

UNIT 1: MIDDLE SCHOOL – WASHINGTON STATE HISTORY

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

PART 4: Taking the Embers Out of the Fire: Preparing for the “Causes of Conflict” CBA

Instructional Support Materials

[Socratic Seminar Guidelines and Rubric](#)

[Causes of Conflict CBA](#)

[Dig Deep CBA](#)

Learning Goals

- How should arguments about preventable conflicts before, during, and after the Walla Walla Treaty Council be presented?
 - Who is the non-classroom audience?
 - What are the goals of this presentation?
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Time: 3 - 5 class periods

Essential Question

- How might the conflicts that led to growing animosity and violence been avoided or alleviated before, during, and after the signing of the Walla Walla Council Treaties?
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Teacher Preparation

- Students will end their study of the Walla Walla Council and Yakama Treaty by taking part in a Socratic Seminar, a culminating discussion of pivotal actions or responses that could have made all the difference in US-tribal relations. They could even consider it their own Council. How would certain actions and responses have prevented or lessened the violence that followed the signing of the Yakama Treaty? What might this have done for present-day US-tribal relations? Tribal sovereignty?
- After the Seminar, guide students to determine how they will publish their research, findings and arguments. Their audience could be:
 - local tribes (see “Local Connection”)
 - the general public

- children
 - others?
 - Once students have determined their audience, they will be able to determine the form their presentations will take. Forms could be:
 1. A class website (there are several free hosting sites available),
 2. A podcast broadcast
 3. Movie
 4. PowerPoint
 5. Children's book
 6. Detailed flow chart
 - Local Connection: Once the teacher-tribal liaison relationship has been established, have students work with liaison-identified tribal members to be a possible audience for some or all of the students' speeches.
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Learning Activities

Day 1:

1. Introduce the concept of a Socratic Seminar as a conversation (*Socratic Seminar Guidelines and Rubric*). What makes for a good conversation:
 - a. Attention
 - b. Response to what was said
 - c. Claims are based in concrete evidence
 - d. No put downs
 - e. No one gets mad, though the conversation could get loud!
 - f. Others?
2. Explain that in some tribes witnesses of a particular event would come together, and each person had a chance to tell his or her perspective. From all of those perspectives, the actual account of the event is created and then passed down through oral tradition.
3. Think of this Socratic Seminar as a conversation to have that will solidify the arguments students will make in their CBA.
4. You will grade the seminar. Distribute the Seminar Rubric
5. You might want to practice on a simple statement, such as, "Snickers is better than Milky Way," "Barbies are bad for girls' body image," or, "Red Riding Hood got what she deserved."
6. Students will use their matrices from Part 3 for the seminar.
7. The teacher does not typically conclude Socratic Seminars, and this encourages the conversations to continue outside of class. You could start a blog to continue the conversation, or even require participation in the blog (There are several teacher-monitored blog sites that are free.)
8. HOMEWORK: Prepare for the seminar by adding to or clarifying portions of the *Research Organization Chart* and their NoodleBib from NoodleTools (<http://www.noodletools.com/tools/index.php>) to be able to score a 3 or 4 on the Causes of Conflict Rubric.

Day 2:

Conduct the seminar according to the teacher guide and rubric.

Day 3+:

Students begin creating presentations for the Causes of Conflict CBA according to your classroom guidelines.

NOTES:
