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An Integrated Approach to Teaching Washington State History in a Seventh Grade Humanities Block

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ABSTRACT

AN INTEGRATED APPROACH TO TEACHING WASHINGTON STATE HISTORY IN A SEVENTH GRADE HUMANITIES BLOCK

By

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For the 2002-2003 school year, Sultan School District (WA) made the decision to move the Washington State History course from the high school level to be taught at the middle school level, specifically in the seventh grade Humanities block for a semester. This decision was made to be in compliance with the future state Social Studies requirements. Since the Humanities course was already based on the theory of integrating Geography with Language Arts, a new curriculum needed to be developed to incorporate the new Washington State History material. A team of teachers decided to take this task on and develop a curriculum that focused on integrating literature, inquiry learning and other supplemental media to enhance the social studies content and build reading, writing and communication skills.

TABLE OF CONTENTS

Chapter		Page
I	BACKGROUND OF THE PROJECT	1
	Introduction	1
	Purpose of the Project	2
	Significance of the Project	3
	Limitations	4
	Definition of Terms	5
	Overview of the Project	6
II	REVIEW OF RELATED LITERATURE	8
	Introduction	8
	Integrated Curriculum	9
	Literature-Based Instruction in the Social Studies Classroom	15
	Inquiry Learning	24
III	PROCEDURES	29
	Introduction	29
	Format	29
IV	THE PROJECT	31
	Overview	31
	Supplemental Curriculum Materials	-1-
V	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS ...	32
	Summary	32
	Conclusions	32
	Recommendations	33
	REFERENCES	35

Chapter One Background of the Project

Introduction

All too often education is compartmentalized and it is hard for students to make connections between the various subjects learned. In today's world of the Washington State Assessment of Learning (WASL) (Office of the Superintendent of Public Instruction, 2003), the demand for higher standards and the need to teach higher order thinking and reasoning skills, the traditional structure of education can no longer be at the forefront (Vars & Beane, 2000). Especially at the middle school level where students are beginning to make connections between themselves and the world around them, the schools need to restructure and allow opportunities for students to grow, make connections and explore new perspectives (Beane, 1991; Knowles & Brown, 2000). One way to provide increased opportunities in the classroom is integration of the subject areas. It is only natural that Language Arts and Social Studies be taught in conjunction with each other because both subject areas are comprised of a study of the human experience (Hume, 1996).

Furthermore, the ancient idea that textbooks should be the main source of instruction and the only literary experience in the Social Studies courses needs to be revisited and revised. Numerous trade books, historical fiction and non fiction novels, poems and short stories provide insight into another culture and time period (Lo, 2001). Students can interact and form new perspectives and connections better with literature than they would with the traditional textbooks alone (Richgels, Tomlinson & Tunnell, 1993). In addition, through "using children's literature in the classroom, teachers

can . . . introduce students to our multicultural world and help them to become productive participants in meeting the challenges of life on earth” (Savage & Savage, 1993, p. 33).

Another issue in education today is the lack of intrinsic motivation in the students (Jenkins, 1997). Far too often middle level education does not offer enough opportunities for choice and exploration; two motivational factors for this age group (Ivey & Broaddus, 2001). Through inquiry learning, in which students choose topics to explore, middle level students have increased motivation because learning becomes more personal (Diffily, 2002). They also develop higher level critical thinking skills and life-long learning skills (Owens, Hester & Teale, 2002).

Therefore, in today’s challenging and diverse world where our students will be making the future global decisions, it is imperative to teach them critical thinking and life-long learning skills and give them the opportunities to gain numerous perspectives on the past and on different cultures and global issues. This can be accomplished through providing an integrated approach based on using multiple literary texts and inquiry to the structure of Language Arts and Social Studies classes.

Purpose of the Project

The purpose of this project was to create a curriculum that focused on a literature-based integration of Washington State History and Language Arts at the seventh grade level to be implemented by a team of seventh grade Humanities teachers at Sultan Middle School (WA). By implementing this integrated curriculum the team hopes to create a deeper understanding in the students of Washington’s past, present and future, the people who have contributed to Washington’s history and culture, and a greater understanding of the students’ roles in the state community. Based on the Washington State Essential

Academic Learning Requirements (Washington State Commission on Student Learning, 1997), the unit and lesson plans incorporated both individual and cooperative group projects, inquiry learning projects, analytical literary studies of historical fiction and non-fiction works of literature, and written responses. Through this integrated literature-based approach the project proposed that students will not only learn the social studies content material but also make gains in reading, writing and communication through making connections between what they learned about Washington State History, the novels they read and their own lives in Washington.

Significance of the Project

To reiterate what was stated earlier, middle school students need to make connections between what they learn and their own lives (Knowles & Brown, 2000). Integrating subject area content, specifically Washington State History and early adolescent literature, creates opportunities to make these connections and explore different perspectives (Savage & Savage, 1993). In addition, if teachers want students to retain information better, students need to attach new knowledge to their existing schema in order to file it better in their memory (Sousa, 1995); integrating subject matter helps form these schematic connections.

Besides helping students make connections, integrating Washington State History and Language Arts helps students become more engaged in their learning through making connections between their own lives and the information that they are learning (Carr, Buchanan, Wentz, Weiss & Brant, 2001; Van Middendorp & Lee, 1994). In addition, integrating the two subject areas also allows students to gain new perspectives on the world around them. Through reading literature based on different cultures and people,

students become more multiculturally aware (Carr et al., 2001; Grant & Gillespie, 1992; Guzzetti, Kowalinski & McGowan, 1992; Lo, 2001; McGowan, 1987).

Finally using literature and inquiry to teach or enrich concepts and Washington State History knowledge helps develop reading, writing, critical thinking and life-long learning skills. There is a tremendous pressure for schools to incorporate the idea of reading, writing and critical thinking across the curriculum (Ivey, 2002; Manning, 1999). In order for students to become better readers, writers and thinkers, they need to encounter reading, writing and critical thinking in all classes, not only Language Arts (Ivey, 2002; Sorenson, 1991).

Limitations

This project was limited by district and community expectations, funding, state standards, and scheduling. In order for curricula to ideally follow the models of integration, literature-based learning and inquiry, a paradigm shift needed to take place and the entire system needed to be changed. This project could not follow the entire components of these three curriculum models because of the district and community expectations that textbooks should be the primary source of instruction, the lack of funding to buy supplemental materials, the drive to teach to the state standards and prepare students for the WASL, and the current scheduling structure of the school. This project, however, incorporated the valuable components of integration, literature-based learning and inquiry, and molded them to fit the current system of the community, district and school.

Definition of Terms

For the purpose of this project, these terms are defined in the following manner:

Content area classes: Classes broken up into the subject areas of language, science, math, social studies, and music (Smith, 1997).

Global curriculum: A curriculum designed to promote peace and understanding among citizens of the world (Lo, 2001).

Inquiry learning/Inquiry-based instruction: Learning based on the constructivist approach in which students ask questions and discover knowledge (Schmidt, Gillen, Zollo & Stone, 2002).

Integrated curriculum: A curriculum approach that involves elements from more than one discipline and relates to a problem, theme or situation from the real world (Mason, 1996). "Integrated curriculum is intended to help young adolescents establish connections among various content areas, making learning more meaningful" (Bailey, 2000, p. 236).

Interdisciplinary integration: A unit of instruction based on a theme approached from all traditional disciplines (Mason, 1996).

Literature-based instruction: Instruction that uses novels, short stories, poetry, plays and folk tales to teach material that is usually taught through expository texts such as textbooks, reference books, and news articles (Hume, 1996).

Middle school students: Students in the 5-8th grade who attend a middle school that focuses on the needs of adolescents instead of a junior high model that is based on replicating a high school (Beane, 1991).

Multiculturalism: The cultivation of global views of human affairs (Garcia & Pugh as cited in Kim & Garcia, 1996); recognition of multiple perspectives and understanding why people view issues in particular ways (Kim & Garcia, 1996).

Multidisciplinary integration: A unit of instruction based on a theme approached from two or more traditional disciplines (Mason, 1996).

Reading across the curriculum or reading across the content areas: Teaching and learning reading and language skills within each subject area instead of only in an English course (Suhor, 1984).

Trade books: Any print material other than textbooks: biographies, poems, nonfiction, historical fiction, and picture books (McGowan, 1987).

Washington State Essential Academic Learning Requirements (EALRs): “A common core of subjects and skills that all students in Washington will be expected to master” (Washington State Commission on Student Learning, 1997).

Young Adult Literature: Literature written for and about young people from the age of eleven through the age of eighteen (Stover as cited in George & Stix, 2000).

Overview of the Project

Chapter two contains a review of the literature focusing on three methods of instruction for a middle school classroom: integration of social studies and language arts, literature-based instruction and inquiry-based instruction. Chapter three gives an overview of the procedures that were followed to develop the curriculum. Chapter four provides a detailed description of the semester-long, Washington State History/Language Arts course: unit and lesson plans, a collection of supplemental materials, and assessment

all based on the Washington State Essential Academic Learning Requirements (Washington State Commission on Student Learning, 1997). Finally, chapter five summarizes the project and gives the author's recommendations and conclusions.

Chapter Two Review of Related Literature

Introduction

Many times school systems are based on the social configuration of the entire country and the present economic system. In the past, school systems have reflected the factory or industrial model (Knowles & Brown, 2000). However, since our current social system is changing, so must our schools. Businesses require applicants who can problem solve and integrate ideas; therefore, the antiquated system of isolated subject areas no longer conforms to present-day business and social needs (Mason, 1996). Yet as Gatewood (1998) reflected, subject disciplines are still important; however, “they must not be taught in isolation from one another. Knowledge is not developed or used that way in the real world” (p.24).

Furthermore, the students of today need to exit the school system with a global understanding and the ability to problem solve (Lo, 2001). In today’s world of travel and the interdependence among countries, it is imperative that our children learn tolerance and gain a multicultural understanding of the world they live in (McGowan, 1987).

Finally, many students today are falling through the cracks in the current educational system. Most middle school students are anywhere from two to four years behind in reading level (Robb, 2002). In addition, there is an abundance of student apathy toward learning and school (Jenkins, 1997). According to Beane (1991) and Kleine, Brown, Harte & Hilson (2002), this apathetic attitude stems from a lack of coherence between subjects areas and learning, a lack of choice and low reading levels.

As the review of related literature shows, a curriculum based on integration of subject areas, a literature-based approach to teaching Social Studies and inquiry learning will help students become more motivated, more globally aware, and gain the ability to problem solve and think critically, thus preparing them for their lives outside of school.

Integrated Curriculum

Integrated curriculum is one of the answers to the dilemma of how to teach the future business people and workers of America to problem solve and exit school with broader perspectives on the world (Mason, 1996). In addition to preparing our students for their future, integrated curriculum has other benefits also, especially for the middle school student. Frequently middle school students are characterized as walking hormones and brain-dead individuals (Beane, 1991). However, if given the right opportunities to explore and learn about issues that they are interested in, middle school students prove to be very intelligent individuals capable of critical thought and analysis (Kleine, Brown, Harte & Hilson, 2002; Pataray - Ching & Roberson, 2002; Windschitl, 1999).

Literature suggests that integration of subject areas greatly benefits students, yet it is not a widely accepted means of instruction at the middle and high school level. True integrated curriculum means that a class is focused around a theme and that theme is studied through the lenses of every academic and vocational discipline, including the core subjects along with art and music (Beach, 1995; Beane, 1991). Proponents of true integration feel that interdisciplinary instruction – integration of all subject areas – is far more beneficial than multidisciplinary instruction – the integration of only two to three subject areas (Beane, 1991). However, as Walker (1996) stated, it is difficult to

restructure an entire school to allow for integration, especially at the middle and high school levels where students' classes are scheduled based on the isolated subject areas model. To integrate the entire school, it would need an overhaul of the entire system, making it more flexible for integration (Kentta, 1993). Therefore, many schools are choosing to follow the multidisciplinary structure more than the interdisciplinary model.

Integration, whether constructed primarily between two subject areas or all of them, is better than not integrating at all (Bailey, 2000; Beach, 1995; Gatewood, 1998; Mason, 1996; Vars & Beane, 2000; Walker, 1996).

Another issue found with integrating subject matter is teacher preparation and training. This becomes a problem especially for secondary-trained teachers who have focused their studies on one to two subject areas. Many middle school and high school teachers, as Mason (1996) pointed out, feel inadequate in teaching outside of their discipline area, while this issue is almost non-existent in elementary-trained teachers because their teacher preparation revolved around teaching all of the disciplines and integrating them. Furthermore, if teachers are asked to rewrite an entire curriculum based on integrating content, they need to be given a substantial amount of planning time, time to cooperatively work as a team, and training on how to develop an integrated curriculum (Boyer, 1993; Kentta, 1993; Mason, 1996).

Finally, many teachers wonder how schools can shift to an integrated model when the state legislature is demanding that schools be more accountable and teach to high standards. Vars and Beane (2000) discussed this crucial dilemma: In the world of "high stakes testing and standardized, subject-centered curriculum with scripted teaching lessons," (p.14) where is there time to integrate when integration, as Beane (1991) noted,

does not always allow all of the specific subject area knowledge to be learned?

Furthermore, because the state assessments are set up in such a way that they test isolated content material, many teachers feel that integrating the curriculum will not ready the students for the test (Vars & Beane, 2000).

Despite all the concerns and issues many teachers and administrators have with integrated curricula, the benefits greatly outweigh the difficulties of implementation (Bailey, 2000; Beach, 1995; Gatewood, 1998; Mason, 1996; Vars & Beane, 2000; Walker, 1996). Integrating the curriculum motivates students to want to learn, helps them become more aware of the world around them, aids in knowledge retention, and challenges them to think more critically (Beane, 1991; Knowles & Brown, 2000; Smith, 1997; Vars & Beane, 2000).

Student apathy is a major concern of educators today, especially among middle school students. It is becoming difficult to motivate students to go to school, and then have a desire to learn once they are there (Jenkins, 1997). According to Jenkins (1997), somewhere along the line students lose their motivation to learn and now educators are beginning to wonder what decreased student motivation and how they can counteract this lack of intrinsic motivation for learning. One reason students have become unmotivated lies in the structure of the school itself. Beane (1993) used the analogy of a jigsaw puzzle to explain the way schools are set up today. The isolated classes are like a table strewn with random puzzle pieces, and educators are expecting students to put together some sort of picture. Students become frustrated without seeing the connection among all of the pieces. In a traditional setting, learning is disconnected and abstract; there is a lack of meaning among the numerous puzzle pieces. Students need to see the overall picture.

According to Beach (1995) “interdisciplinary education should help to shape the student’s overall approach to knowledge. [Through integrating the curriculum] the child assumes a more positive stance toward learning and values learning more” (p. 276) because integrating the subject matter using overall themes, helps create a curriculum that is connected and coherent so that students see the picture and become motivated to put the puzzle together.

Developmentally at the middle school age, students are interested in the world around them and how they fit into this world. Integration also helps motivate students because it allows students to look at school and learning through themes that are vital to themselves and the way they see the world around them (Beane, 1991). Beane (1992) also discussed that education for the early adolescent needs to be different than any other years of education: curriculum needs to focus on the overall concerns of the adolescent and the larger world issues rather than specific subject knowledge. Middle school students have serious questions and concerns about what is happening around them (Knowles & Brown, 2000). Such themes as living in a changing world, the environment, wealth and poverty, war and peace, cultural diversity and racism, freedom and interdependence are all themes that would motivate the adolescent student to learn about literature, writing, social studies, science, math, and art (Beane, 1991). Integrating the traditional subject areas through these thematic lenses would greatly increase the educational value of what the adolescent is learning in school, keep the students motivated to learn, help develop problem solving and critical thinking skills and help them retain the information learned (Beach, 1995; Beane, 1991; Jenkins, 1997).

Not only is education supposed to teach our students the academic skills to prosper in the future, it needs to help our students develop social and emotional skills to be successful later in life. As Beane (1991) stated, “The most important questions and concerns of people in general, and early adolescents in particular, have to do with self and social issues” (p.12). Such issues are usually neglected in middle school education. Since adolescents are already concerned about social issues, middle level education should focus on developing these avenues. Integration also helps students become more socially aware. Through integrating the curriculum and revolving the focus on the themes discussed earlier, students will be able to develop an appreciation for those social issues (Knowles & Brown, 2000).

Besides motivating students through providing relevant thematic approaches to learning the content area knowledge, integrating the curriculum also helps students retain information that they learned and score higher on the standardized achievement tests (Smith, 1997; Vars & Beane, 2000). Bailey (2000), through interviewing parents of eighth grade students who were participating in an integrated program, found that many of the parents praised the integrative approach over the traditional approach. Thirty-four out of the forty parents interviewed responded that their child learned best when content was related in each subject area, and that they would like to see more integrated curriculum activities in their child’s educational experience.

In addition, integrated curriculum allowed the students to learn more because students studied particular information for a longer period of time each day and through the different angles presented by the numerous subject areas as opposed to the traditional one subject area. According to Bailey (2000), “One parent observed, ‘Information

retention is increased by using an integrated curriculum. The final outcome seems to be a coordinated punch less easily forgotten by both students and parents” (p. 240)! It is through this holistic approach to education that integrated curriculum provides students with the ability to make better connections and meanings from what they are learning, thus they are better able to store the information long term in their memories (Sousa, 1995).

Furthermore, integration of the curriculum provides greater opportunities to think more critically and analytically. Bailey (2000) also argued that teaching through themes that incorporate aspects of all the individual subject areas, students are better able to construct meanings and understand the connections between the topics and formulate a more holistic view of the content. Integration requires the students to think on different levels and no longer learn the basic knowledge and simple comprehension; rather, integration challenges students to think on higher cognitive levels: application, analysis, synthesis and evaluation of knowledge and not just simple memorization (Bailey, 2000).

Finally, in order for integration to gain widespread acceptance, the entire paradigm of education and instruction needs to change. Beane (1991) believed that the role of the teacher and student need to be redefined. “The role of the teacher [should shift] from knowledge gatekeeper and meaning maker to guide and facilitator” (p.12). Many supporters of the traditional content area classes are of the opinion that integrated instruction will leave out too many of the important skills and too much of the knowledge base that the students would learn only in an isolated content area class (Gatewood, 1998; Smith, 1997). However, Beane (1991) claimed that “while not all students will learn the same particular pieces of information, they do share the common experience of powerful

themes that call for in-depth study and the use of important concepts” (p.12). Students may not get the content area specific knowledge that they were learning before, but they will get the critical thinking and problem-solving skills that ensure success later in life.

