

History Units

4th Grade

Ichishkin (Warm Springs)

2018 4th Grade Social Sciences Crosswalk Geography 4.9	4.9 Identify conflicts involving use of land and boundary disputes, within Oregon for the Ichishkin people between different geographical areas
Treaty of 1855	Not being able to wander and gather foods

Kiksht (Wasco)

2018 4th Grade Social Sciences Crosswalk Multicultural Studies 4.11	4.11 Analyze the distinct ways of living amongst the Kiksht people on the Columbia River prior to Colonization
Origins of the Kiksht People	Life on the River, how Kiksht lived, village map, picture of a scaffold, leadership, Time Immemorial

Numu (Paiute)

2018 4th Grade Social Sciences Crosswalk Geography 4.9	4.9 Identify conflicts involving use of land, natural resources, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon with the Northern Paiute and between different geographical areas
Aboriginal territories	

**TRIBAL HISTORY, SHARED HISTORY
THE CONFEDERATED TRIBES OF WARM SPRINGS
RESERVATION OF OREGON
TRIBAL EXPERIENCE**

TITLE: Tribal History Unit - Ichishkin (Treaty of 1855 - Not being able to wander - gather foods, removal/reservation)

STANDARD/S MET: GRADE 4 – SOCIAL STUDIES

2018 4th Grade Social Sciences Crosswalk Geography 4.9	4.9 Identify conflicts involving use of land and boundary disputes, within Oregon for the Ichishkin people between different geographical areas. W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
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OVERVIEW

Students will use a Map of Oregon - Columbia River/Warm Springs Reservation, pre and post treaty and write an opinion piece on which aspect they decide would be the most difficult life change.

LEARNING OUTCOMES

1. Students will discuss the map of pre- and post-treaty land and differences they notice as well as their initial thoughts and feelings.
2. Students will infer major changes of the land and way of life and create a T-chart graphic organizer comparing pre- and post-treaty.
3. Students will write an opinion piece on which aspect they decide would be the most difficult life change to endure.

LOGISTICS

1. Activity will take place in the classroom.

2. Students will have a whole group discussion about the map.
3. Students will work with a partner or with a table group to fill in T-chart
4. Students will have a whole group discussion to fill in T-chart
5. Students will work independently on writing opinion piece.

MATERIALS NEEDED/PREPARATION/EQUIPMENT

1. map of pre- and post- treaty land (one for each student)
2. blank paper for T-chart
3. lined paper
4. Tribal History binder

Materials will be kept in 3-ring binder organized into Ichishkin, Kiksht, and Numu tabbed sections.

For the lesson

- 1.

TIME FRAME

What is the time frame of lesson? Describe how this lesson may be shortened or expanded.

BACKGROUND FOR TEACHERS

The Ichishkin shared many hunting and gathering areas with the Wasco. 1805's most contracts between the tribe and non-Indians involved fur trading. 1821, the Hudson's Bay Company built Fort Vancouver down river from the Wasco and Warm Springs Tribes. 1838 the Methodist established a mission at The Dalles. (Louie Pitt document – Confederated Tribes of Warm Springs)

Since Time Immemorial, the Ichishkin people have followed the foods and gathered them without restrictions. The Ichishkin endured conflicts involving the use of land and boundary disputes with others for many years between different geographical areas of their home lands after signing the Treaty of 1855. Since then, the Ichishkin have not been able to gather traditional foods freely.

After signing the Treaty of 1855, the Ichishkin have been forced to attend Boarding Schools. The intersection of cultural identities and the process of assimilation had dramatically changed the culture of the Ichishkin people including their language, dress, food, and spirit.

Federal policy decisions created political hardships for the Ichishkin people. Federal policy was the way the United States government got their way. Federal policy including treaty making, removal and assimilation.

Treaty of 1855
Nomadic ways
Gathering foods (roots, berries, deer)

KEY VOCABULARY

Nomadic
Traveler
Gather
Usual & Accustom Sites
Treaty of 1855

Considerations for teachers

Assessment: How will you know if students are learning?

Practices: (Group roles, classroom routines, etc. This depends on the activity. For instance how do you rotate roles? Assign computer? Get supplies?

LEARNING TARGETS

Describe specific learning targets. Examples:

1. I can use steps in a design process to solve a problem using technology and common sense.
2. I can learn basics of magnification and apply what I've learned
3. I can record information
4. I can work with others to complete a complex task

ACTIVITIES

Provide detailed outline of activities to accomplish learning targets. This may be broken down into class-periods or specific time slots (1 pm to 2 pm).

