 2010 <<http://www.historycooperative.org/journals/ohq/106.3/richards.html>>.

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“Treaties and Councils: Introduction.” Washington State Historical Society [The Treaty Trail: U.S. – Indian Treaty Councils in the Northwest](Washingtonhistoryonline.org). Tacoma, WA. 11 May 2010 <<http://stories.washingtonhistory.org/treatytrail/treaties/index.htm>>.

“Treaties and Councils: What is a Treaty?” Washington State Historical Society [The Treaty Trail: U.S. – Indian Treaty Councils in the Northwest](Washingtonhistoryonline.org). Tacoma, WA. 11 May 2010 <<http://stories.washingtonhistory.org/treatytrail/treaties/whatis.htm>>.

“White River Massacre. Aftermath of the Treaties: The Maxon Massacre.” Washington State Historical Society [The Treaty Trail: U.S. – Indian Treaty Councils in the Northwest](Washingtonhistoryonline.org). Tacoma, WA. 11 May 2010 <<http://washingtonhistoryonline.org/treatytrail/aftermath/massacre.htm>>.

ASSESSMENT

Students’ letters will be assessed using Washington State’s Causes of Conflict CBA:

- <<http://www.k12.wa.us/SocialStudies/CBAs/MiddleSchool/MiddleSchHistoryCausesOfConflict-CBA.pdf>>
- <<http://www.k12.wa.us/SocialStudies/CBAs/MiddleSchool.aspx>>

REFERENCES/CITATIONS

Elam, Claire. “Treaties on Trial.” NWESD Organization. 2008. Anacortes, WA. 11 May 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.1_TreatiesonTrial.Elam.8.pdf>.

“Extended KWL Chart.” Adapted from a handout created by Nan Lombardo, Washington State Coordinator for Teaching American History Institute.

“History Standards for Grades 5-12 United States.” UCLA National Center for History in The Schools. 2009. University of California, Los Angeles, CA: 11 May 2010 <<http://nchs.ucla.edu/standards/era1-5-12.html>>.

OSPI. “Causes of Conflict CBA.” July 2008. OSPI (Office of Superintendent of Instruction). 2010. Olympia, WA. 11 May 2010 <<http://www.k12.wa.us/SocialStudies/CBAs/MiddleSchool/MiddleSchHistoryCausesOfConflict-CBA.pdf>>.

OSPI. “Social Studies: The CBAs.” OSPI (Office of Superintendent of Instruction). 2010. Olympia, WA. 11 May 2010 <<http://www.k12.wa.us/SocialStudies/CBAs/MiddleSchool.aspx>>.

OSPI. “Washington State Social Studies EALRs, Grade 8.” OSPI (Office of Superintendent of Instruction). 2010. Olympia, WA. 31 March 2010 <<http://standards.ospi.k12.wa.us/ComponentWithGLEs.aspx?subject=6,GLE&gl=9&ea=35&co=103>>.