Literature-Based Instruction in the Social Studies Classroom

Since history has been passed on for generations from stories told down the ancestral chain, and the oral tradition was one of the first methods of passing important information along in the form of a narrative so that the information would be easier to remember, it would be logical that social studies and history be taught in the form of historical fiction, biographies, non-fiction and poems instead of merely through the textbook (Edgington, 1998). Besides making learning easier and more meaningful for the students, a literature-based approach to teaching social studies, reading, writing and communication helps build multicultural awareness, increases student engagement in learning, builds social studies knowledge to a greater extent and increases reading skills (Carr et al., 2001; Grant & Gillespie, 1992; Guzzetti et al., 1992; Ivey & Broaddus, 2001; Kim & Garcia, 1996; Lo, 2001; Richgels et al., 1993; Robb, 2002; Savage & Savage, 1993).

Although there is much literature to support the use of trade books instead of textbooks, it has been difficult to convert many educators away from sole textbook use. Schug, Western and Enochs (1997) found that an abundant number of teachers still rely entirely on textbooks as an outline for their courses, a guide for lessons and tests, and as the main source of information for their students. Teachers in a survey conducted by Schug et al. (1997) reported that they felt limited by the number of minutes each day for instruction and limited time for planning. Therefore, a textbook with supplemental

materials and aids already pre-made seems ideal for many teachers. Another issue that Scharer (1992) discovered was that teachers felt they had only a limited knowledge about literature and reading; therefore, a textbook that outlined all of the lessons, objectives, and assessments was most appealing to teachers who were afraid to use trade books to teach content knowledge and reading skills.

Not only was the matter of time an issue for teachers; pressure from the community also added to the choice of using textbooks over trade books. Schug et al. (1997) also found that many teachers felt pressure from community members, administrators and the school board to use textbooks because the expectation was that textbooks were the best way to disseminate information to the students. Furthermore, cut backs in school budgets, pressures of state-wide testing and the back-to basics movement have also forced many educators to rely mostly on textbooks (Hoge, 1986).

Pressure from the community and time constraints do not outweigh the benefits of using trade books to teach social studies knowledge. As Hoge (1986) claimed, even though textbooks are beneficial to use as a guide or source of knowledge and as a place to start when planning a new curriculum, a textbook is a limited teaching tool. There are many problems with a curriculum based solely on a textbook (Dunn, 2000; Edgington, 1998; Richgels et al., 1993; Robb, 2002). In the typical middle school classroom, the reading levels of the students range anywhere from two to four years below grade level to four years above grade level (Robb, 2002). In a classroom with such diverse reading ability it is difficult to find a textbook that all students can read. Robb (2002) suggested that instead of using one textbook geared towards a median reading level, using trade books matched to the students' independent or instructional reading levels would benefit

each individual student. Textbooks, as Hoge (1986) stated, do not offer background knowledge necessary to understand the complex issues and vocabulary that are often present in the social studies curriculum. Therefore, limited background knowledge and a below grade level reading ability make it quite impossible for many students to succeed in learning social studies content when they are receiving 75 percent to 90 percent of their instruction from a textbook alone (Miller as cited in Edgington, 1998).

Textbooks have also been found to be faulty in other ways. Many times textbooks are nothing but dates, names and facts (Richgels et al., 1993; Roser & Keehn, 2002). They lack the cause/effect, inquiry/debate, comparison/contrast and problem/solution structures of good expository writing (Fielding, Wilson & Anderson as cited in Richgels et al., 1993). Therefore, textbooks do not allow students to make connections between the events, formulate their own opinion about the material, nor think critically. No wonder, as Sewell (as cited in Richgels et al., 1993) reported, students identify social studies as their most boring class. Contrary to textbooks, Richgels et al. (1993) found that trade books present numerous opportunities to use and enhance higher order thinking skills, and they do not lack in readability, coherence, structure, complex sentence structure and elaboration. Rather, trade books provide more opportunities for students to make connections with their world, gain a broader understanding of the global culture, increase reading and social studies content knowledge, and critical thinking and reasoning abilities

Yet the literature on the value of textbooks and trade books, as Edgington (1998) noted, is inconclusive on whether or not trade books alone increase learning. Many times students who have a choice, sometimes pick a textbook over a trade book because they

are not confident in their reading ability, and textbooks have bold words and information is outlined and organized in a familiar manner. Therefore, there needs to be a combination of textbook and historical fiction in the form of trade books and other literary forms (Hume, 1996). As Thompson (as cited in Edgington, 1998) reflected, “A solid grounding in history can not be achieved by reading historical fiction alone” (p. 133).

A literature-based integrated curriculum that uses trade books and other forms of literature in conjunction with a textbook will also help students gain a more global perspective on the world around them and their place in it. Literature is a powerful tool to interpret and share in another culture; not only does literature open windows to other cultures, but it also helps students understand their own culture (Carr et al., 2001; Grant & Gillespie, 1992). Trade books give insight into the belief systems and reasoning of people who live in a culture far different than our own culture (Guzzetti et al., 1992; Lo, 2001). According to Guzzetti et al. (1992) and McGowan (1987), using literature to teach social studies helps the students build citizenship skills; through global themes common to all mankind, trade books show lessons about the way people live, “build skills to make effective social decisions . . . and provide examples of citizenship skills in practice” (McGowan, 1987, pg. 2).

Furthermore, unlike textbooks Richgel et al. (1993) professed, trade books allow students to interact with different perspectives and trade books “can help students identify with people and events that often seem remote and dull in their social studies text” (Savage & Savage, 1993, p. 32). Trade books allow for the use of multiple texts which show multiple perspectives through the eyes of other children and adults which the

students can use to formulate their own perspective, empathize with, and ask critical questions, something else a text book does not allow (Kim & Garcia, 1996; Robb, 2002; Savage & Savage, 1993). Moreover, using young adult literature to teach social studies allows students to understand and reflect on a sense of commonality of the human experience (Lo, 2001; Smith & Johnson, 1994).

According to Lickteig and Danielson (1995), middle school is the perfect time for students to gain a multicultural view on the world. After years of having an egocentric view of the world, they are finally ready to move on and think beyond themselves (Pavonetti, 2001). Cushner (as cited in Lickteig & Danielson, 1995) believed that rapid cognitive development happens during the ages of seven to twelve when children are learning to see other's perspectives, and their attitudes are more flexible than at any other time; thus these are the prime years to introduce children to international, intercultural and global perspectives (Lickteig & Danielson, 1995). As Lo (2001) concluded, in today's society the United States can no longer have an egocentric view of the world. Americans need to think more globally and teaching a multicultural, global curriculum through the use of trade books is how educators will instill the values of peace and global citizenship in middle school students.

Not only does using young adult literature in the social studies curriculum build a multicultural perspective, it also opens up the opportunity for students to interact with the story, learn in a more interactive method and go further in depth on the topic; therefore, the students become more engaged in their learning (Carr et al., 2001; Van Middendorp & Lee, 1994). Trade books "help to ground curriculum concepts and apply them to the world outside of school . . . provid[ing] a setting that may be missing from a textbook"

(Carr et al., 2001, p. 148) and also personalize concepts through the characters. With the use of trade books, students no longer merely memorize facts; rather, trade books go beyond the facts and the students learn through identifying with the characters, the multiple perspectives, and the common themes in the stories (George & Stix, 2000).

When literature is used in the social studies classroom, students can begin to inquire and construct meaning about the universal themes and use the literature as a starting point to seek answers to their questions – a response that the textbook often does not elicit in the students (Olwell, 1999; Roser & Keehn, 2002). As Nelson and Nelson (1999) suggested, historical events become meaningful to students because through literature the history is linked to other events, other times and the student's own lives.

Perhaps because young adult literature is more interesting to the students and their engagement is higher, the students are more likely to retain more of the content information and knowledge. Jones, Coombs & McKinney (1994), McKinney and Jones, (1993), and Roser and Keehn (2002) found that student interest and engagement increased with the use of literature in a history classroom; they also concluded that the students' ability to learn and retain information increased with the use of trade books. George and Stix (2000) also concluded that using young adult literature in the social studies classroom increased understanding of the content knowledge, the historical figures and their role in shaping history. Literature also promoted more student participation, more interest and more motivation to connect history to their own lives. In addition, Guzzetti et al. (1992) discovered that literature does increase content knowledge acquisition; however, positive attitudes toward reading or social studies did not increase significantly with the use of trade books. Despite the lack of results showing a positive

attitude change in children, Guzzetti et al. (1992) concluded children are more likely to understand social studies concepts if they have real people and situations to use as references. Through the personal connection students make with the young adult literature used to supplement a social studies curriculum, middle school students are more likely to learn about the interconnectedness of all social studies concepts: culture, geography, and economy and retain that information longer (Savage & Savage, 1993).

Using a literature-based approach to teaching social studies not only increases a sense of multiculturalism, student engagement in their learning and social studies content knowledge and retention, it also increases the student's reading skills. According to Allington (2002), in a recent international comparison, reading scores of U.S. fourth graders rank among the best in the world; however, by middle school, the achievement levels remain around the international average. Hoff (2001) confirmed Allington's (2002) claims and attested that the United States scored in the middle on a 32-nation study of educational achievement conducted by the Organization for Economic Cooperation and Development which tested fifteen year olds' reading, math and science skills. Hoff (2001) also stated that "the gap between America's best readers and its worst is wider than any other country" (p. 7). As mentioned before, Robb (2002) also explained that in middle school classrooms there can be students who are reading two to four years below grade level. Therefore, low reading levels are a major concern in many middle schools today, and it is imperative that middle schools focus on decreasing this gap (Ivey & Broaddus, 2001; Ivey, 2002).

"Middle school students have been portrayed in research as apathetic, reluctant readers" (Ivey & Broaddus, 2001, p. 351). Ivey and Broaddus (2001) found that one of

the greatest motivators in getting adolescents to read was allowing choice in what was read. Often reading and content area instruction is limited to textbooks and novels that the teachers choose for the entire class; they seldom take into consideration the different reading levels and personal differences between students (Ivey, 2002). Using young adult literature in a content area class such as social studies adds more flexibility so that more reading levels are served; therefore, students will have an increased positive attitude toward reading and social studies because the text that they are reading is at their reading level. When students are motivated to read, they will read more; consequently their reading skills will improve (Ivey & Broaddus, 2001). Fuhler (1990) and Manning (1999) also claimed that with the use of trade books, students will no longer need to be grouped according to ability which will be less humiliating for those in the low group. These students who are traditionally put in the low group will have better attitudes toward reading; thus, they will be more receptive to learning.

Furthermore, reading instruction should not be confined to merely the Language Arts classroom; "Every teacher is a reading teacher" (Manning, 1999, p. 83). According to Baker (2002), Ivey (2002), Ivey and Broaddus (2001), Loranger (1999) and Manning (1999) reading needs to be taught across the curriculum; the more time students spend reading text that interests them in the numerous subject areas, the greater their reading improvement. Smith, Monson and Dobson (1992) also found that students who read literature other than their textbooks in their social studies and science classes have a broader vocabulary and greater reading comprehension than if they only read the textbook. However, as Ivey (2002) warned, reading alone does not increase reading ability to the greatest extent. Students need to be taught specific reading strategies in all

content area classrooms in order to help students tackle the complex materials that they encounter in texts that they are instructed to read and those that they choose to read.

Through reading in the content areas, students will also have a greater opportunity to develop critical thinking and reading skills (Davis & Palmer, 1992). In addition to building positive attitudes toward reading, using a literature-based approach to teaching social studies builds reading skills and critical-thinking skills as the students are exposed to inferring motivation, sequencing, compare/contrast, cause/effect, and problem/solution scenarios in the trade books (Albright, 2002; Suhor, 1984).

Overall, using a literature-based social studies curriculum greatly benefits the students. A textbook alone does not satisfy the learning needs of the students and that gap can be filled with the use of trade books and other sources of young adult literature (Hoge, 1986). Students need to be able to interact with the history, culture and geography of the world; something a textbook does not provide (Richgels et al., 1993). In today's world with a need for greater global understanding, it is imperative that the students are given a multicultural background, and they are given the opportunity to interact with multiple historical and cultural perspectives so that they can form their own opinion and perspectives (Savage & Savage, 1993). In addition, students need to learn to think critically and read fluently. A literature-based approach to teaching social studies creates all of these opportunities for students.

Inquiry learning

Integration and a literature-based system of instruction both provide necessary motivation for the middle school student through providing choice and exploration (Ivey & Broaddus, 2001). In addition, projects based on inquiry offer an effective child-centered approach to integrate curriculum and allows for differentiated instruction that meets the varying ability levels in a classroom (Diffily, 2002). Furthermore, inquiry-based instruction also follows the same philosophies of choice and is another vital motivational factor to enhance middle school curricula and help students think more critically (Kleine et al., 2002).

Despite its effectiveness in motivating students and teaching critical thinking and inquiry skills for life-long learning, inquiry-based instruction has not had a popular following (Kleine et al., 2002). Many teachers believe in traditional instruction and, like integration, inquiry should not be a forefront in the common curriculum. As Windschitl (1999) claimed, “as learners most teachers were exposed to teacher-centered instruction, fact-based subject matter and a steady diet of drill and practice” (p. 754); therefore many teachers teach the way that they were taught. Furthermore, it is the common paradigm that the quieter and more orderly a classroom is, the more learning takes place (Windschitl, 1999). Teachers, according to Applefield, Huber and Moallem (2000), are also concerned about the amount of instructional time that inquiry learning takes. With so much information and knowledge to cover, it seems ridiculous to many to take two weeks to let students explore a topic that can be taught in two days. In addition, according to Pataray - Ching and Roberson (2002), another popular misconception of inquiry learning is that it does not prepare students for the standardized tests, and it does not allow

students to learn the culturally accepted body of knowledge that popular culture believes all students should learn. Many opponents of inquiry-based instruction claim that it is just another form of research and nothing more (Pataray - Ching & Roberson, 2002).

However, inquiry not only relies on research, but it also allows students to create their own questions, find the answers and construct their own meaning (Applefield et al., 2000). Where one must be careful is in the types of questions students ask. According to Kleine et al. (2002) it is not merely enough to ask an initial, simple question; rather inquiry must be deeper and more complex.

The main philosophy behind inquiry-based learning is not focused on facts and books but rather on inquiry (Owens et al., 2002). Similar to integration, and literature-based instruction, inquiry opens doors for student choice, exploration and interest (Kleine, et al., 2002). Children from the time that they are young explore the world around them and learn through experimentation and inquiry (Pataray - Ching & Roberson, 2002). As Applefield et al. (2000) and Windschitl (1999) related, knowledge is derived from a search for meaning in which students learn from an individual interpretation of their experiences; knowledge is not merely transmitted and recorded but rather constructed and synthesized through problem-based learning, inquiry activities, dialogues with peers and teachers, exposure to multiple sources of information and opportunities for students to demonstrate their understanding in numerous ways. Inquiry learning, as Bevevino, Dengel and Adams (1999) and Owens et al. (2002) claimed, operates on the premise that students use their prior knowledge and experiences to construct their own meaning through critical thinking and confronting their misconceptions and analyzing their preconceptions. Overall, as stated by Bevevino et al.

(1999) and Diffily (2002) inquiry learning is a positive learning experience because it allows education and learning to be individual and personalized and not merely teacher-assigned work. When used in a social studies classroom, inquiry learning makes history “personally interesting and [a] deeply internalized experience” (Bevevino et al., 1999, p. 277).

Traditionally, as Owens et al. (2002) pointed out, school has been based on students answering questions; however, inquiry learning takes a different approach. Children are now involved in formulating engaging questions, accessing their prior knowledge and then using various means and literacy experiences to answer them. Therefore, students become more motivated to read, write and learn. Inquiry learning brings out student curiosity and a “real air of excitement” in the classroom (Owens et al., 2002, p. 618.) In addition to creating an atmosphere of exploration that motivates students, inquiry learning according to Windschitl (1999), also motivates students through allowing them to learn multiple perspectives and learning no longer is merely limited to finding the correct answer but also understanding that there are multiple ways and multiple answers.

Furthermore, inquiry learning increases student’s chances for success (Kleine et al., 2002). Because it is such a motivation to students to choose their own course of learning, inquiry-based instruction allows students to become more successful in their learning. Kleine et al. (2002) and Owens et al. (2002) found that underachieving students were responding much more positively to inquiry learning than the traditional model perhaps because they saw learning as a more “level playing field” in which they had some autonomy (Kleine et al., 2002, p. 38). Furthermore, students who regularly don’t do

much reading and writing in the traditional classroom seem to not mind reading and writing when it is tied to inquiry learning; therefore, if used correctly, inquiry learning helps develop reading and writing skills (Schmidt et al., 2002). Pataray - Ching and Roberson, (2002) and Windschitl (1999) found that during inquiry learning, students can not be assessed by the traditional paper and pencil tests. Rather, students could be involved in the assessment process and have more autonomy in their learning; consequently, underachieving students are motivated by this also (Jenkins, 1997). However, Kleine et al. (2002) also discovered that the students who were accustomed to finding and giving concrete correct answers had a difficult time transitioning to a system that had multiple answers and methods to finding knowledge. They were frustrated with the uncertainty in inquiry learning. Another frustration Kleine et al. (2002) and Schmidt et al. (2002) pointed out was that if students do not have enough prior knowledge on the subject, inquiry learning becomes quite difficult; therefore, it is the teacher's job to provide opportunities for students to create prior knowledge on the subject before beginning the inquiry process.

Through inquiry students are also given the opportunity to increase critical thinking, application and synthesis skills which are life-long learning skills (Kleine et al., 2002; Owens et al., 2002). Furthermore, as Windschitl (1999) found, if planned correctly students will choose projects and subjects to investigate that lead to an understanding of important concepts as well as the critical thinking skills that are assessed on standardized tests. Owens et al. (2002) also claimed that inquiry learning requires a deep understanding of critical reading skills, and through inquiry students learn to compare/contrast, judge accuracy and legitimacy, and read through skimming and

scanning. Most importantly, Kleine et al. (2002) expressed that “students need to be encouraged and expected to question the world around them and develop skills for reaching valid conclusions” (p. 39); inquiry learning definitely encourages students to explore and question the world around them.