Day One:

Day Two:

Day Three:

OPTIONS/EXTENSIONS/ANTICIPATORY SET/DIFFERENTIATION

How might the teacher differentiate lesson to meet the various needs of students?

Are there early finisher activities for students?

REFLECTION/CLOSURE

Is there a pre-assessment? Post-assessment?

ATTACHMENTS

Map of Oregon

Map of Reservation

Signing of Treaty

Hunting/Gathering Pictures

**TRIBAL HISTORY, SHARED HISTORY
THE CONFEDERATED TRIBES OF WARM SPRINGS
RESERVATION OF OREGON
TRIBAL EXPERIENCE**

TITLE: Tribal History Unit – Origins of Kiksht People

STANDARD/S MET: GRADE 4 – SOCIAL STUDIES

2018 4th Grade Social Sciences Crosswalk Multicultural Studies 4.11	<p>4.11 Analyze the distinct ways of knowing and living amongst the Kiksht people on the Columbia River prior to colonization, such as religion, language, and cultural practices and the subsequent impact of colonization.</p> <p>W.4.10 Write routinely over extended time frames and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p>
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OVERVIEW

Students will compare and contrast life for the Kiksht people pre- and post-treaty. (Origin of life on the river, how kiksht lived, village maps, picture of a scaffold, leadership, time immemorial)

LEARNING OUTCOMES

1. Students will locate villages and fishing sites of the Kiksht people on given maps.
2. Students will compare and contrast life for the Kiksht people pre- and post-treaty.
3. Students will infer major changes of the land and way of life and create a T-chart graphic organizer comparing pre- and post-treaty.
4. Students will write an opinion piece on which aspect they decide would be the most difficult life change to endure.

LOGISTICS

1. Activity will take place in the classroom.

2. Students will have a whole group discussion about the map.
3. Students will work with a partner or with a table group to fill in T-chart
4. Students will have a whole group discussion to fill in T-chart
5. Students will work independently on writing an opinion piece.

MATERIALS NEEDED/PREPARATION/EQUIPMENT

Pre-colonization appearance of Kiksht people pictures (one packet per student)
The Columbia River Basin Map (one per student)
Villages Map Pre-colonization (one per student)
Seasonal Round Plateau Indians picture (one per student)
Kiksht People Over the Years pictures (one per student if possible)
Pre-Colonization - The Beginning of Life pictures (one per student if possible)
Life Cycle of the Columbia River Salmon (one per student)
Blank paper
Teacher Version of T-Chart (one for teacher)

Materials will be kept in 3-ring binder organized into Ichishkin, Kiksht, and Numu tabbed sections.

For the lesson

1. Pass out all pictures to students and have students look through on their own.
2. Have students write down their initial reactions, thoughts, or feelings looking at the pre and post colonization pictures.
3. Make a T-chart and have students fill in comparing pre- and post-treaty in table groups or with a partner.
4. Share and write some responses on a teacher model of the T-chart. (Guide students to ensure they write down what the elders want them to know from teacher version)
5. Whole group discussion on the changes from pre- and post-colonization and why they changed. Students may pair-share before discussing each aspect.
6. Have students think about the present day and now there is commercial fishing, windsurfing, boating, barges carrying goods among other uses of the river. The Kiksht people, in essence, gave up their fishing sites to avoid conflict upon removal to the Warm Springs Indian Reservation. Have students write their opinion on, "Do you think the federal government had the Kiksht people's best interests in mind when removing them from the river and their fishing sites? Why or why not. And do you think this affected the fishing of the Kiksht people? Explain why or why not."

TIME FRAME

45-60 minutes

BACKGROUND FOR TEACHERS

Origins of the Kiksht People

Kiksht lived in Villages along the Columbia River (Map)

Kiksht lived on the North and the South side of the Columbia river

Kiksht were referred to as the River People

Kiksht spoke fluent Kiksht language (unique language not spoken by any other tribe)

Kiksht were Fishermen (salmon was main resource, food preparation for subsistence and trade)

Kiksht people had leadership (Chief/Hereditary)

Kiksht people had a distinct look (flat head, tattoos, ear piercing, bone in the nose)

Kiksht were traders

Life cycle of Salmon spring/fall - The Deschutes River was dammed and negatively impacted the salmon run

Pelton Dam - around '57

Round Butte Dam - around '64

After signing the treaty, the removal of the Kiksht people from the Columbia River began and they were placed on the Warm Springs Indian Reservation. A majority of them settled near the Shitike and Deschutes River to be near the water. Some lived in shelters made of native brushes/shrubs and willows and some lived in shelters made with cloth or wood. At some point, Indian agents started doing a census on the Native Americans and the number of acreage allotted was determined by the size of their family. Some allotments are still in existence and still in the family while others have been bought back by the Tribe.

