

UNIT 1: MIDDLE SCHOOL – WASHINGTON STATE HISTORY

TERRITORY AND TREATY MAKING: THE WALLA WALLA TREATY COUNCIL OF 1855

PART 3: The Inferno Ablaze: Walla Walla Treaties Aftermath

Instructional Support Materials

[Research Organization Chart](#)

[Research Organization Chart \(Spanish Language Version\)](#)

Video: *Contemporary Voices Along the Lewis and Clark Trail* – Chapter 2

Learning Goals

- How did the tribes respond to the treaties?
 - How did the tribes respond to the immediate treaty violations, such as settlers encroaching on land reserved for them in their treaties?
 - What were the outcomes of the Indian Wars?
 - How could the wars been avoided altogether?
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Time: 8 class periods

Essential Question

- What are the ways in which the Walla Walla Treaty tribes responded to the threats and outside pressure to extinguish their cultures and independence?
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Teacher Preparation

- Read and prepare materials for each day of lessons for Part 3.
 - Local Connection: Consult local tribal websites regarding current tribal views on treaties.
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Learning Activities

Day 1:

1. Read to your students Andrew Pambrun’s ominous words foresee the violence that occurs after the signing of the Yakama Treaty: “[Treaties] might have added fuel to the embers already ablaze, but did not furnish the ember. War was therefore inevitable, treaty or no treaty, and it came like an avalanche, when least expected...”

2. Students are going on a self-directed journey to summarize the Indian Wars and battles and connect the violence attitudes toward tribal people to events prior to the wars breaking out. Make copies of the *Research Organization Chart* for students to organize their research.
3. Announce that students will create a graphic metaphor or write news articles or editorials about the consequences of treaty violations and settler encroachment on treaty protected tribal land.
4. Access the following resources for students to explore alone, in pairs, or in groups:
 - a. Trail Tribe's Web Section on "Relationships With the U.S."
 - <http://trailtribes.org/umatilla/home.htm>
 - i. Lewis & Clark and the Early Fur Trade
 - ii. Establishment of Fort Nez Perces
 - iii. Life at Ft. Walla Walla
 - iv. Missionaries and Early Settlers
 - v. Making Treaties
 - vi. The Shrinking Reservation
 - vii. References Cited
 - b. Washington State Historical Society (WSHS) Treaty Aftermath
 - <http://washingtonhistoryonline.org/treatytrail/aftermath/index.htm>
 - i. Andrew Pambrun's Account
 - ii. The White River Massacre
 - iii. The Nez Perce Council
 - iv. Battle of Seattle
 - v. Mashel Massacre
 - vi. W.W. Mackall Letter to Colonel Wright
 - vii. Letters from General Wool
 - viii. George Gibbs Report
 - ix. Steptoe's Defeat
 - c. WSHS Leschi: Justice in Our Time
 - i. Prelude to War
 - <http://www.washingtonhistoryonline.org/leschi/prelude.htm>
 - ii. The Indian Wars 1855-56
 - <http://www.washingtonhistoryonline.org/leschi/indianwars.htm>
5. You may choose to teach the University of Washington's History of Washington State and the Pacific Northwest Lesson 12: Indian Reservations, Resistance, and Changing Indian Policy Since 1850 (<http://www.washington.edu/uwired/outreach/cspn/Website/Classroom%20Materials/Pacific%20Northwest%20History/Lessons/Lesson%2012/12.html>)
6. You are strongly encouraged to show the video *Contemporary Voices Along the Lewis and Clark Trail* Chapter 2: Early Contact and Its Consequences and its accompanying discussion question

Day 2:

Continue research and completion of the *Research Organization Chart*.