Overall, inquiry learning fits well with a literature-based integrated curriculum.

Short and Armstrong’s (as cited in Roser & Keehn, 2002) findings reflected that literature should be used as an important part of a student’s inquiry of the world and not just another means to finding the facts. Finally, Pataray - Ching and Roberson (2002) believed that a goal of inquiry learning is to help students move past the belief that inquiry is merely looking up information and to realize that it is more; it is a way of viewing learning that can be carried throughout life. “Inquiry when used to support children’s ongoing questions, has tremendous potential for lifelong learning. Students learn the values of longevity, persistence, depth of exploration and continual questioning” (Pataray - Ching & Roberson, 2002, p. 503): all qualities that prepare them for success in the future.

Conclusion

The literature reviewed in this chapter supports the use of integration, literature-based learning and inquiry learning in a middle school Social Studies and Language Arts curriculum. Through the use of these three curricular methods, students will be able to gain a greater multicultural perspective, increase reading, writing and communication skills and learn to be lifelong learners; all of which are beneficial to the education of a middle school student.

Chapter Three Procedures

Introduction

In the spring of 2002, the Sultan School District (WA) made the proposal that Washington State History would no longer be taught at the high school level and it would be moved to the seventh grade Humanities course, replacing a semester of Geography. Since the Humanities block was already designed for subject matter integration between Geography and Language Arts, a new integrated curriculum would need to be designed to incorporate the new Washington State History requirements.

A team of teachers was organized to develop the new curriculum and to oversee its implementation in the 2002-2003 school year. The team focused on developing a curriculum that was literature-based and used trade books to teach the historical and cultural portion of Washington's history. A text book was used for background information and a foundation of knowledge for the inclusion of inquiry learning. Furthermore, a list of supplemental materials such as reference books and videos was developed and purchased.

Format

The purpose of this project was to develop an integrated curriculum which focused on middle school student's learning styles and needs: integration and inquiry. To achieve this goal a set of learning objectives was created that focused on basic and advanced thinking skills, trade books were selected, literature units were developed and additional activities based on the theory of inquiry learning were created. The additional activities were also designed for the flexibility of varying levels of student ability and

learning style. In addition, assessments and rubrics were written that were based on both basic and advanced thinking levels, and a variety of learning styles with the opportunity for students to self-monitor their progress and gain a sense of intrinsic motivation. Finally, a list of media resources, field trip opportunities and guest speakers was compiled to enhance the knowledge gained from the literary sources.

Chapter Four The Project

Overview

This chapter is comprised of several units and supplemental materials to the text, *Washington in the Pacific Northwest* (2002). Each chapter begins with a list of learning objectives that are based on Bloom's Taxonomy (1956) of higher order thinking levels and are written in the format of questions. Next is a list of supplemental books and media (websites and videos) for further reading. Following, for selected chapters, are the activities and projects partially based on the theory of inquiry learning. These activities include lesson plan instructions, worksheets and grading rubrics. Along with the projects are the literature units for selected chapters. These include a vocabulary unit, a list of reading strategies, a unit on Native American mythology, a unit on the Oregon Trail and conflicts between the Native Americans and settlers, a unit on Washington women and a unit on the Japanese Internment. Each of these units incorporates reading, writing and communication skills that follow the Washington State Essential Academic Learning Requirements (Washington State Commission on Student Learning, 1997). Next, is a section on culminating projects that are based on inquiry learning and developing reading and writing skills. Then there is a section on assessments for each of the chapters in *Washington in the Pacific Northwest* (2002). These assessments are based on the principles of higher order thinking and open-endedness for the students to show all that they know about the content. Furthermore, there are charts for the students to keep track of their own progress and assess their weaknesses and strengths on the assessments. Finally, a list of possible field trips and guest speaker ideas is included.

Washington in the Pacific Northwest *

Supplemental Curriculum Materials

for
Integrating Language Arts
and
Washington History
into a
7th Grade Humanities
Course

*Authors: Green and Carlson
Publisher: Gibbs-Smith, Salt Lake City
Copyright: 2002

TABLE OF CONTENTS

Chapter	Page
READING STRATEGIES	3
List of Strategies	4
VOCABULARY UNIT	7
Overview	8
Assignment Sheet	9
Progress Chart	10
Quiz	11
CHAPTER 1: WASHINGTON'S GEOGRAPHY	14
Overview	15
Introduction to Washington State History Lesson	17
Washington Map Assignment	19
Map Game	20
Washington Travel Project	21
CHAPTER 2: WASHINGTON'S GEOLOGY	36
Overview	37
CHAPTER 3: AMERICAN INDIANS OF THE PACIFIC NORTHWEST	39
Overview	40
Native American Mythology and Legends Unit	42
CHAPTER 4: GREAT ENCOUNTERS	55
Overview	56
CHAPTER 5: LOOKING WEST and CHAPTER 6: LIFE IN WASHINGTON TERRITORY	58
Overview	59
Oregon Trail and Native American/Settler Relationships Unit	64
CHAPTER 7: LEAVING THE FRONTIER BEHIND	121
Overview	122
CHAPTER 8: REFORM, WAR AND INVENTIONS	124
Overview	125
Remarkable Women Unit	127
CHAPTER 9: HARD TIMES AND THE HOMEFRONT	128
Overview	129
Japanese Internment Unit	132

CHAPTER 10: COLD WAR AND CIVIL RIGHTS	137
Overview	138
CHAPTER 11: TAKING OUR PLACE IN THE WORLD, CHAPTER 12: MAKING A LIVING IN WASHINGTON, and CHAPTER 13: OUR STATE	
GOVERNMENT	141
Overview	142
<hr/>	
CULMINATING ACTIVITIES	145
Washington Regional Booklet Project	146
Media Activities and Video Conferencing	178
ASSESSMENTS	179
Overview	180
State Features Quiz	181
Chapter Tests	184
Answer Key	211
FIELD TRIPS and GUEST SPEAKER IDEAS	218
Field Trip Ideas	219
Guest Speaker Ideas	224

Reading Strategies



Reading Strategies List
For Teaching the Textbook
Washington in the Pacific Northwest (2002)

Partly adapted from *Teaching Reading in the Content Areas: If Not Me, Then Who?* (1998) by Billmeyer and Barton.

Teacher's Note: These are a list of suggested ways to teach reading while using the textbook. They can be adapted and changed to meet the needs of individual classes and students. In no way is this a list of all possible strategies. Teaching should not be limited to these strategies listed; however, this is a good starting point.

Pre-Reading Strategies

1. Prior to reading the book, discuss as a class what information the title page, table of contents, index and glossary provide.
2. Prior to reading the book, look at the title page and table of contents and predict what information will be in the book.
3. Prior to reading the book or each chapter, ask students to record on butcher paper what they already know about the major topics from each chapter.
4. Look at the pictures in the book and read the captions.
5. Look at the bold words and look them up in the glossary or guess their meaning from context clues.
6. Do a scavenger hunt activity in which the students find answers to questions in the book using the table of contents, index and glossary and their knowledge about how the book is organized and what sub topics fall within the larger topics. When the students finish, discuss the quickest way to find the information in each question.
7. Prior to each chapter have the students skim through the chapter looking at the headings and pictures so they can predict what sort of information they will be reading about.
8. Prior to each chapter, discuss what the previous chapter was about and have the students predict what events would chronologically happen next. Compare their predictions to what the next chapter is actually about.

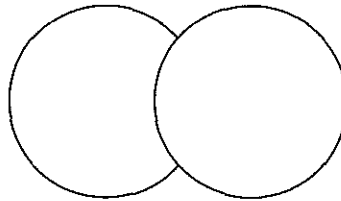
Comprehension Strategies

1. K-W-L Chart: Prior to reading, students write down what they already know about the topic, then they write in the form of questions what they want to know about the topic, and as they read or after they read they write down what they learned about the topic.

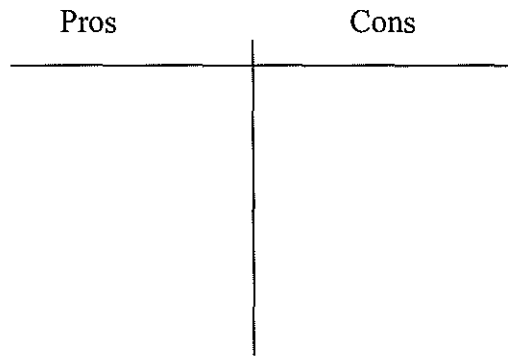
2. Category Chart: As the students read they write down information about topics in a chart that looks like this. This chart is used to categorize or compare and contrast.

Population Groups	Mexican	Japanese	Chinese	Norwegian
Major Occupations				
Contributions to Washington				

3. Venn Diagrams: These are used to compare and contrast information. As the students read they fill in facts about two topics in this graph. The outer parts of the circle are for differences and the part of the circles that overlap is for similarities.



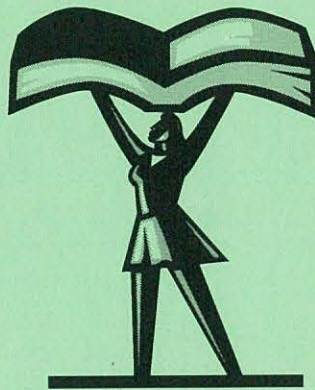
4. T-Charts: As the students read information on a topic that can be debated and has two sides to the issue, they can fill in a T-Chart that has the pros on one side and the cons on the other.



5. As they read, students can also take notes on the information that they are reading. They may write the notes in any form that they prefer: outline, list, etc. It helps to teach them how to take notes before letting them do it on their own. Read the passage together as a class and discuss the main ideas and details, then decide as a class what the most important information in that section is.

6. Summarizing: This can be done as a class and then as students master how to summarize they can do it while reading on their own. Read a passage and then pick out the main points. Restate the main points in your own words and then write them on paper.
7. Rereading: This works if the information in the section was not understood. Before re-reading think about what was understood from the first reading and then concentrate on the parts that were not understood the first time through. Ask questions about what is being read as it is read.
8. Pair Reading: With a partner, read each section aloud. Then the student who was reading asks the student who was following along or listening to summarize what was read. They take turns reading the sections and verbally summarizing. If students choose to read alone, they must do a mental discussion and summary with themselves after each section.
9. Students answer WHO, WHAT, WHEN, WHERE, WHY, HOW questions for each major topic in the chapter. Before reading, students write their own questions using these question words and as they read they find the answer and write it down as notes.
10. Individual Reading: As each section is read, ask and answer mental questions such as, "Was there anything that I did not understand?" "What was this section about?" "If I were writing a test question for this section what would it be and what would the answer be?" "What else do I know about this topic that I didn't just read about?" "How does this information tie in with what I have already learned?"
11. Student Created Test Questions: Before reading have the students do a pre-reading strategy to become familiar with the chapter. Then as a class write the questions that will be on the chapter test. Teach students how to write questions that involve higher order thinking skills and words such as these in the questions: compare and contrast, explain, describe. Then students read the chapter focusing on the information covered in the questions they created. This builds intrinsic motivation and gives them a greater purpose in reading the text.

Vocabulary



Vocabulary

Teacher's Note: This vocabulary unit is designed to give students an opportunity to monitor their own learning and have choice in what they learn. This technique has proven itself to motivate the students and increase learning. Motivation increases when students grade their own quizzes, and chart their own progress. It is suggested that the scores from the individual quizzes should not affect the students' grades and only the final comprehensive quiz be officially graded.

Objectives:

- Develop an extensive vocabulary that deals with Washington History
- Know how to find the definition of a word using context clues and a dictionary
- Know a variety of strategies for learning new vocabulary
- Develop an appreciation for learning new vocabulary while reading

EALR Connections:

Reading: 1.1, 1.2, 4.1

Materials:

- Spiral bound notebooks for vocabulary journals
- Photocopies of "Personal Progress Chart"

Vocabulary Assignment

Throughout the course of this class, you will be keeping a vocabulary journal. As you read any form of literature, including the text book, you will write down any word that you are unfamiliar with in your journal (minimum of 10 per week). Along with writing the word you will do a vocabulary activity for each word that you choose from the list below. Each Friday, you will take an individual vocabulary test on your 10 words plus a random 10 words from previous weeks. You will be expected to on your own find the definition of the word, learn its meaning and spelling, and be able to use it in a sentence. Like the Washington State Quiz you will keep track of your own scores and chart your own progress.

Vocabulary Activity Choices:

- Write the definition and use the word in a sentence
- Draw a picture that reminds you of what the word means
- Write what the word is similar to (what it reminds you of)
- Write down examples of the word
- Write down examples of what the word is not
- Write down characteristics it has
- Write a short rhyme or song that will help you remember its meaning
- Use the word in your conversations five times and write down what you say
- Break the word apart into its root, prefixes and suffixes and write down what each part means

Vocabulary Personal Progress Chart

Each week you will be taking a quiz on your 10 vocabulary words plus 10 randomly selected words from previous weeks. You will each chart your own progress and keep track of your scores. At the end there will be one large quiz on 50 randomly selected words.

Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Quiz 6	Quiz 7	Quiz 8	Quiz 9	Quiz 10	Quiz 11	Quiz 12	Quiz 13	Quiz 14	Quiz 15

Personal Progress Chart

Score															
20															
19															
18															
17															
16															
15															
14															
13															
12															
11															
10															
9															
8															
7															
6															
5															
4															
3															
2															
1															
Quiz	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Weekly Vocabulary Quiz

Name _____ Date _____ Quiz # _____

1. Word: _____

Definition: _____

Sentence: _____

2. Word: _____

Definition: _____

Sentence: _____

3. Word: _____

Definition: _____

Sentence: _____

4. Word: _____

Definition: _____

Sentence: _____

5. Word: _____

Definition: _____

Sentence: _____

6. Word: _____

Definition: _____

Sentence: _____

7. Word: _____

Definition: _____

Sentence:

8. Word: _____

Definition: _____

Sentence:

9. Word: _____

Definition: _____

Sentence:

10. Word: _____

Definition: _____

Sentence:

11. Word: _____

Definition: _____

Sentence:

12. Word: _____

Definition: _____

Sentence:

13. Word: _____

Definition: _____

Sentence:

14. Word: _____

Definition: _____

Sentence: _____

15. Word: _____

Definition: _____

Sentence: _____

16. Word: _____

Definition: _____

Sentence: _____

17. Word: _____

Definition: _____

Sentence: _____

18. Word: _____

Definition: _____

Sentence: _____

19. Word: _____

Definition: _____

Sentence: _____

20. Word: _____

Definition: _____

Sentence: _____

Chapter One



Washington's Geography

Unit Objectives
Based on Bloom's Taxonomy and Washington in the Pacific Northwest
(2002)

Central Course Question:

How has Washington's past and present shaped the way we live today?

Unit 1: Geography

Level 1:

1. Know the landform vocabulary for the state of Washington. (GEO.2.1)
2. Identify the five regions of the state. (GEO. 2.1)
3. Know the main cities and landforms. (GEO. 2.1)

Level 2:

1. Explain how the climate and vegetation of Washington impacts the people of Washington. (GEO. 3.2)
2. Explain the importance of major transportation routes in Washington. (GEO. 3.1)

Level 3:

1. Apply what you have learned about the importance of the Columbia River to why it must be preserved today. (GEO. 3.1)

Level 4:

1. Identify the relationship between the geography of a region and the way the people live there? (GEO. 3.2)

Level 5:

1. Why is it important for us to keep good relations with the other Pacific Rim countries? (GEO. 2.3)

Level 6:

1. Why do you think many people are choosing to move to the Pacific Northwest? (GEO. 3.1)

General websites on Washington for further research:

www.learningspace.org/socialstudies/live_in_wa/wahistory.html

http://madison.ssd.k12.wa.us/wa_history.htm

www.usgennet.org/usa/wa/state/kelso.html

<http://memory.loc.gov>

www.concrete.k12.wa.us/concrete/histlink.htm

www.csrnet.org/csrnet/substitute/wahistory.html

www.lib.washington.edu/subject/History/tm/pnw.html#was
www.auburn.wednet.edu/mtbaker/Library/links/ss/wash_st/index_wsh.htm
www.leg.wa.gov/legis/symbols/symbols.htm
www.ipl.org/div/kidspace/stateknow/wa1.html

Seattle

www.thecityofseattle.org

Overview of History 1886-1996

[www.tpl.lib.wa.us/cgi-win/disastr2.exe/Seattle Fire of 1889/disaster/fires.sea](http://www.tpl.lib.wa.us/cgi-win/disastr2.exe/Seattle_Fire_of_1889/disaster/fires.sea)

<http://seattletimes.nwsourc.com>

Transportation

www.kalakala.org

www.bcc.ctc.edu/cpsha/irongoat/history.htm

General book list for further reading:

Exploring Washington's Past: A Road Guide to History

By Ruth Kirk and Carmela Alexander

More Than Petticoats: Remarkable Washington Women

By L.E. Bragg

Washington Trivia

By John Hedtke

The Washington Almanac: Facts About Washington

By Andrea Jarvela

A Hidden Past: An Exploration of Eastside History

By The Seattle Times

River Pigs and Cayuses: Oral Histories from the Pacific Northwest

By Ron Strickland

Whistlepunks and Geoducks: Oral Histories from the Pacific Northwest

By Ron Strickland

Teacher's Note: The projects in this section can be extended into the next unit on Geology. It is not necessary to wait until the Travel Project is completed to continue on in the Washington History text.

INTRODUCTION TO WASHINGTON STATE HISTORY

Objectives:

- Use reading strategies to find information in the textbook
- Gain an understanding of the geographical features of the state
- Gain a general concept of what comprises Washington State History
- Know how to read a physical and political map of Washington

EALR Connections:

Reading: 1.1, 1.5

Writing: 1.1, 1.2, 1.3, 2.3

Geography: 1.1, 2.1

Materials:

- Outline map of Washington on butcher paper
- Butcher paper with the headings Population, Explorers, Washington Territory and Oregon Trail, Government, Major Companies, and Native American Cultures.
- 11x14 paper
- Colored pencils

Lesson Plans:

1. Writing warm-up: (10 minutes) Describe the different places that you have been in Washington. Which were your favorites?
2. Washington brainstorm activity: Students rotate around the room and write down anything that they already know about the topic on each sheet of butcher paper.
3. Then have the students write the names of places in Washington that they already know on sticky notes and attach them to the large map. As a class discuss what we already know about those aspects of Washington State History and what we may want to learn.
4. Introduction to the book: Discuss reading strategies for beginning to read a new book. Ask students these questions and look at these parts of the book as they are discussed:
 - What do you look at to find information about the book that you are reading?
 - Where do we look to see how the book is organized?
 - What else in the book gives us information about what the book is about? (pictures, captions, bold face words, graphs/charts, etc.)
5. Give students about 10 minutes to look through the book page by page. Have them write down 5 topics from the book that they would like to know more about.
 - Begin Washington Map Assignment: Look at the map on page 7. Ask students which part of the state is the most populated?
 - How do we know that from looking at this map? (size of city names, and proximity of cities).
 - What kind of map is this? How do you know?