Read Death of Celilo Falls by Katrine Barber

Celilo Falls Video - get from Judy

KEY VOCABULARY

Life Cycle

Trader

Columbia River

Tributaries

Colonization

Scaffold fishing

Dams

Considerations for teachers

Assessment: Completed T-Chart and writing

LEARNING TARGETS

1. I can locate villages and fishing sites on a map.

2. I can compare life for the Kiksht people pre- and post-colonization.
3. I can record information on a T-chart.
4. I can write an opinion piece.

ACTIVITIES

OPTIONS/EXTENSIONS/ANTICIPATORY SET/DIFFERENTIATION

T-chart already made for some students with headings included

Have students make the T-chart

Have a word bank for some students, including words to write on T-chart

Sentence starters/sentence frames for ELD students

Early finishers can draw a picture of one aspect of pre- and post-colonization or draw a picture to go with their opinion writing.

REFLECTION/CLOSURE

Completed T-chart and opinion writing.

ATTACHMENTS

Kiksht Identify

Scaffolds

Nets

Village Maps

**TRIBAL HISTORY, SHARED HISTORY
THE CONFEDERATED TRIBES OF WARM SPRINGS
RESERVATION OF OREGON
TRIBAL EXPERIENCE**

TITLE: Tribal History Unit – Numu Aboriginal Territories

STANDARD/S MET: GRADE 4 – SOCIAL STUDIES

2018 4th Grade Social Sciences Crosswalk Geography 4.9	4.9 Identify conflicts involving use of land, natural resources, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon with the Northern Paiute and between different geographical areas. W.4.10 Write routinely over extended time frames and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
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OVERVIEW

Students will relate conflicts and other events from Numu history to the reduction of aboriginal lands.

LEARNING OUTCOMES

1. Students will analyze maps and relate conflicts to the reduction of Numu aboriginal lands.
2. Students will choose events from Numu history and write journal entries from the Numu perspective of their thoughts and feelings .

LOGISTICS

1. Activity will take place in the classroom.
2. Students will review maps independently, with a partner, or table group.
3. Students will have a whole group discussion about timeline relating conflicts/events to maps.

4. Students will partner share thoughts and feelings from the Numu perspective of conflicts/events from Numu history, then whole group discussion.
5. Students will independently write journal entries from the Numu perspective of their thoughts and feelings about events from Numu history that drastically reduced the aboriginal lands.

MATERIALS NEEDED/PREPARATION/EQUIPMENT

- Timeline handout (one per student)
- Land Base Maps 1-4 packet (one per student)
- Lined Paper

Materials will be kept in 3-ring binder organized into Ichishkin, Kiksht, and Numu tabbed sections.

For the lesson

1.

TIME FRAME

45-60 minutes

Extensions: Draw the three major

BACKGROUND FOR TEACHERS

Although the Numu territories historically included a large area from the southeastern Oregon region into Nevada, Idaho, and western Utah, the Numu tribes which eventually settled at Warm Springs had lived in the area of Lake Harney and Malheur counties in Oregon. They inhabited Central Oregon before and after the treaty was signed by the Wasco and Warm Springs Tribes. (Louie Pitt document – Confederated Tribes of Warm Springs)

Prior to Northern Paiutes at Warm Springs Reservation, many bands were rounded up and marched as “Prisoners of War,” to Fort Vancouver, Washington and Fort Simco, Yakama, Washington. After an “Act of Congress,” they were released to return to their respective land base. In 1879, “Oytes,” band of 78 selected to move back to the south end of the Warm Springs Indian Reservation. Other bands selected areas in Oregon, Idaho, Nevada, and Northern California.

The Aboriginal territories of the Northern Paiutes included the Malheur Territories. The Northern Paiutes traveled vast areas of the Pacific Northwest for trade, food and other abundant resources. The Numu people’s way of life was remarkably different from the Ichishkin and Kiksht. The Northern Paiutes did not recognize boundaries and when the Homestead Act of 1862 the United States enacted and ranchers and farmers purchased the lands on the Snake River and put up barbed wire fences. The cattle and livestock trampled the gathering grounds of the Northern Paiutes. They then cut down fences to access their

traditional gathering sites (roots, deer, etc.) and believed through inherent sovereignty that the land was never meant to be owned by anybody.

Old Chief Winnemucca (father of Sara Winnemucca) agreed to a peace deal with the US. Although the terms of peace allowed the Northern Paiutes to stay on their aboriginal land, the BIA insisted that they be relocated to various places.