- Look at the names of the cities. Where do you think many of the names come from? Why is this?
 - This map does not show everything that you will need to put on your map that you draw. Where else can you look to get the missing information?
6. Allow students to work on their maps for the remainder of the time period.

Washington State Map Assignment

Your mission is to hand-draw a physical map of our state. It must be colored and neatly labeled. Spelling and capitalization must also be perfect.

The map needs to include the following:

Bodies of Water:

- Strait of Juan De Fuca
- Puget Sound
- Pacific Ocean
- Columbia River and all of its major tributaries: Pend Oreille River, Spokane River, Okanogan River, Yakima River and Snake River
- Quinault River
- Lake Chelan
- Moses Lake

Landforms:

- | | |
|---------------------|-------------------|
| ➤ San Juan Islands | Olympic Mountains |
| ➤ Cascade Mountains | Mt. Baker |
| ➤ Glacier Peak | Mt. Adams |
| ➤ Mt. Rainier | Mt. St. Helens |
| ➤ Columbia Plateau | |

Cities:

- | | | |
|---------------------------|------------|------------|
| ➤ Olympia (state capital) | Tacoma | Spokane |
| ➤ Seattle | Bellingham | Yakima |
| ➤ Port Angeles | Wenatchee | Pasco |
| ➤ Kennewick | Richland | Moses Lake |
| ➤ Sultan | | |

Highways:

- | | | |
|--------|-----|-----------|
| ➤ I-90 | I-5 | Highway 2 |
|--------|-----|-----------|

Miscellaneous:

- Idaho, Canada, Oregon, Grand Coulee Dam,
- Key, Compass Rose, Title

Due Date:

WASHINGTON MAP GAME

Objectives:

- Be able to identify the major landforms and geological features of Washington State

EALR Connections:

Geography: 1.1

Materials:

- Sticky notes
- Large outline of Washington with landforms, cities, highways drawn on it but not labeled

Lesson Plans:

1. Finish maps
2. Play “Stick the Sticky Note on the Map”
 - a. Students form teams of 2.
 - b. Teacher gives students a sticky note with a landform, city, major roadway, etc. on it, and the first team of students places the sticky note where they think it goes on the map. (a large, blank map of Washington needs to hang on the wall). The rest of the class determines if the sticky note was placed in the correct spot. If the students are correct, they receive a point.
 - c. The directions above are repeated for every team until all areas have been covered.
 - d. The team with the most points wins.
3. After playing the game, students will take a quiz on the major Washington features.

Washington Travel Project

Teacher's Note: This is a great project to do to gain an overview of the state. Students enjoy planning the trip and locating places to eat, sleep and sightsee and activities to do while traveling on their trip. This activity can be adapted in numerous ways: it can be lengthened or shortened and other restrictions can be placed. For example, many students will want to eat only one meal a day or eat at McDonald's the entire trip and others will want to borrow cars and avoid a rental fee. It is up to the discretion of the teacher what should and should not be allowed.

Objectives:

- Be able to read a map and calculate mileage
- Learn how to locate hotels, and campgrounds in the state using the internet and guide books
- Learn how to find rental car prices and compare prices of different companies using the internet
- Learn how to budget money
- Learn how to calculate mileage on a map and plan a trip
- Learn how to follow roads on a map and give directions
- Learn how to write descriptively, using active verbs, adjectives and adverbs to paint a picture with words
- Use imagination and pictures to create a detailed and accurate travel journal

EALR Connections:

Math: 1.1, 5.3

Writing: 1.1, 1.2, 1.3, 2.2, 2.3

Reading: 1.5, 2.1, 2.2, 3.2

Communication: 1.1, 3.2, 3.3

Geography: 1.1, 2.1, 2.2

Materials:

- Washington State Highway Maps
- Experience Washington Travel Brochures
- Travel, Lodging, Highway and Checkbook logs for each student
- Humanities Bucks already cut out
- Sample Travel Journal
- Grading Rubrics and Grade Sheet

Approximate Time Needed:

2-3 weeks

10 DAY TRIP

WASHINGTON STATE HISTORY
TRAVEL PROJECT GUIDELINES

OWNER: _____

Students will be taking a 10 day trip around the state of Washington. Each student will be given \$1000 in Humanities Travel bucks to spend for the 10 days. These funds should be used on the following:

- Transportation costs (car rental, bus tickets, gas, airplane tickets)
- Lodging costs (camping fees, hotel and motel costs)
- Food (restaurants, fast food, groceries)
- Admission fees (park, museums, historical sites, athletic events, etc)

Each student will have a master log, which gives a brief outline of where they are traveling. Students are allowed to travel on average 60 miles in one hour, and for a maximum of 8 hours travel each day.

Each student will keep a daily record of their travels. This record will include the following information for each day.

- Travel directions for the day's trip including (DAILY HIGHWAY LOG):
 - Highway directions (every time you change roads), including cardinal directions
 - Mileage traveled between stops or highway changes
- Financial records of the trip (TRAVEL CHECKBOOK):
 - How much is spent each day for fuel expenses (your car can travel 300 miles on one tank of fuel, and a tank of fuel costs \$15 regardless of the type of car you rent.)
 - How much is spent each day for travel expenses (daily car rental prices, bus tickets, or airplane tickets)
 - How much is spent daily on food
 - How much is spent daily for lodging (camping fees, hotel costs per night)
- A written journal for each day (ON NOTEBOOK PAPER). This should include:
 - Descriptions of the things you did and things you saw during the day (what you ate, where you ate, places you went)

Students will spend two days planning out the trip. This will include using the Washington Highway map and other resources, researching on the internet prices of things needed for the trip.

At the end of the first day of travel, students will have to pay the teacher for the expenses incurred on the first day, including travel expense, food money, admission fees, and money for that night's lodging. This will continue each day until the 10th day of the trip.

During class, students will write travel journals and continue making plans for the rest of their trip. If necessary, students will have to spend time outside of class writing their journals, and researching for their travels.

One travel journal is required to be turned in for each day of the trip.

Created by Bill Bowers, Sultan Middle School

OWNER: _____

MASTER TRAVEL LOG

(This one log can cover your entire trip, NOT one page for each day)

Day ##	Starting Place	Finishing Destination	Miles Traveled Today	Total Miles Traveled
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

LODGING LOG

Day ##	Town	Place of Lodging	Price Per Night	Address
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Travel & Lodging

OWNER: _____

DAILY HIGHWAY LOG

(One page of this log for each day of your trip)

Day

Starting Destination

Final Destination

Driving Directions

From	To	Highway	Direction	Miles

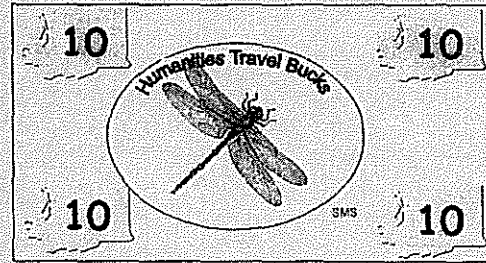
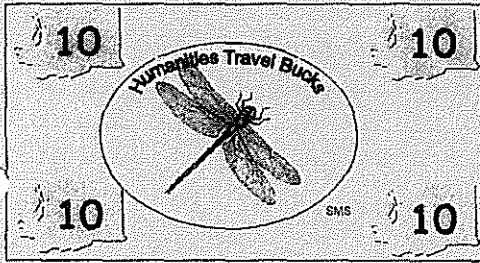
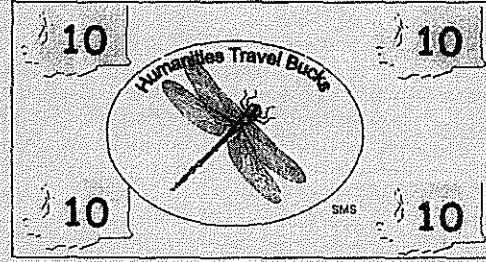
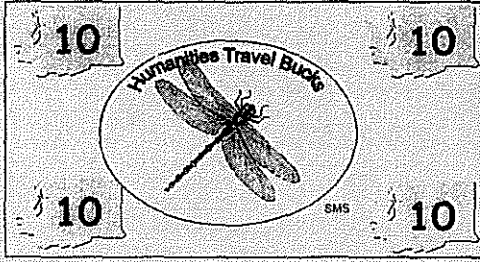
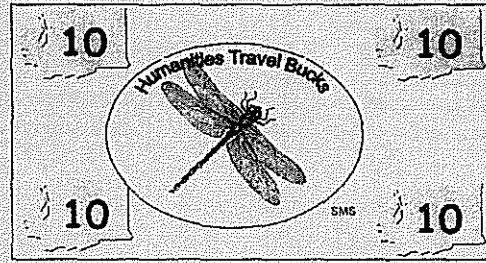
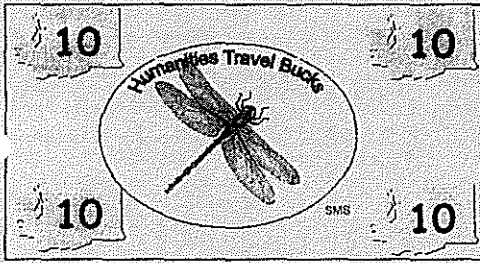
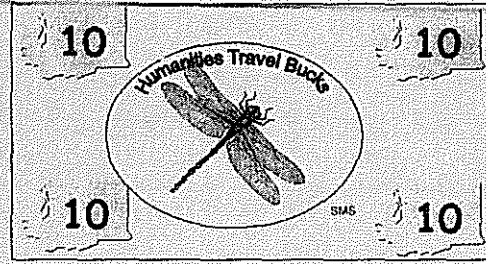
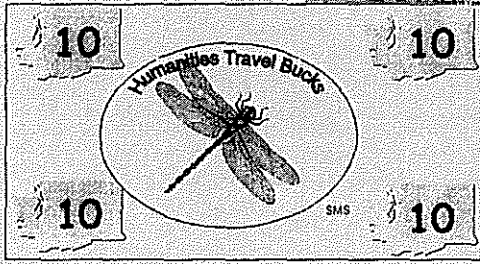
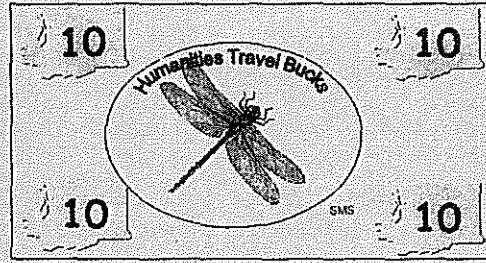
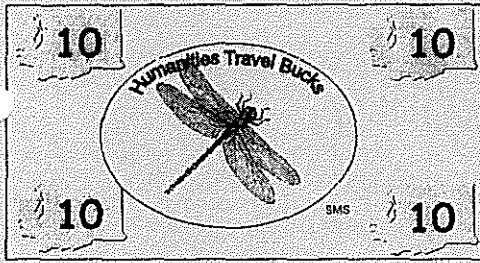
Daily Highway Log

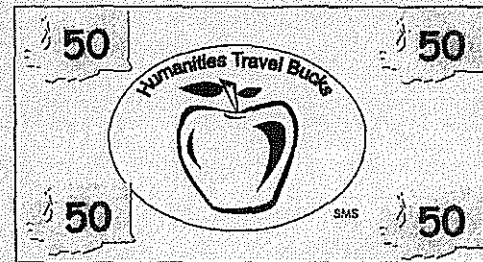
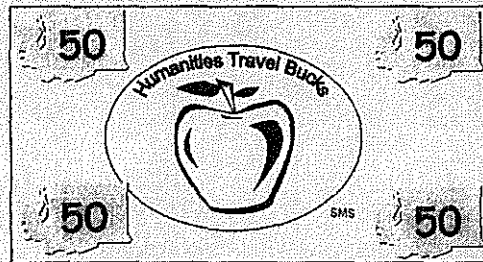
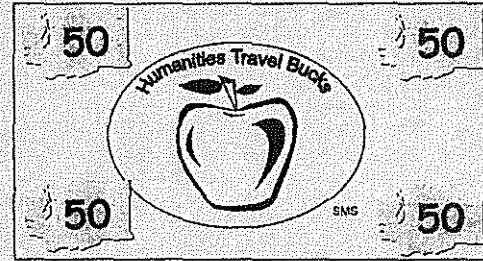
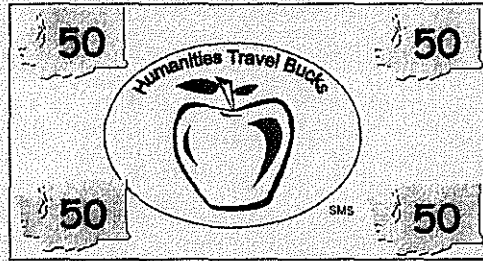
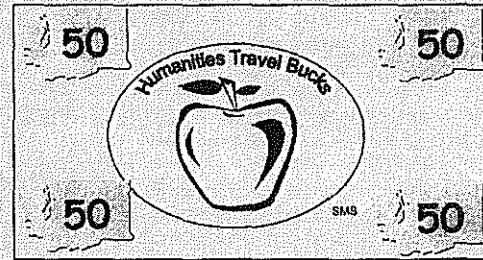
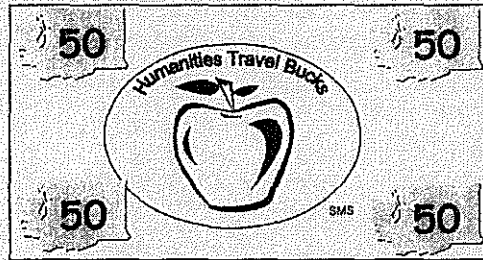
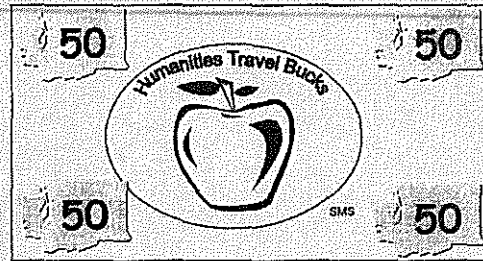
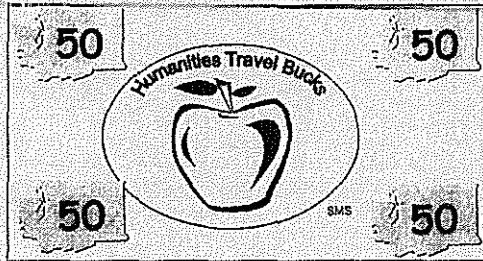
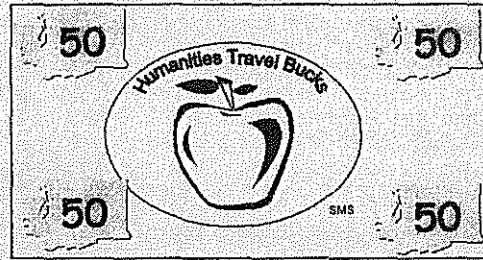
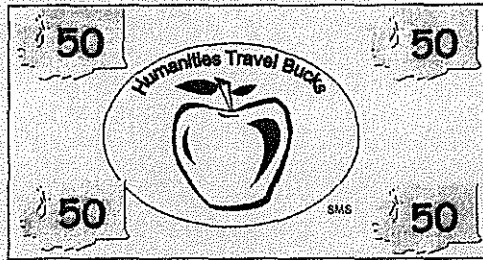
OWNER: _____

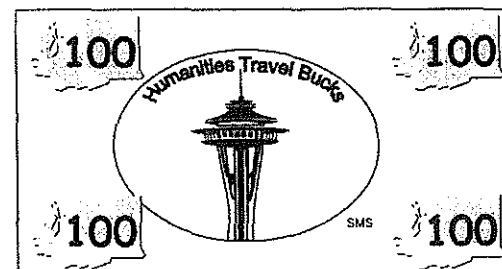
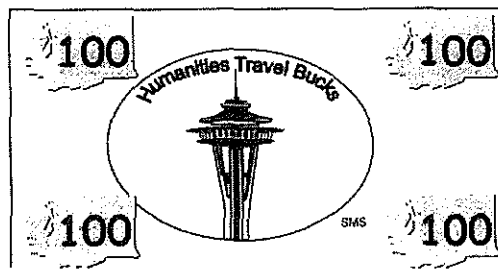
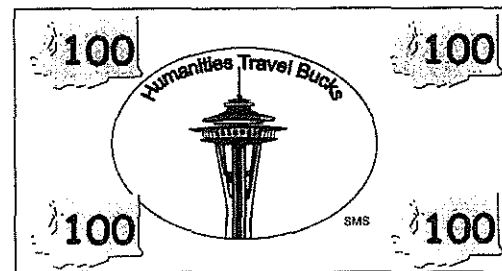
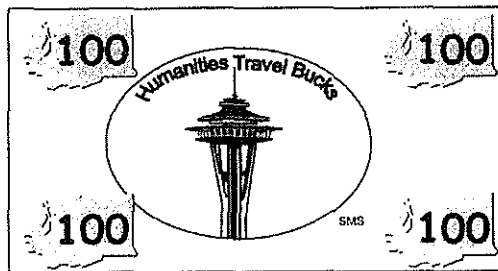
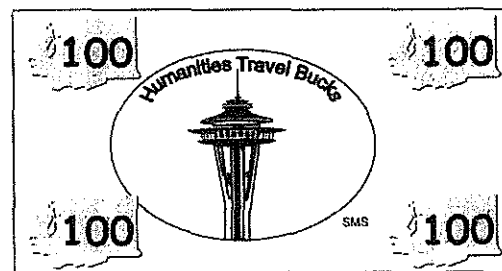
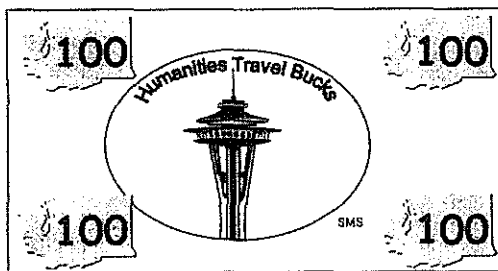
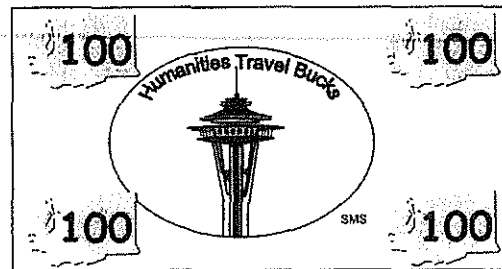
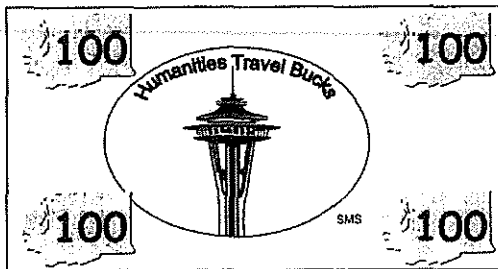
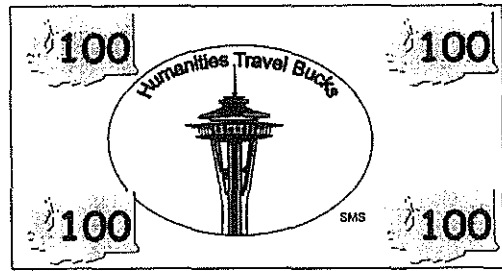
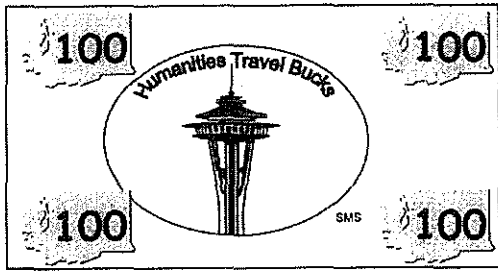
TRAVEL CHECKBOOK

Description of what \$\$ was spent on	Amount Spent	Amount Left

Travel Checkbook







Sample Travel Journal

Day 1:

Before the sun rose this morning we were on our way. We began our day's journey in Sultan and by 8:00 a.m. we were well past the small, quaint town of Skykomish approaching Steven's Pass. The green trees sped by us. As we approached the crest of the pass, the ski resort to our right was already covered with skiers who were eager to get an early morning start on a full day of fun on the slopes. We did not stop because our final destination was Spokane, and that was still hours away.

Our stomachs began to grow hungry as we neared the cut-off for Lake Wenatchee, so we turned onto the Plain Highway and made a detour to the Lake Wenatchee State Park. While we sat on the shores of the lake eating the sandwiches that we had packed, we reveled in how different Eastern Washington was from Western Washington. We had only gone a few hours from home and we were already in an area where pine trees grow instead of firs, and the ground and air are significantly drier. Although we wanted to stay for hours and watch the reflection of the mountains on the pristine lake surface, we knew that it was time to get going again and head further east.

Once again on Highway 2, we headed east into the town of Leavenworth. Leavenworth was definitely a good place to stop and look around. The buildings were built in the old Bavarian German style. They look like a piece of Germany nestled in the mountains of Washington. There were German bakeries where we sampled the local delicacies, and we sat and watched a Yodeler yodel and play the long Alpenhorn. Leavenworth was the perfect place to stop for an afternoon snack.

Later that day, as we continued to travel east through the city of Wenatchee, we finally crossed the mighty Columbia River. The land here is quite a lot drier than in Western Washington. There are hardly any trees and the most common color is yellow and brown, not the lush greens of the West. Wow! I didn't imagine the Columbia River to look as amazing as it does. The walls of the gorge were at least a half mile high and they looked as if they were carved away by a giant, powerful force. I now know why they call it the "Mighty Columbia."

There really isn't much else to say about the rest of our day. Eastern Washington really begins to look the same after you cross the Columbia. All you see is empty field after empty field that will be planted with wheat, alfalfa, potatoes, corn and peas in the spring. This definitely is the place for farmers to be.

Finally, after a total of five hours in the car and over 200 miles on the road, not counting the stops we made along the way, we arrived at the end of our first day's journey – Spokane. Famished after the long day in the car and the flat landscape across the central and eastern part of the state, we finally rest and eat at the Spaghetti Factory and retire for the night at Cavanaugh's on the River.

Travel Project Grading Rubric

LOGS

	5	4	3	2	1
Destination log, lodging log, travel log, and checkbook	All parts of log are properly and accurately filled in	Logs are 90% complete and accurate	Logs are 80% complete and accurate	Logs are 70% complete and accurate	Logs are less than 70% accurate and complete

TRAVEL JOURNALS

	5	4	3	2	1
Ideas/Content	1 ½ pages long, details cover the entire day, food, lodging, sights, etc.	1 ½ pages long, one aspect of the day's events are left out	1 ½ pages long, two-three aspects of the day's events are left out	Less than 1 page long, only 2 of the day's events are covered	Less than a page long, only one of the day's events are covered
Organization	Multiple paragraphs, beginning, middle, end, logical sequence	Multiple paragraphs, beginning or end left out, logical sequence	One paragraph, beginning or end left out, logical sequence	One paragraph, sequence isn't logical, beginning or end left out	One paragraph, sequence isn't logical and missing a beginning and an end
Word Choice	Words paint a vivid picture 100%	Words paint a vivid picture 90%, but some weak words are used	Words paint a picture at times 70%; however, description is weak overall	Words do not paint a picture, good use of some adjectives and descriptive phrases	Words do not paint a picture, no detailed description at all
Sentence Fluency	Sentences and paragraphs are combined with conjunctions and transitions	Sentences and paragraphs have transitions 90% of the time	Sentences and paragraphs have transitions 75% of the time	Sentences and paragraphs have transitions 50% of the time	Sentences are choppy and there is no connection between them
Voice	Journals are written as if they are a journal/diary entry				Journals are written in a form other than a journal/diary entry
Conventions	Conventions are 100% correct	Conventions are 90% correct	Conventions are 80% correct	Conventions are 70% correct	Conventions are less than 70% correct

Travel Project Grade Sheet

Name:

Logs		
Destination Log		/5
Lodging Log		/5
Travel Log		/5
Checkbook		/5
Travel Journal #1		
Ideas/Content		/5
Organization		/5
Word Choice		/5
Sentence Fluency		/5
Voice		/5
Conventions		/5
Travel Journal #2		
Ideas/Content		/5
Organization		/5
Word Choice		/5
Sentence Fluency		/5
Voice		/5
Conventions		/5
Travel Journal #3		
Ideas/Content		/5
Organization		/5
Word Choice		/5
Sentence Fluency		/5
Voice		/5
Conventions		/5
Travel Journal #4		
Ideas/Content		/5
Organization		/5
Word Choice		/5
Sentence Fluency		/5
Voice		/5
Conventions		/5
Travel Journal #5		
Ideas/Content		/5
Organization		/5
Word Choice		/5
Sentence Fluency		/5
Voice		/5
Conventions		/5
Total		/170

Chapter Two



Washington's Geology

Unit Objectives
Based on Bloom's Taxonomy and Washington in the Pacific Northwest
(2002)

Unit 2: Geology

Level 1:

1. Know the five volcanoes in Washington. (GEO. 2.1)
2. Know the main mountain ranges and how they formed. (GEO. 2.1)

Level 2:

1. How did the eruption of Mt. St. Helens affect the different regions of the state? (GEO. 3.2)
2. What role did the Ice Age floods and glaciers play in the formation of present-day Washington? (GEO. 2.3)
3. Explain how Washington is part of the Ring of Fire in regard to location (GEO. 2.3)

Level 3:

1. Explain the effects Mt. Rainier could have on the state if it erupted. (GEO. 3.2)

Level 4:

1. Why do you think many people didn't accept the theory of the Great Pacific Northwest Floods? (HIS. 1.1)

Level 5:

1. What do you suppose the central and eastern part of the state would look like if the floods hadn't occurred? (GEO. 1.2)

Level 6:

1. What could Bretz have done to prove his flood theory to everyone when they doubted him? (GEO. 1.2)

Geology websites for further research:

<http://vulcan.wr.usgs.gov/Volcanoes/MSH/framework.html>

<http://www.fs.fed.us/gpnf/mshnvm/>

<http://vulcan.wr.usgs.gov/Volcanoes/MSH/NatMonument/framework.html>

<http://pubs.usgs.gov/publications/msh/>

<http://www.kidscosmos.org/kid-stuff/mars-trip-9.html>

<http://www.idahogeology.org/iceagefloods/iafihome.html>

Books for further reading:

Roadside Geology of Washington By David Alt and Donald Hyndman

Geology of the Pacific Northwest By Elizabeth and William Orr

Glacial Lake Missoula and Its Humongous Floods By David Alt

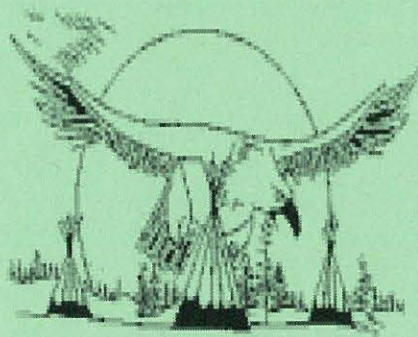
Northwest Exposures By David Alt and Donald W. Hyndman

Videos:

- *The Great Floods: Cataclysms of the Ice Age* (1995). Washington State University.
The geological history of the ice age and the affects that the great floods had on Eastern Washington
- *The Eruption of Mt. St. Helens* (1980). Fisher Broadcasting Inc.
A look at the eruption and the geological aspect of the event.

Teacher's Note: This unit can be taught while finishing the projects from Chapter One. It is suggested that the geological history remain a brief overview because most students encounter this information more in depth as part of their 8th grade Earth Science course.

Chapter Three



American Indians of the Pacific Northwest

Unit Objectives
Based on Bloom's Taxonomy and Washington in the Pacific Northwest
(2002)

Unit 3: American Indians of the Pacific Northwest

Level 1:

1. Locate where each Washington Native American group originally lived. (GEO. 3.3, HIS 1.3)
2. How do the different groups of each region live? (GEO. 3.3)
3. Why were salmon so important to the Native American people? (GEO. 3.2)

Level 2:

1. How has geography shaped the way the different groups lived in each region? (GEO. 3.2)
2. Explain how the coastal tribes depended on the sea for survival. (GEO. 3.2)
3. Explain the many uses of cedar for the coastal tribes. (GEO. 3.2)
4. Explain how the introduction of horses to the plains people changed their way of life. (GEO. 3.2)

Level 3:

1. From what you have learned about the sacredness of animals to Native Americans, how would you solve the present day issue over salmon and hunting rights? (GEO. 3.1)
2. Describe the relationship between when and where they lived to how they lived. (GEO. 3.2)

Level 4:

1. Compare and contrast the lifestyles of the coast tribes to the plateau tribes: types of housing, clothing, family, food, customs, spiritual belief system, myths, nomadic and sedentary lifestyles, etc. (GEO. 3.3)
2. Give evidence that salmon shaped the lives of the people. What evidence in the way that they lived showed that salmon were important? (GEO. 3.3)

Level 5:

1. What could be done to minimize the effects of people on the environment? What would the Native Americans do? (GEO. 3.1)
2. How is the modern way of trade similar and different from the Native American way? Which do you think is better and why? (HIS. 1.1)
3. How would the life of the coastal people have been different without salmon, and how would the life of the inland people have been different without horses? (GEO. 3.2)

Level 6:

1. How have the Native Americans influenced Washington state today? (GEO. 3.3)
2. What similarities are there between present day people and the Native Americans in the way that they live and their lifestyles? (HIS. 1.1)

Websites for further research:

General History

www.hallman.org/indian/.www.html

<http://memory.loc.gov/ammem/award98/wauhtml/aipnSubjects19.html>

www.americanparknetwork.com/parkinfo/ol/history/

Tribes

www.umatilla.nsn.us/hist1.html

www.pbs.org/lewisandclark/native/chi.html

www.colvilletribes.com/past.htm

www.kalispeltribe.com

www.muckleshoot.nsn.us

www.sauk-suiattle.com

www.spokanetribe.com

www.jamestowntribe.org

www.pbs.org/lewisandclark/native/wal.html

www.pbs.org/lewisandclark/native/wis.html

www.1st-hand-history.com/Hibben/album1.html

<http://members.aol.com/Gibson0817/chiefjo.htm>

Myths and Legends

<http://content.lib.washington.edu/ictext/image/uwpa2-3-003000.GIF>

www.tpl.lib.wa.us/cgi-win/fulltcgi.exe/Sasquatch|ghosts.etc/sasquatch.htm

Books for further reading:

Boston Jane: An Adventure

By Holm

Thunder Rolling in the Mountains

By O'Dell and Hall

Cayuse Courage

By Evelyn Lampman

Indian Legends of the Pacific Northwest

By Ella Clark

Daughter of Suqua

By Hamm

Courage to Follow the Vision: The Journey of Lyle Emerson George

By Tom Wilson

Ghost Canoe

By Will Hobbs

Teacher's Note: This unit can be started while completing Chapter Two: Washington's Geology because many of the myths explain natural phenomena such as the floods, volcanic eruptions and landslides such as the "Bridge of the Gods" over the Columbia River.

Native American Mythology and Legends Unit

Teacher's Note: This unit may be extended by adding a research report on a tribe of their choice (handouts pgs. 50-54).

Objectives:

- Understand the role (importance) of oral tradition in the life of early people, especially in the Native American culture. Analyze why we have less information about the Native American's stance on encounters with the settlers than we have from the European/American perspective.
- Understand the typical subject (explain natural phenomena, explain creation) and characters (animals with super-human powers) of myths. Know the typical plot sequence of Native American myths.
- Compare/contrast Native American myths to tall tales, and Greek and Roman mythology.
- Discuss science vs. myth and similarities between both – (trying to explain the world around us based on evidence we observe and discover)
- Write a legend and share it with the class in traditional Native American style
- Learn about Native American culture from a guest speaker

EALR Connections:

Writing: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1-3.5, 4.1

Reading: 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.3, 4.3

Communication: 1.1, 1.2, 2.2, 2.3, 2.4, 3.1, 4.1

Geography: 2.1, 3.1, 3.2, 3.3

History: 1.3

Materials:

- The Wy'East Legend from www.zicahota.com
- From www.wellpinit.wednet.edu/spokan/myths
 - Coyote and the Monster of Kamiah
 - Creation of the First Indians
 - How Antelope Stole the Moon
 - Salmon Goes to War
 - How Coyote Started a Ditch for the Salmon Around Spokane Falls
 - The Historical Legend of Spokane
 - How Chipmunk got her Stripes
 - How the Spokane River was Formed
 - Coyote and the Spring at Plante's Ferry
 - How Garter Snake Scared Thunderbird
 - Coyote and Fax in Spokane and Idaho
 - Coyote's Salmon
 - Coyote and Multnomah Falls
 - The Great Flood

- How Coyote Stole Fire
- *Indian Legends of the Pacific Northwest*, ed. Ella C. Clark (1953)
 - How Coyote Made the Columbia River
 - Why Coyote Changed the Course of the Columbia River
 - The Creation of the Animal People
 - How Coyote got his Special Power
 - Spokane Lake of Long Ago
- *Literature: Timeless Voices, Timeless Themes* (2000), Prentice Hall.

Outline of Lessons:

Day 1:

Oral tradition vs. written tradition – how information was passed on in the past. Discuss the answers to these questions: Why do we have stories? Why might the Native Americans tell stories? If you were writing a myth what animals would you give powers to? Why isn't there much written history about certain times of history? What do myths tell us about people? Discuss the common animals used and the powers given to them. Read the "Coyote and the Monster of Kamiah" and do a character sketch for one of the characters and a plot map (handouts pgs. 44, 45).

Day 2:

Read "Creation of the First Indians" and draw out a story map, and character sketch. Discuss the mood and the words the author uses. Discuss the usual subject and character traits of the main character. Students then read their own myth of their choice, do a plot map and the individual myth assignment sheet (pgs. 46-47) and share what happens in it tomorrow.

Day 3:

Share individual myths from yesterday in small groups. Discuss science vs. mythology and similarities between both. Use the myth "Wy'East Legend" and others that have allusions to floods, volcanic eruptions and other natural occurrences.

Day 4:

Begin writing myths (handout pg. 48).

Day 5:

Continue writing myths.
Read "Paul Bunyan" (tall tale) and compare style, subject, theme, etc.

Day 6:

Continue writing myths.
Read "Icarus and Daedalus" (Greek myth) and compare style, subject and theme, etc. Found in *Literature: Timeless Voices, Timeless Themes* (2000), Prentice Hall.

Day 7:

Rough drafts due. Edit and begin revising.