President Grant established the Malheur Reservation in southeastern Oregon by executive order. The Northern Paiutes did not sign a treaty with the US for a peace deal or the establishment of a reservation. Their status as a non-treaty tribe has been a burden, denying them the same power as other tribes to negotiate as a sovereign state. The first agent of the Malheur Reservation (William Rinehart) sought to drive the Northern Paiutes off the reservation to open up the land for more white settlers. Strong leadership for the Northern Paiutes including the spiritual leader Oytes, Leggins and Egan challenged the white settler authority.

In 1878, Oytes and Egan bands joined the Bannocks in their uprising. The Northern Paiute intentions were to push the white settlers away. The uprising only gave anti-Indian colonizers (General Howard) a reason to punish the Numu and to remove them from their homelands, and ceded their lands to miners, ranchers, farmers, and other tribes.

The war ended with the killing of Egan and notably with Sarah Winnemucca acting as an informant to the US Army. The war was short and only lasted about 2 weeks but had devastating consequences for the Northern Paiutes. The Malheur Reservation was terminated by the commissioner of the Indian Affairs. With an unsigned treaty, the Northern Paiutes were limited in power and authority in decision making.

NUMU TRAIL OF TEARS/PRISONERS OF WAR

In 1878, the US Military rounded up over 700 Northern Paiute men, women, children and elders and marched them to Fort Simco in Yakama and Fort Vancouver in Vancouver, WA. Many tried to escape along the way by swimming across rivers or running away.

In November 1878, the Secretary of Interior and the Secretary of War ordered the Numu who participated in the war to Fort Simco in Yakama. They rounded up as many Numu people as they could and marched them there. Less than ½ of those were from the band of the Leader Oytes. The others were members of other bands of the Great Basin area.

The 350 mile journey from Camp Harney to Fort Simco was known as the Paiute Trail of Tears. 543 Paiutes along with other members from other bands departed Camp Harney in early January and only 150 arrived at Fort Simco a month later. Many froze on the journey when they crossed the mountain ranges. Many women, children, and elders did not survive the harsh conditions of the journey. The Northern Paiutes that survived were starving, underclothed, devastated, and demoralized. At Fort Simco, the Northern Paiutes faced hardship from the Yakama Reservation Agent (Mames Wilbur). There were Yakama Indians that wanted to help the Numu by hiding food in trade for Numu basketry. This was done in secrecy.

Everyone wanted to return to their aboriginal land base but only few attempted to escape. Some were caught and taken back to Fort Simco and punished and a few eventually did make it back.

The Numu endured several years of systemic oppression by the United States when conflict arose with the signing of the Treaty of Middle Oregon in 1855 a vast amount of the Northern Paiute lands were signed away to the Columbia River Tribes. Some Northern Paiutes retaliated with raids and the Columbia River tribes joined the US Army against the Northern Paiutes. What began as raids over contested land evolved into a genocidal war against the Northern Paiutes whom they called the Snake Indians to dehumanize and justify extermination. The war resulted in the death of $\frac{2}{3}$ of the Oregonian Northern Paiute Tribe (finally ended in 1868). Sarah Winnemucca, a Northern Paiute woman, collaborated with US Army during this time in the war against her own people. It is important to note that according to mainstream culture, she is considered highly educated, a great orator, and had a high status with the non-Numu people. However, among her own Numu people, she was considered a traitor when she would inform the government of whereabouts and plans of the Numu people.

Sarah Winnemucca was touring the country contesting the BIA's narrative about the Northern Paiute and brought enough awareness to organize a meeting with the Secretary of the Interior (Carl Schurtz and president Rutherford Hayes). She convinced them to send tents to the Northern Paiutes at Fort Simco and allow them to leave. Schurtz wrote a letter (order) to Agent Wilbur at Fort Simco that whoever may desire to rejoin their relatives, are at liberty to do so.

Spring of 1880, Wilbur denied Sarah the opportunity to share the letter (order) of releasing the Paiutes at Fort Simco. About a week later, Leggins and other prisoners demanded a meeting with Sarah Winnemucca and she shared the letter. The Paiutes went to meet with Agent Wilbur to discuss their departure but he refused to meet with them and refused to acknowledge the letter (order).