Day 8 and Day 9:

Final drafts

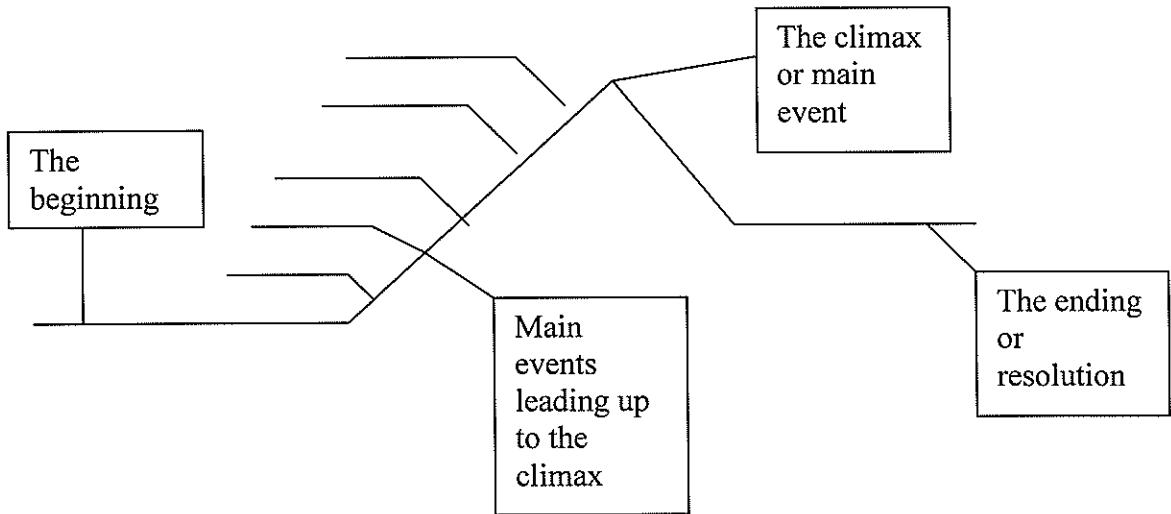
Day 10:

Final drafts due and share stories with each other. (Work on voice inflection and enthusiasm when reading)

Plot Map

Name _____ Date _____

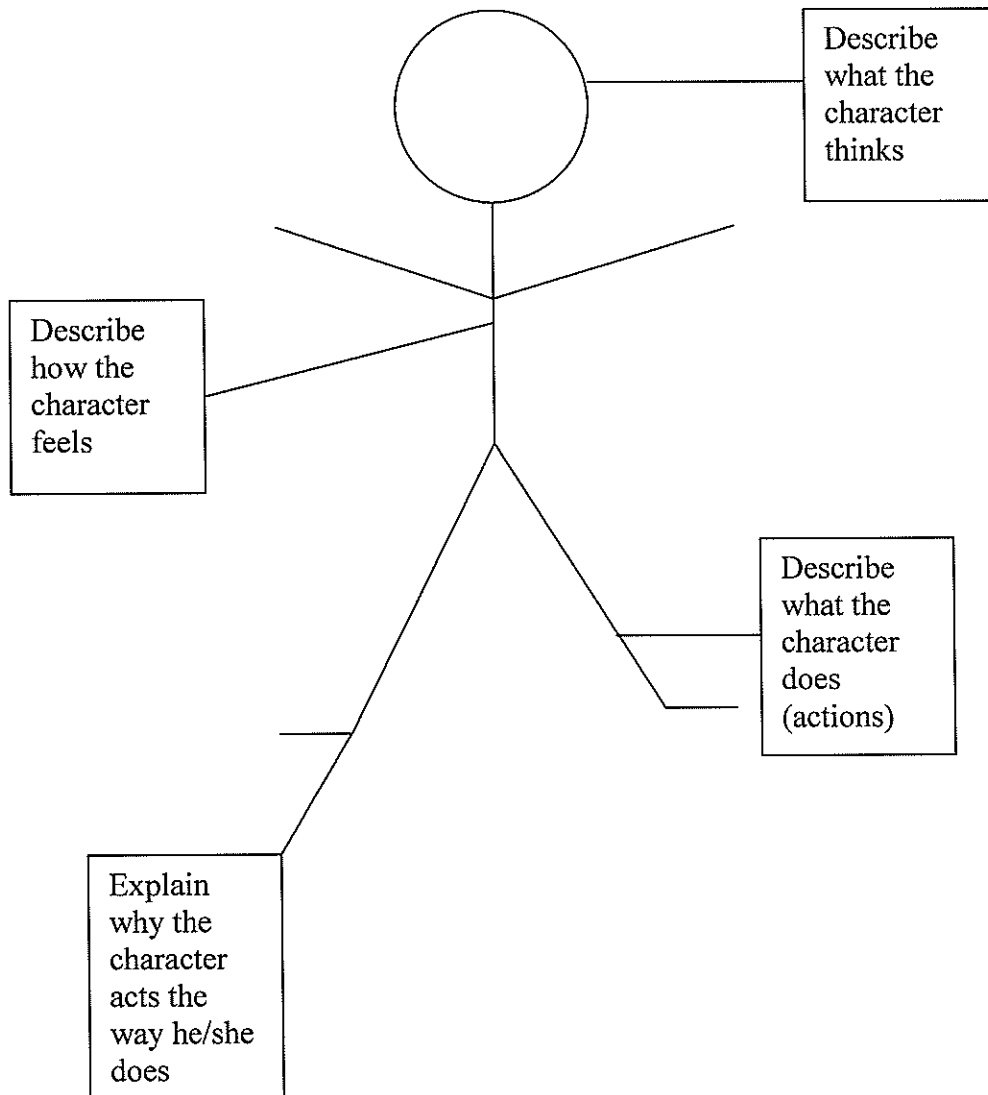
Plot maps chart the progress of the story from the beginning to the end. They generally follow this pattern.



Character Sketch

Name _____ Date _____

Character's Name:



Myth/Legend Narrative Assignment

Imagine that we now live in a society before scientific evidence, before written history. Many natural phenomena occur in your daily life and you don't know why but you want to have a reason for the earthquakes, the volcanic eruptions, the rivers that run through your land, or the snakes that slither on the ground. Choose a natural phenomenon and create a legend that either explains why it is the way that it is or how it was created.

Requirements:

Minimum 2 pages in length

Include setting, characters, plot, and theme

6-traits to focus on:

- Great use of descriptive words - **word choice**
- Good use of transitions between ideas - **sentence fluency**
- Varying sentence lengths - **sentence fluency**
- A well developed main character - **ideas and content**
- A well developed plot that builds toward a main conflict - **ideas and content, organization**
- A well described setting - **ideas and content**
- Perfect grammar, punctuation and spelling - **conventions**
- Tone of a story that explains - **voice**

Due Dates:

Brainstorm

Rough Draft

Final Draft

In the oral tradition of the Native American culture, we will share our stories once we have all completed our written copies. Each of you will read your stories aloud, or memorize them to share with the class. I encourage you to have fun and get into the character of the story teller. Use voice inflections and hand and body motions to retell your tale.

**Myth/Legend Narrative Assignment
Grading Rubric**

SIX TRAITS	5	4	3	2	1
IDEAS AND CONTENT	-well developed setting -well developed characters -well developed plot -specific details	-setting is described but lacks descriptive details -characters are described but not well developed -plot is slightly inconsistent -some general details	-setting lacks details -characters are missing parts of their description and development -beginning, middle or end of plot is missing -broad and general details	-brief allusion to setting -characters are lacking much of their description and development -plot lacks consistency and is missing 2 parts. -broad and general details	-no setting -no character development or description -no conflicts in the plot and plot makes no sense -lacks description and details altogether
ORGANIZATION	-beginning, middle and end -each paragraph indented -multiple paragraphs -events are sequential	-paragraphs not indented -several long paragraphs -events out of sequence -story end without a resolution	-several long paragraphs that need to be broken up -sequence is out of order -no real beginning or end to the story	-no conflicts in the story -needs to be broken into numerous paragraphs -story does not follow any kind of sequence	-story is one long paragraph -sequence of events makes no sense
SENTENCE FLUENCY	-good use of transitions in sentences and paragraphs -varying sentence lengths -use of complex sentences -varied sentence beginnings	-a few choppy sections that need transitions -repetition in sentence beginnings -a few complex sentences, but mostly simple sentence	-transitions between sentences but no flow between paragraphs -repetition in sentence beginnings -very few complex sentences	-only a couple of transitions between sentences -a lot of repetition between sentence beginnings -no complex sentences	-no transitions -all sentences short and simple -all sentences begin in the same way
WORD CHOICE	-active voice -descriptive verbs, adjective and adverbs -no use of stuff, things, very, really, etc. -no slang	-some passive voice -lacking vivid verbs -no use of stuff, things, very, really, etc. -no slang	-some passive voice -minimal use of stuff, things, etc. -no slang -lacking adjectives and adverbs	-all passive voice -minimal use of descriptive words, very little adjectives, active verbs, or adverbs -uses slang	-all passive voice -no adjectives, vivid verbs or adverbs -much use of stuff, things, etc. -slang terms
VOICE	-written from a story-teller's point of view				-written from a non-story teller's point of view
CONVENTIONS	-spelling, capitalization, punctuation 100%	-1-5 spelling, capitalization or punctuation errors	-5-10 spelling, capitalization or punctuation errors	-10-15 spelling, capitalization or punctuation errors	-more than 15 spelling, cap. or punctuation errors

Native American Tribal Report Page

There are many Native American tribes that make up the population of Washington State and there were even more during the territory days. Each tribe carved its own culture out of the environment that it lived in and in this way each tribe had its own unique way of life. You are to choose a tribe from any region in the state and write a 1 page report on that tribe that follows these criteria.

1. Length = 1 page minimum
2. Introduction paragraph, body paragraphs and a conclusion paragraph
3. Follow the six traits of writing
4. Include information on
 - 1) How the tribe lived. Think about housing, dress, food, traditions, trade, do they move from place to place or do they stay in once place, religious beliefs, etc.
 - 2) How the environment that they lived in affected their culture and way of life.
 - 3) How the settlers affected that tribe. Did they get along with the settlers, were they affected by the settler's diseases, did they attack the settlers?

5. This must be written in your own words. You may not simply copy any of it from its original source!

Rough draft due:

Taking Notes

Name:

Tribe Name:

Sub-Topic:

1. _____

2. _____

3. _____

4. _____

5. _____

Sub-Topic:

1. _____

2. _____

3. _____

4. _____

5. _____

Sub-Topic:

1. _____

2. _____

3. _____

4. _____

5. _____

Sub-Topic:

1. _____

2. _____

3. _____

4. _____

5. _____

Sub-Topic:

1. _____

2. _____

3. _____

4. _____

5. _____

Sub-Topic:

1. _____

2. _____

3. _____

4. _____

5. _____

Outline/Rough Draft

Name:

Introduction Paragraph:

Sentence 1 (topic, limit, opinion)

Sentence 2 (roadmap, thesis)

Body Paragraph#1

Topic Sentence (transition word, topic)

Supporting Sentences

detail

#1

detail

#2

detail

#3

detail

#4

Body Paragraph#2

Topic Sentence (transition word, topic)

Supporting Sentences

detail

#1

detail
#2

detail
#3

detail
#4

Body Paragraph#3

Topic Sentence (transition word, topic)

Supporting Sentences

detail
#1

detail
#2

detail
#3

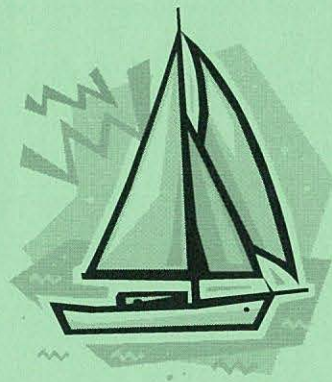
detail
#4

Conclusion Paragraph

Restated introduction (transition, restate roadmap or thesis)

Wrap-up sentence (a parting thought about the topic)

Chapter Four



Great Encounters

Unit Objectives
Based on Bloom's Taxonomy and Washington in the Pacific Northwest
(2002)

Unit 4: The Great Encounter (Exploration)

Level 1:

1. Tell who each of these people were and their significance during this time period: John Jacob Astor, Frances Barkley, Captain Cook, William Clark, Marie Dorion, ~~Pierre Dorion, Juan de Fuca, Robert Gray, Bruno de Hecceta, Thomas Jefferson,~~ John Ledyard, Meriwether Lewis, Ranald MacDonal, Alexander Mackenzie, Esteban Martinez, John McLoughlin, Juan Perez, Sacajawea, David Thompson, Jonathan Thorn, George Vancouver. (HIS. 1.1)
2. Why did European explorers come to Washington? (HIS. 1.1)

Level 2:

1. Explain what changes occurred because of European exploration. (HIS. 1.1)
2. Explain how Lewis and Clark made their journey across the country. (HIS. 1.1)

Level 3:

1. The Chinook Indians and Fur Traders made up a trade language to communicate. Discuss a time when present day people or leaders of countries need to find a way to communicate with a foreign group of people. (HIS. 1.1)
2. Identify how Washington's location on the Pacific Coast contributed to early exploration. (GEO. 3.2, HIS 1.1)

Level 4:

1. Why do you think fur trading helped the Washington area? (HIS. 1.1)

Level 5:

1. Compare and contrast Lewis and Clark's overland journey to that of the Oregon Trail. (HIS. 1.1)

Level 6:

1. What were some of the positive and negative effects of the fur trade on the development of the state, the Native Americans, the animals and the explorers and fur traders? (HIS. 1.1)

Websites for further research:

www.lib.virginia.edu/speccol/exhibits/lewis_clark/ch4-25.html
www.lib.virginia.edu/speccol/exhibits/lewis_clark/ch4-26.html
www.lib.virginia.edu/speccol/exhibits/lewis_clark/ch4-27.html
www.win.tue.nl/~engels/discovery/gray.html
www.tpl.lib.wa.us/v2NWROOM/Morgan/Puget.htm
www.tpl.lib.wa.us/v2/NWROOM/Morgan/Print/Mears.htm
<http://members.aol.com/Gibson0817/fortspok.htm>
www.ccrh.org/comm/moses/primary/lewisnclrk.htm

Books for further reading:

Lewis and Clark and Me: A Dog's Tale

By Laurie Myers

The Captain's Dog: My Journey with the Lewis and Clark Tribe

By Roland Smith

The Journal of Augustus Pelletier: The Lewis and Clark Expedition

By Kathryn Lasky

Streams to the River, River to the Sea

By Scott O'Dell

The Journals of Lewis and Clark

Edited by John Bakeless

Videos:

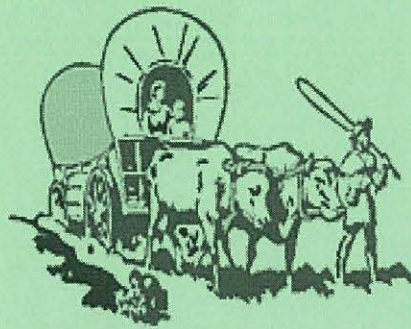
- *Lewis and Clark: The Journey of the Corps of Discovery* (1997). PBS Home Video.
Journey along on the trail with Lewis and Clark and learn about what their trek to the Pacific Ocean entailed

Teacher's Note: If children are particularly interested in this time period, modify the Reading Journal outlines from the Native American/Settler Unit (Chapter 5) and have them read *Streams to the River, River to the Sea* or *Lewis and Clark and Me: A Dog's Tale*.

Chapter Five

and

Chapter Six



Looking West

and

Life in Washington Territory

Unit Objectives
Based on Bloom's Taxonomy and Washington in the Pacific Northwest
(2002)

Unit 5: Looking West (Missionaries and Settlers)

Level 1:

1. Tell who each of these people were and their significance during this time period: Father Blanchet, George Washington Bush, Isabelle Bush, Mother Joseph, Daniel Lee, Jason Lee, John McLoughlin, John Mullen, President James Polk, Sager Children, Father de Smet, Eliza Spalding, Henry Spalding, Isaac Stevens, Elijah White, Marcus Whitman, Narcissa Whitman (HIS. 1.1)
2. Tell why missionaries and settlers came to the Pacific Northwest. (GEO. 3.2)
3. Describe life on the Oregon Trail. (GEO. 3.2)
4. Describe the early government of the territories. (CIV. 2.1)
5. Explain what the Pig War was fought over. (HIS. 1.1)

Level 2:

1. How did the Mullan Road affect the area? (HIS. 1.1)
2. How did the missionaries and the settlers affect the land and Native Americans? (GEO. 3.3)
3. Compare and contrast traveling on the Oregon Trail to traveling now. (HIS. 1.1)
4. Explain how the lives of the settlers changed as they traveled across the country. (GEO. 3.3)

Level 3:

1. How would you have solved the problems between the settlers and the Native Americans? (GEO. 3.3)
2. Identify the issues that led up to the Whitman Massacre. (GEO. 3.3, HIS. 1.1)

Level 4:

1. Why do you think there was a conflict between the Native Americans and the settlers over the buffalo? (HIS. 1.1)
2. What facts justify the Native Americans for attacking the settlers? (HIS. 1.1)
3. What facts justify the settlers for attacking the Native Americans? (HIS. 1.1)
4. Analyze the progression of the first local government to what it is today. (CIV. 2.2)

Level 5:

1. What might have happened if all relations between the Native Americans and settlers were friendly? (HIS. 1.1)
2. How might life be different for residents of Washington State if Britain had been able to take control of Washington Territory? (HIS. 1.1)

Level 6:

1. If you were appointed the first governor of Washington Territory, how might you have prioritized the issues that had to be dealt with and solved? (HIS. 1.1, CIV. 4.1)
2. Based on what you know, do you think that people should try to change the lifestyle of other people? Why or why not? (CIV. 4.1)
3. Were the missionaries right in trying to convert the Native Americans to Christianity? Why or why not? What would someone taking the opposite view say? (CIV. 4.1)

Unit 6: Life in Washington Territory

Level 1:

1. Describe what it was like to live in Washington Territory during 1850-1883. (GEO. 3.3)
2. What types of interaction took place between the settlers and the Native Americans of the region? (HIS. 1.1)
3. Why did the Hawaiians, Irish and Chinese immigrate to the Pacific Northwest? (GEO. 3.3)
4. Tell who each of these people were and explain their significance: Patrick Clark, David Douglas, Ulysses Grant, Chin Gee Hee, Robert Hume, John James, Chief Joseph, Kamiakin, David Maynard, James Monaghan, Chief Moses, George Pickett, Chief Sealh, Isaac Stevens, Sarah Winnemucca, Erskine Wood, Henry Yesler (HIS. 1.1)

Level 2:

1. Explain why Native Americans were put on reservations. (CIV. 4.1)
2. Over which issues did the settlers and Native Americans have conflicts and how did they disagree? (GEO. 3.3)
3. How did the timber industry affect the region? (GEO. 3.3)
4. How did the Civil War affect the region? (HIS. 1.1)

Level 3:

1. What effects did the reservations have on the different relations between the numerous tribes forced to live together on the same land? (GEO. 3.3)
2. What problems did the Native Americans encounter on the reservations? (GEO. 3.3)
3. How did the federal government mandates affect the Native Americans? (HIS. 1.1)
4. Examine how land was divided up for Native Americans and new settlers. (HIS. 1.1)
5. Describe a day in the life of a pioneer child. (HIS. 1.1)

Level 4:

1. Analyze the role the Hawaiians, Irish and Chinese had on the area during this time period. (GEO. 3.3)

2. Compare the treatment of the Chinese immigrants to the Irish immigrants. Why were they treated differently? (GEO. 3.3, HIS. 1.1)

Level 5:

1. What present day struggle in the world is similar to the conflict between the settlers and the Native Americans? (HIS. 1.1, 1.2)

Level 6:

1. Taking all that you have learned so far, decide whether or not you think it was right for the settlers to take land from the Native Americans and force them to live on reservations? Why did you decide what you did? What would the opposite arguments be? (HIS. 1.2, 2.2)

Websites for further research:

General

www.isu.edu/~trinmich/Oregontrail.html
<http://members.aol.com/Gibson0818/whitman.htm>
www.pbs.org/weta/thewest/people/s_z/whitman.htm
www.auburn.wednet.edu/mtbaker/Library/links/ss/wash_st/mission.htm
www.nps.gov/whmi/links.htm
www.xmission.com/~drudy/mtman/html/brille/brilleint.html
www.endoftheoregontrail.org/blakbios.html
www.isu.edu/~trinmich/00.ar.keil.html
<http://www.americanwest.com/trails/pages/oretrail.htm>

Letters/Diary Entries

www.usgennet.org/usa/wa/state/kelso.html
www.pbs.org/weta/thewest/resources/archives/two/whitman2.htm

Native American Battles

<http://content.lib.washington.edu/lctext/image/P47-1.gif>
www.tpl.lib.wa.us/cgi-win/fulltcgi.exe/Hicks_Battle/indian.bat/hicks.bat
www.tpl.lib.wa.us/cgi-win/fulltcgi.exe/Cascades_Battle/indian.bat/cascade.bat
www.tpl.lib.wa.us/cgi-win/fulltcgi.exe/Bannock_Indian_War/indian.bat/bannock_war

Washington Territory

www.nps.gov/sajh/pig_war.htm

Books for further reading:

The Journal of Jedediah Barstow

By Levine

Stout-Hearted Seven

By Frazier

Westward to Home
By Hermes

Facing West: A Story of the Oregon Trail
By Kathleen V. Kudinski

Rachel's Journal: The Story of a Pioneer Girl
By Marissa Moss

On to Oregon!
By Honore Morrow

Daily Life in a Covered Wagon
By Paul Erickson

West to a Land of Plenty: The Diary of Teresa Angelino Viscardi (Dear America Series)
By Jim Murphy

Bound for Oregon
By Jean Van Leeuwen

The Pioneer vs. The Wilderness
By Seaburg

The Settlers' West
By Schmitt

Marcus and Narcissa Whitman
By Daugherty

The Great Railroad Race
By Kris Gregory

Across the Wide and Lonesome Prairie
By Kris Gregory

Our Only May Amelia
By Jennifer Holm

Tree Wagon
By Evelyn Lampman

West to a Land of Plenty
By Jim Murphy

The Children Who Stayed Alive
By Bonnie Worline

Boston Jane Wilderness Days
By Jennifer Holm

Boston Jane: An Adventure
By Jennifer Holm

Videos:

Native Americans

- *Dances With Wolves* (1990). Orion.
A U.S. soldier is stationed at a remote fort on the edge of the frontier. He encounters the friendly Sioux and is enthralled by their culture so much that he becomes part of their tribe. This video shows the prejudices against the Native Americans and one man's struggle to save them from the destruction of the advancing United States.

- *I Will Fight No More Forever* (1975). Questar Video Inc.
The story of Chief Joseph and the Nez Perce's run from the onslaught of the United States Army. This video shows the final battles and the last free days of the Nez Perce before Chief Joseph's final surrender.
- *True Stories of the Old West: Indians* (1993). Rhino Records.
The issues and struggles the Native Americans faced as more and more settlers entered their tribal lands. This video explains what the Native Americans did to protect themselves and their lands.

Oregon Trail

- *Oregon Trail* (1975) BFA.
Look at life on the Oregon Trail and some of the famous landmarks along the way.

The Western Frontier

- *Spirit: Stallion of the Cimarron* (2002). Dreamworks Home Entertainment.
This video shows the capturing and taming of the final Western Frontier from the eyes of a horse and raises the question of whether or not the wild West should have been tamed and conquered.
- *Ken Burns: The West Series* (1996). PBS Home Video.
This pack of 9 videos portrays the West during the time of great settlement: the Gold Rush, the impact on the Native Americans and all the splendor and grandeur the West held during the 20th century.

Teacher's Note: The information in chapters five and six build on each other, so it is best to put them together and use the information in both chapters for the literature units that correspond to this time period. Chapter five focuses on the missionary's and settler's influence on the area and the Native peoples already living in the Oregon Territory. Chapter six describes the conflicts between the Native people and the settlers. Therefore, it would make the best sense to do the Native American/ Settler Hearing Project after chapter six is completed.

Oregon Trail and Native American/Settler Relationships Unit

Objectives:

- Build reading skills
- Analyze characters and their actions
- Understand the historical time period of these novels
- Gain an empathetic understanding of the people who lived during this time
- Compare and contrast the lives depicted in the novels to the present time period
- Understand the issues surrounding the Whitman Massacre and the conflicts between the Native Americans and settlers during this time period
- Be able to persuasively defend a character's position in a debate
- Give a presentation with clarity and accuracy
- Be able to view multiple perspectives on this time period and the issues surrounding this era
- Build 6-trait writing skills

EALR Connections:

Writing: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1-3.5

Reading: 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.3, 4.3

Communication: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4

Geography: 3.1, 3.3

History: 1.2, 2.1, 2.2

Materials: Enough copies of these novels for each student to read at least one from the list

- *Boston Jane* by Holm
- *On to Oregon* by Morrow
- *The Journal of Jedediah Barstow* by Levine
- *Across the Wide and Lonesome Prairie* by Gregory
- *Stout-Hearted Seven* by Frazier
- *Cayuse Courage* by Lampman
- *Thunder Rolling in the Mountains* by O'Dell and Hall
- *Bound for Oregon* by Van Leeuwen
- *West to a Land of Plenty* by Murphy
- *Daughter of Suqua* by Hamm
- *Westward to Home* by Hermes
- A list of supplemental reading materials for the Native American/ Settler trial
- Available materials for research

Unit Overview/Activities:

- Independent reading of novels: Students read a novel of their choice from the list above and fill out a reading packet that includes questions for the novel and sheets for reading journals (handouts pgs. 66-71).
- Literature Circles: Students will meet once a week in literature circles to discuss their books. The literature circles will be in groups of the students reading the same novels and groups of a mixture of novels, so that they can get perspectives from other novels and not just their own. They will discuss questions such as these in their literature circles.
 - Who is the main character?
 - Where does the story take place?
 - What difficulties or hardships do the people in the book experience and how do they overcome them?
 - What are the character's attitudes towards the Native Americans or the settlers?
 - How important do the characters believe nature and the land is?
 - What does this novel teach about the Pacific Northwest during this time period?
 - Do the characters change at all throughout the story? How? Why do they change?
 - Is there anything in this novel that you think is unfair? Anything that annoys you?
 - What do you believe the theme or main message is?
 - What did you like the best, least about this book?
 - What have you learned from reading this book?
- Discuss the events leading up to the Whitman Massacre and whether or not the Cayuse were justified in their act of rebellion. To gain an understanding, use an entry from *More than Petticoats* and an excerpt from a letter Narcissa wrote to her mother (handouts pgs. 72-73).
- Hold a classroom trial in which each student researches a person either real or fictitious who was involved with the Native American/Settler conflicts and hold a hearing on whether or not the Native American uprisings were justified (handouts pgs. 74-115).
- Additional activities: Washington Territory Project (handouts pgs. 116-120)
- Continue to add to individual vocabulary booklets

Approximate Time Needed:

4-5 weeks

Name: _____ Title of Book: _____

Individual Book Assignment

You will each be reading a book that deals with a perspective on the Oregon Trail, the settlers coming to the West and the Native American view on the situation of settlers and reservations. In the end we will put all of these perspectives together and hold a trial on the Native American/Settler conflicts. As you read your books there will be some reading activities that you will need to complete.

- _____ 1. A character sketch of one of the main characters in the story
- _____ 2. Answer the reading questions on the sheet provided.
- _____ 3. 10 Reading Journals: $\frac{1}{2}$ page summary of 10 chapters or sections of your book, a $\frac{1}{4}$ page response to what you read, a prediction for what will happen next and a question or thought.

Response topics could include:

1. Something that made you laugh and why
2. Something that made you angry and why
3. Something that made you sad and why
4. Something that you learned
5. A connection between what you read and your life
6. A connection between what you read and another book that you've read or a movie that you've seen

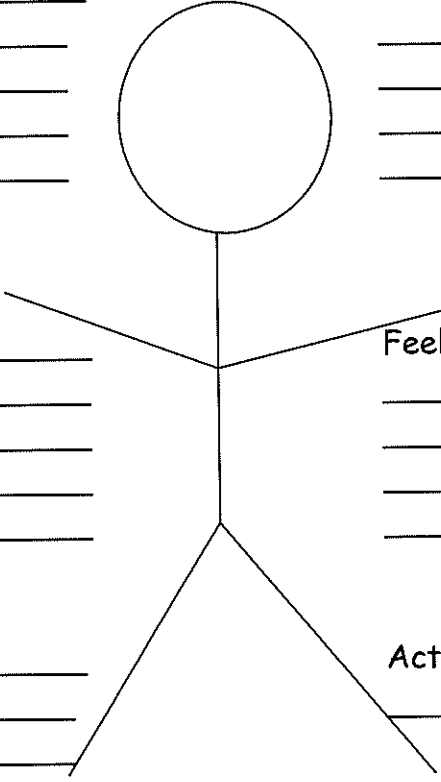
Due date:

Character Sketch

Keep track of how the character acts, feels and thinks about issues present in the book. The sketch needs to show how the character changes throughout the book also.

1. Fill in the chart below
2. When you finish the book, write a $\frac{1}{2}$ page summary on the next page of the character using the information you wrote on the chart

****Focus on the character's views and actions towards the Native Americans or the white settlers and how he or she felt about living in the Pacific Northwest.****

Beginning		Middle and End
Thoughts _____ _____ _____ _____		Thoughts _____ _____ _____ _____
Feelings _____ _____ _____ _____		Feelings _____ _____ _____ _____
Actions _____ _____ _____ _____ _____		Actions _____ _____ _____ _____ _____

4. Explain why they were treated that way by the Native Americans or the settlers.

5. What have you learned from this story about Washington's history?

6. How was Washington shaped or changed by the events that happened in your book?

7. What was the author's message or lesson in this book? Give specific details from the story to support your answer.

8. Did you like this book? Why or why not? Give specific details in your answer.

Reading Journal

Chapter or pages _____

Summary of what you read

Predict what you think will happen next and give reasons that support your predictions

Personal response to this section

Question or Ponder (thought)

Reasons for the Whitman Massacre

To the Cayuse, whose souls the Whitmans felt they were destined to "save," the mission was at first a strange sight, and soon a threatening one. The Whitmans made little effort to offer their religious message in terms familiar to the Cayuse, or to accommodate themselves even partially to Cayuse religious practices. Gift-giving was essential to Cayuse social and political life, yet the Whitmans saw the practice as a form of extortion. For the Cayuse, religion and domestic life were closely entwined, yet Narcissa reacted with scorn when they suggested a worship service within the Whitman household. Even a sympathetic biographer admits that "her attitude toward those among whom she lived came to verge on outright repugnance."

Because the Whitman's missionary efforts bore so little fruit, the American Missionary Board decided to close the mission in 1842 and transfer the Whitmans elsewhere. Marcus headed East, undaunted by the coming winter, in an ultimately successful effort to convince the board to reverse its decision. On his return journey in 1843, he helped lead the first "Great Migration" to the West, guiding a wagon train of one thousand pioneers up the Oregon Trail. Soon, the Whitmans were spending more time assisting American settlers than they were in ministering to the Cayuse. Childless since their daughter had drowned, they took in eleven children of deceased immigrants, including the seven Sager children whom they adopted in 1844. Their mission also served as a kind of boarding school for early Oregon settlers like Joe Meek, whose daughter lived there for a time.

These close connections between the Whitmans' mission and white colonization further alienated the Cayuse. The swelling number of whites coming into Oregon brought with them numerous diseases which ravaged the Cayuse, and the Whitmans' aid to the wagon trains made the Cayuse especially suspicious of them. Even Narcissa observed this, noting in July 1847 that "the poor Indians are amazed at the overwhelming numbers of Americans coming into the country... They seem not to know what to make of it."

The Indians' suspicions gave way to rage in late 1847, when an epidemic of measles struck nearby whites and Cayuse alike. Although the Whitmans ministered to both, most of the white children lived while about half of the Cayuse, including nearly all their children, died. On November 29, 1847, several Cayuse, under the leadership of the chief Tiloukaikt, took revenge for what they perceived as treachery. They killed fourteen whites, including the Whitmans, and burnt down the mission buildings.

A subsequent white militia attack on a band of uninvolved Cayuse escalated the conflict into a war, which went very poorly for the Cayuse. Two years after the attack, Tiloukaikt and several others involved in the Whitman Massacre voluntarily surrendered themselves in an effort to avoid the destruction of the entire tribe. Tiloukaikt was defiant to the end, announcing on the gallows, "Did not your missionaries teach us that Christ died to save his people? So we die to save our people."

Already weakened by disease and subjected to continued white raids, the remnants of the Cayuse joined nearby tribes, especially the Nez Percé and Yakima. Thus the Whitmans' efforts ended in both their own deaths and the end of the Cayuse as an independent people.

Taken from http://www.pbs.org/weta/thewest/people/s_z/whitman.htm

A letter from Narcissa to her mother

Could dear mother know how I have been situated the two winters past, especially winter before last, I know she would pity me. I often think how disagreeable it used to be to her feelings to do her cooking in the presence of men-sitting about the room. This I have had to bear ever since I have been here-at times it has seemed as if I could not endure it any longer. It has been the more trying because our house has been so miserable and cold-small and inconvenient for us-many people as have lived in it. But the greatest trial to a woman's feelings is to have her cooking and eating room always filled with four or five or more Indians-men-especially at meal time, but we hope this trial is nearly done, for when we get into our other house we have a room there we devote to them especially, and shall not permit them to go into the other part of the house at all. They are so filthy they make a great deal of cleaning wherever they go, and this wears out a woman very fast. We must clean after them, for we have come to elevate them and not to suffer ourselves to sink down to their standard. I hardly know how to describe my feelings at the prospect of a clean, comfortable house, and one large enough so that I can find a closet to pray in.

As a specimen I will relate a circumstance that occurred this spring. When the people began to return from their winter quarters, we told them it would be good for them to build a large house (which they often do by putting several lodges together) where it would be convenient for all to attend worship and not meet in the open air. They said they should not do it, but would worship in our new house and asked us if there were not houses in heaven to worship in. We told them our house was to live in and we could not have them worship there for they would make it so dirty and fill it so full of fleas that we could not live in it. We said to them further, that they did not help us build it and that people in other places build their houses of worship and did not let one man do it all alone, and urged them to join together by and by and build one for themselves of adobe. But it was of no avail to them; they murmured still and said we must pay them for their land we lived on. Something of this kind is occurring almost all the time when certain individuals are here; such as complaining because we do not feed them more, or that we will not let them run all over the house, etc., etc.

They are an exceedingly proud, haughty and insolent people, and keep us constantly upon the stretch after patience and forbearance. We feed them far more than any of our associates do their people, yet they will not be satisfied. Notwithstanding all this, there are many redeeming qualities in them, else we should have been discouraged long ago. We are more and more encouraged the longer we stay among them.

They are becoming quite independent in cultivation and make all their ground look as clean and mellow as a garden. Great numbers of them cultivate, and with but a single horse will take any plow we have, however large, and do their own ploughing. They have a great thirst for hogs, hens and cattle, and several of them have obtained them already.

Taken from <http://www.pbs.org/weta/thewest/resources/archives/two/whitman2.htm>

NATIVE AMERICAN HEARING ASSIGNMENT OVERVIEW

Objectives:

- Be able to write persuasively following the six traits of writing
- Learn about the numerous viewpoints dealing with the Indian Wars and uprisings
- Be able to clearly defend a position in a presentation to the class
- Be able to synthesize information and prior knowledge to write a piece from another's point of view

EALR Connections:

Reading: 1.2, 1.3, 1.5, 2.1, 2.2, 3.1

Writing: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2

Communication: 1.1, 1.2, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3

History: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3

Materials:

- Handout for the writing prompt (pg. 75)
- Handouts on different personas that the students can choose from (pgs 76-115)

Lesson Plans:

1. Make sure necessary background knowledge has been taught to students.
2. Discuss writing prompt and assignment.
3. Let students choose a persona from whose perspective they will be writing and presenting.
4. Allow students 2-3 days to read, research and develop a well-written testimony. They may either do this in pairs or individually.
5. Turn the classroom into a courtroom: students present their testimonies to the class. Students take notes on what they hear and ask questions of each presenter. Students presenting will answer questions from the perceived viewpoint of the character that they are representing.
6. Once all students have presented, as a class discuss the multiple viewpoints presented and why each person is justified in his or her own way. Create a T-chart that shows the two sides to the issue of the Indian Wars, and discuss why each character would feel the way that he or she does about the issue.
7. Discuss the ethics behind the issue: Which side was more justified or can such a decision even be made?

Teacher's Note: The hearing can be extended into two days if one is not sufficient. If students have never given presentations before this activity, teach and review presentation expectations with them before hand.

Hearing for the Native American Uprisings

Central Question:

Were the Native American Uprisings
Justified or Not?

You will each choose an identity of a person who was involved with the settlement of Washington and the effects that it had on the Native Americans. Once you read the attached literature on that person, you will put together a testimony from that person's point of view on the issue. The testimony must be persuasive because you are trying to get the jury to side with you. Think about what that person would say about the issue of Washington's settlement and the Native Americans already there.

The paper itself that you will use for your verbal testimony at the hearing needs to follow these criteria:

1. Catchy and persuasive introduction paragraph that has a hook and a thesis (roadmap) sentence that outlines your arguments. Hook ideas: a story, a question, a quote...
2. Body paragraphs for each of your arguments (order from least strongest argument to strongest). Begin each paragraph with a transition and topic sentence. Give vivid details and examples for your supporting sentences.
3. Conclusion paragraph: restate your thesis and begin with a transition. End with a parting thought that you want them to remember--Something strong and persuasive.
4. Spelling, punctuation and capitalization all count, so double check your work or have someone proofread it for you.