KEY VOCABULARY

systemic oppression - a group of people's attempts to keep the Numu from their way of life

Treaty of Middle Oregon - signers were the River Tribes with no Numu signers although Numu land was included in the treaties

Fort Simco - military fort where Numu people were imprisoned located west of Yakama

cavalry - horse soldiers of the US government employed to massacre the Numu

bands - Numu family groups with names that describe their food sources

genocide - massacre of a large group of Numu people

Indian Removal Act - Law with the goal of colonization

ratified - signing or giving formal consent - example: treaty

Dawes Act - Indian reorganization

aboriginal lands - inhabiting or existing in a land from time immemorial or long before the arrival of colonists

time immemorial - used to refer to a point of time in the past that was so long ago that it extends beyond the reach of memory, records, and experience - ancient times

Considerations for teachers

Assessment: Students will be able to recall and write about 3-4 major events in Numu history that have led to the reduction of aboriginal lands.

LEARNING TARGETS

Describe specific learning targets. Examples:

1. I can interpret a map.
2. I can relate conflicts and other events from Numu timeline to the reduction of aboriginal lands.
3. I can differentiate between diverse perspectives of historical events.
4. I can write journal entries from the Numu perspective of their thoughts and feelings of historical events.
5. I can work with others to complete a complex task

OPTIONS/EXTENSIONS/ANTICIPATORY SET/DIFFERENTIATION

Differentiation: Students can write a different number of journal entries depending on their ability. Sentence starters/sentence frames for ELD students. Students can work with a partner to talk about events before writing their thoughts and feelings.

Early Finishers: Illustrate their journal entries.

REFLECTION/CLOSURE

Is there a pre-assessment? Post-assessment?

ATTACHMENTS

Attach source documents, research, or other resources which may be relevant to the lesson. Are there media/video resources?

Pre-colonization	23 bands/families stayed at their home base. Band/families did travel to other bands for social gatherings, ceremonies, and trading.
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1776	First white contact - trappers moving west
1805	Lewis and Clark came as scouts for the cavalry and brought diseases and took land which reduced Numu populations
1830	Indian Removal Act - the cavalry came and began committing acts of genocide so it was more than just 'removal'
1840's	Acquired horses and guns - there were many raids to defend themselves and survive
1848	Gold discovered in California which started more wars because miners, gold diggers, and settlers wanted to rid the area of the Indians to clear land for the themselves.
1855	Superintendent Joel Palmer at The Dalles and the "Treaty of Middle Oregon:" The taking of the Columbia River Country; the taking of vast Numu lands in the interior, without Numu participation, benefits, or consent -- and the creation of the Warm Springs Reservation in historic Numu country; the removal of the Columbia River tribes to Warm Springs -- and the beginning of the "Snake War" (very controversial subject)
1859	Oregon became a state which meant more boundaries for the Numu people
1866	US Army Commander George Cook told Leader Wewawewa to choose peace or death so Northern Paiutes went to different forts as prisoners of war during winter. This is known as the Paiute Trail of Tears, where Over 700 Northern Paiute men, women, elders, and children marched over 300 miles with a ball and chain while starving and freezing. Only about 150 survived the trek.
1868	Fort Harney Treaty never ratified by Congress
1872	A presidential order by Ulysses S. Grant signed off on 1.8 million acres for the

	Malheur Indian Reservation but the size diminished because of pressure by the settlers.
1873	Warm Springs Indian Scouts took part in the Modoc War to come from both sides of the Numu to eliminate them.
1878	Act of Congress released all prisoners of war
1879	Northern Paiutes allowed to go back to respective homelands which included the Warm Springs Indian Reservation
1879	Band Leader Oytes and approximately 70-80 Northern Paiutes were brought to the Warm Springs Indian Reservation from Fort Simcoe (Yakama).
1881	Between 1881-1888 Numu Indians of California, Nevada, Oregon, and the territory of Washington are forcibly moved to reservations at Malheur River in Oregon and Ft. McDermitt and Pyramid Lake in Nevada.
1882	First church (Protestant/Presbyterian) built at agency area
1882	Malheur Reservation restored Public Domain which opened up the lands to outsiders still coming in
1886	Northern Paiutes from Idaho and Nevada were eventually released and relocated from Fort Simco to an expanded Duck Valley Indian Reservation with their Western Shoshone brethren.
1887	Dawes Act passed, Indians were allotted individual lands. Those who accepted allotments and live separately from the tribe would be granted US citizenship (as individuals). It was designed to detribalize Indians and assimilate them into mainstream white society by transforming them into self-supporting farmers and ranchers. It was the most disastrous piece of Indian legislation

	<p>ever passed by Congress. This destroyed the old ways of life and diminished the power of the tribes. Plots were too small for agriculture, lacked tools, money, experience in farming, and farming was completely foreign to Indians.</p>
1900	<p>Northern Paiutes had lost more than 95% of their aboriginal territory.</p>