You may also choose a character from a movie that we watched in class or a character from the novel that you read. Examples would be John Dunbar from Dances with Wolves or Francis from Cayuse Courage.

Narcissa Whitman's Ghost

Write a testimony from Narcissa's viewpoint on the Whitman Massacre.

Think about her answers to these questions:

1. Why she went west. What was her main point in going and starting a mission?
2. What events happened to her at the mission, and how did they affect her outlook on life?
3. What were her views toward the Native Americans - both positive and negative?
4. Did she and Marcus deserve to die for what they did?

From: <http://www.pbs.org/weta/thewest/resources/archives/two/whitman2.htm>

You ask after my plan of proceedings with the Indians, etc. I wish I was able to give you satisfactory answers. I have no plan separate from my husband's, and besides you are mistaken about the language being at command, for nothing is more difficult than for me to attempt to convey religious truth in their language, especially when there are so few, or not terms expressive of the meaning. Husband succeeds much better than I, and we have good reason to feel that so far as understood, the truth affects the heart, and not little, too. We have done nothing for the females separately; indeed, our house is so small, and only one room to admit them, and that is the kitchen. It is the men only that frequent our house much. Doubtless you have been with the Indians long enough to discover this feature, that women are not allowed the same privileges as men. I scarcely see them except on the Sabbath in our assemblies. I have frequently desired to have more intercourse with them, and am waiting to have a room built for them and other purposes of instruction. Our principal effort is with the children now, and we find many very interesting ones. But more of this in future when I have more time.

Rev. Mrs. H.K.W. Perkins, Wascopum

WIELETPOO

May 2, 1840

My Dear Mother:

I cannot describe how much I have longed to see you of late. I have felt the want of your sympathy, your presence and counsel more than ever. One reason doubtless is it has been so long since I have received a single letter from any one of the dear friends at home. Could they know how I feel and how much good their letters do me, they would all of them write a great deal and write often, too, at least every month or two, and sent to Boston and to Westport, to the care of Rev. Joseph McCoy; they would surely reach us. Our associates receive them in great numbers, which does not make us feel any better for ourselves. We are daily expecting the arrival of Mr. Lee's ship, laden with associates for that mission, and we have the encouragement from the board to expect four or five families for our own mission. By them we hope to receive letters in abundance. It is a consoling thought to us that we are permitted the prospect of having other fellow laborers to join us again so soon. We feel that we

cannot do our work too fast to save the Indian-the hunted, despised and unprotected Indian-from entire extinction.

A tide of immigration appears to be moving this way rapidly. What a few years will bring forth we know not. A great change has taken place even since we first entered the country, and we have a reason to believe it will stop here. Instead of two lonely American females we now number fourteen, and soon may twenty or _____ more, if reports are true. We are emphatically situated on the highway between the states and the Columbia River, and are a testing place for the weary travelers, consequently a greater burden rests upon us than upon any of our associates-to be always ready. And doubtless many of those who are coming to this mission their resting place will be with us until they seek and find homes of their own among the solitary wilds of Oregon.

Could dear mother know how I have been situated the two winters past, especially winter before last, I know she would pity me. I often think how disagreeable it used to be to her feelings to do her cooking in the presence of men-sitting about the room. This I have had to bear ever since I have been here-at times it has seemed as if I could not endure it any longer. It has been the more trying because our house has been so miserable and cold-small and inconvenient for us-many people as have lived in it. But the greatest trial to a woman's feelings is to have her cooking and eating room always filled with four or five or more Indians-men-especially at meal time, but we hope this trial is nearly done, for when we get into our other house we have a room there we devote to them especially, and shall not permit them to go into the other part of the house at all. They are so filthy they make a great deal of cleaning wherever they go, and this wears out a woman very fast. We must clean after them, for we have come to elevate them and not to suffer ourselves to sink down to their standard. I hardly know how to describe my feelings at the prospect of a clean, comfortable house, and one large enough so that I can find a closet to pray in.

As a specimen I will relate a circumstance that occurred this spring. When the people began to return from their winter quarters, we told them it would be good for them to build a large house (which they often do by putting several lodges together) where it would be convenient for all to attend worship and not meet in the open air. They said they should not do it, but would worship in our new house and asked us if there were not houses in heaven to worship in. We told them our house was to live in and we could not have them worship there for they would make it so dirty and fill it so full of fleas that we could not live in it. We said to them further, that they did not help us build it and that people in other places build their houses of worship and did not let one man do it all alone, and urged them to join together by and by and build one for themselves of adobe. But it was of no avail to them; they murmured still and said we must pay them for their land we lived on. Something of this kind is occurring almost all the time when certain individuals are here; such as complaining because we do not feed them more, or that we will not let them run all over the house, etc., etc.

They are an exceedingly proud, haughty and insolent people, and keep us constantly upon the stretch after patience and forbearance. We feed them far more than any of our associates do their people, yet they will not be satisfied. Notwithstanding all this, there are many redeeming qualities in them, else we should have been discouraged long ago. We are more and more encouraged the longer we stay among them.

They are becoming quite independent in cultivation and make all their ground look as clean and mellow as a garden. Great numbers of them cultivate, and with but a single horse will take any plow we have, however large, and do their own ploughing. They have a great thirst for hogs, hens and cattle, and several of them have obtained them already.

Our greatest desire and anxiety is to see them becoming true Christians. For this we labor and pray, and trust in God for the blessing on our labors. But the labor is great and we are weak and feeble, and sometimes are ready to faint. We need the prayers of our Christian friends at home and I trust we have them. Could they know just how we are situated and all our discouragement I know they would pray more ardently for us and more importunately for us.

Feb. 4th.-I should like to give you the transactions of this day, and will if I can gather strength to do it. I was sick last night, with a severe headache, and have been so frightened to-day that I have not much strength of nerve left. The Indians are just now returning from their wintering quarters, and some of the Nez Perces have been serving the devil faithfully, especially those who spent their winter on the Columbia River below, in the region of the Des Chutes and Dalles. A young Nez Perces that had been to the Red River school died last summer. A brother of his, and three other principal men, managed to frighten the River Indians, as being the cause of his death, and compelled them to give many horses and much property, as a compensation, to keep them from other acts of violence upon them. Husband, learning of their base conduct, took advantage of their passing, on their way to Mr. S.'s station, to reprove them for what they had done. These men are all firm believers in the te-wats, or medicine men. This is a crying sin among them. They believe that the te-wat can kill or make alive at his pleasure.

Yesterday the mother of the young man that died was in to see me. She is an old medicine-woman, and as she had some of the horses and property thus basely obtained husband talked to her about it and told her it was her duty to give them back to those who stole them, as they had distributed among many. She at last said she would do it. Her talk aroused two others, as they were all that were here, who came in last evening and received the same plain admonition. They did not like such plain talk. They are great worshipers or at least feel and profess to be, and the man who would believe that they could do such great wickedness, and tell them of it and warn them of the consequences, was a bad man and would go to hell. One of them, more daring than the others, gathered twelve or fourteen of his friends and came in the forenoon to frighten us. One had a bow and arrows with iron points; another had a rope and another had the war club. When they first made their appearance these things were concealed under their blankets. The head man commenced the talk by saying that he was always good and that husband was bad and was always talking bad to them; that he had brought in his friends that were very powerful. This he said to frighten us and excite his allies. Soon husband spoke and told him to stop, and began to explain the conversation of last night. After a little, one of them took down a hair rope that was hanging near, and threw it down near the doctor, one of them that stood near put his foot on it. I began to be suspicious of that movement and thought they were intending to tie him. I told husband it was our rope and he picked it up and sent it out of the room. Soon a tall Indian advanced as the conversation increased in spirit-under his blanket I saw another rope and one behind him had a bow and arrows. I asked husband if I had not better call help, he said no, he was not afraid. I had not yet discovered the war club, but I had seen enough to excite my

fears greatly. I went into another room, as slyly as I could, and called Packet, who is living in the Indian rooms, and told him what was going on; he went and got two other men and came in and seated themselves. (The gathering was in the kitchen.) The conversation continued and they soon saw that they had been led wrong by their leader, and their excitement died away. A native woman, a friend of ours, was in when they came in and I had just begun to read a chapter of the translation of Matthew to her. She was in yesterday, also, and was appealed to as a witness of what was said yesterday and was of service in quelling their rages. One of our men who came in first discovered the club, and the Indian was asked, when the excitement was over, what he came in with a club for? He flushed and put it around under his blanket out of sight. They all went away, ashamed of themselves and defeated. Their aim, doubtless, was to frighten us and cause the doctor to take back what he said yesterday; but that he would not do, but still said to them if he did not tell them plainly of their sins the Lord would be displeased with them. They said it would not do for him to talk so to Ap-ash-wa-kai-kin, their leader in wickedness, and the brother of the deceased young man; if he did, he would fight him. He told him that it was his duty to tell him that he had done wrong, and that he, as well as they, must make restitution to those whom they had so unjustly injured, and that he should not hesitate to tell them so.

Marcus Whitman's Ghost

Write a testimony from Marcus's point of view on the troubles with the Native Americans.

Think about how he would answer these questions:

1. Why did he go west? What was his purpose in becoming a missionary?
2. What were his views towards the Native Americans?
3. What were his views towards the settlers?
4. How did he interact with the Native Americans?

From: <http://www.pbs.org/weta/thewest/resources/archives/two/whitman2.htm>

Mr. Edward Prentiss,
Quincy, Illinois.

My Dear Father and Mother:

A little more than a year has elapsed since I had the pleasure of seeing you. The remembrance of that visit will never be effaced from my mind. I did not misjudge as to my duty to return home; the importance of my accompanying the emigration on one hand and the consequent scarcity of provisions on the other, strongly called for my return, and forbid my bringing another party that year.

As I hold the settlement of this country by Americans rather than by an English colony most important, I am happy to have been the means of landing so large an emigration on to the shores of the Columbia, with their wagons, families and stock, all in safety.

The health of Narcissa was such in my absence and since my return as to call loudly from my presence. We despaired of her life at times and for the winter have not felt she could live long. But there is more hope at present, although nothing very decisive can be said. While on the way back, I had an inflammation in my foot which threatened to suppurate, but I discuss it and thought nothing more of it until I got home, when I found I had a tumor on the instep. It appears to be a bony tumor and has given me a good deal of apprehension and inconvenience, but is now some better, but not well.

It gives me much pleasure to be back again and quietly at work again for the Indians. It does not concern me so much what is to become of any particular set of Indians, as to give them the offer of salvation through the gospel and the opportunity of civilization, and then I am content to do good to all men as "I have opportunity." I have no doubt our greatest work is to be to aid the white settlement of this country and help to found its religious institutions. Providence has its full share in all these events. Although the Indians have made, and are making, rapid advance in religious knowledge and civilization, yet it cannot be hoped that time will be allowed to mature either the work of Christianization or civilization before the white settlers will demand the soil and seek the removal of both the Indians and the Mission. What Americans desire of this kind they always effect, and it is equally useless to oppose or desire it otherwise. To guide, as far as can be done, and direct these tendencies for the best, is evidently the part of wisdom. Indeed, I am fully

convinced that when a people refuse or neglect to fill the designs of Providence, they ought not to complain at the results; and so it is equally useless for Christians to be anxious on their account. The Indians have in no case obeyed the command to multiply and replenish the earth, and they cannot stand in the way of others in doing so. A place will be left them to do this as fully as their ability to obey will permit, and the more we can do for them the more fully will this be realized. No exclusiveness can be asked for any portion of the human family. The exercise of his rights are all that can be desired. In order for this to its proper extent in regard to the Indians, it is necessary that they seek to preserve their rights by peaceable means only. Any violations of this rule will be visited with only evil results to themselves.

The Indians are anxious about the consequence of settlers among them, but I hope there will be no acts of violence on either hand. An evil affair at the Falls of the Willamette, resulted in the death of two white men killed and one Indian. But all is now quiet. I will try to write to Brother Jackson when I will treat of the country, etc.

It will not surprise me to see your whole family in this country in two years. Let us hear from you often. Narcissa may be able to write for herself. We wish to be remembered with your other children in your prayers.

Your affectionate son,

MARCUS WHITMAN.

Henry Spaulding

Write a testimony from Spaulding's point of view towards the Whitman Massacre. He gives an unbiased account of why the Cayuse attacked and an account of the attack itself.

From: <http://www.pbs.org/weta/thewest/resources/archives/two/whitman2.htm>

At the same time of the massacre, Perrin Whitman nephew of Dr. Whitman, was at The Dalles in the family of Mr. Hinman, whom we had employed to occupy the station which had been lately transferred to our mission by the Methodist mission. On hearing of the bloody tragedy, they left the station and came to the Wallamette. He is here. The little half-breed Spanish boy by the name of David Malin was retained at Walla Walla. I fear he will fall into the hands of the priests who remain in the country. Catherine, Elizabeth, Matilda, Henrietta and Mary Ann, we brought with us to this place; Mary Ann has since died. For the other four we have obtained good places and they seem satisfied and happy. Catharine is in the family of the Rev. Mr. Roberts, Superintendent of the Methodist mission.

Three Papists, one an Indian formerly from Canada and late from the state of Maine, had been in the employ of the doctor a few weeks; one a half breed with Cayuse wife, and one a Canadian who had been in the employ of the doctor for more than a year, seemed to have aided in the massacre, and probably secured most of the money, watches and valuable property. The Canadian came down with the captives, was arrested, brought before a justice bound over for trial at next court charged with having aided in the murders. The night before he was arrested, he secreted in the ground and between the boards of a house considerable of Mr. Hoffman's money and a watch of one of the widows. The Canadian Indian, Jo Lewis, shot Francis with his own hand and was the first to commence breaking the windows and doors; is now with the hostile Indians. The half-breed named Finley was camped near the station, and in his lodge the murderers held their councils before and during the massacre. He was at the head of the Cayuses at the battle near the Uvilla; managed by pretended friendship, to attract the attention of our officers, while his warriors, unobserved, surrounded our army. As soon as they had gained their desired position, he wheeled and fired his gun, as the signal for the Indians to commence. Although they had had the advantage of the ground, far superior in number, and the first fire, they were completely defeated, driven from the field and finally from their possession of the country, and expect to fortify at the mission station at Wailatpu. The Cayuses have removed their families and their stock over Snake river into the Palouse country in the direction of brothers Walker and Eells. Our army came upon them at Snake river as they about were to cross. About 1,500 head of cattle and the whole Cayuse camp were completely in their hands. But here our officers were again for the third and fourth time outwitted by some Indians riding up to them and pretending friendship, saying that some of their own cattle were in the band, and begged time to separate them. Our commander having received orders not to involve the innocent with the guilty, gave them till morning. It is said his men actually wept at the terrible mistake. Next morning, as might be expected, most of the cattle and nearly all the Cayuse property had been crossed over and were safe. Our army started away with some 500 head. The Indians with the pretended friendly ones at the head, fought all day. At night, being double the number of the whites,

the Indians retook their cattle. The whites were obliged to retreat to the station. The Indians continued to fight them through the night and the next day. The third day the officers reached the station, none killed, but seven wounded. The commander and half of the army immediately started for this country for provisions, ammunition and more men. If the few left are not soon reinforced, and supplied, they will be in danger of being cut off, and the Indians will be down on the settlements. The commander was accidentally killed on his way down.

Catherine Sager

Write a testimony from Catherine's point of view.

What were her thoughts about what Marcus and Narcissa did with the Cayuse? How does Catherine describe the Cayuse? What did she say about how the massacre happened? What did she see and experience?

From: <http://www.pbs.org/weta/thewest/resources/archives/two/sager1.htm#chap2>

A bad man was named Tam-a-has, meaning murderer, as he had once killed a man. One day the doctor was at work in his field when this man rode up and ordered him, peremptorily, to go and grind a grist for him. When the doctor objected to his talking and acting so, he said he could grind it for himself, and started for the mill. The doctor could walk across sooner and did so. Tam-a-has came at him there with a club, but saw an iron bar in his hand. They had a serious time of it, both with words and blows, but the iron bar was a full match for the club, and Tam-a-has finally agreed to behave himself and have his grist ground. Exhausted in body and mind, the doctor came to the house and threw himself down, saying that if they would only say so he would gladly leave, for he was tired almost beyond endurance.

It is hardly possible to conceive of a greater change than Dr. Whitman had worked in the life of the Cayuses. Then had now growing fields, could have good homes, a mill to grind their meal, and they were taught things of the greatest use, yet some of them could not realize that he was unselfish in all this.

The following winter was very cold, the coldest ever known in the country and the Indians charged the whites with bringing the cold weather upon them. Old Jimmy, a Catholic Indian, claimed the power of working miracles, and said he brought the cold upon them to punish them for their unbelief and wickedness. They paid him liberally to bring about a change, and finally a thaw did come and he claimed all the merit of it.

The doctor made his fall visit to the valley, bringing back something for each one of us. He always remembered the children when he went to the valley, and brought us all some token of his love. He piloted the emigrants by a nearer and better route to The Dalles, and learned with apprehension that the last of the train were afflicted with measles and whooping cough. He knew they would spread through the native camps and feared the consequences. None of his own family had had the measles and but few of the others.

This fall brother John had his horse saddled to return to The Dalles to reside, but at Mr. Whitman's earnest request he consented to remain. Had he gone there he might now be living! Laying aside his gun, he now devoted himself to his studies. He rose early, at 4 o'clock, and wrote, but I never knew what he wrote about, as the papers were all destroyed after the massacre.

The measles were among the natives, and in the doctor's absence Mrs. Whitman was their physician. All arrangements were made for the winter, teachers were employed, and all things were in order. The emigration had brought a Canadian half-breed

named Jo Lewis, who was so disagreeable that they refused to let him travel farther in their company. Dr. Whitman reluctantly gave him some work. He tried to send him below with a company, but in a few days he was back again, so the doctor reluctantly engaged him for the winter. He was destitute of clothes and was supplied. We all disliked him, but he was well used and kindly treated. Yet this wretch laid the careful plans and told the terrible lies that led to the massacre, and took an active part in murder and robbery.

Chapter II WAILLATPU MASSACRE, 1847

In the fall of 1847 the emigration over the mountains brought the measles. It spread among the Indians, and owing to their manner of living it proved very fatal. It was customary for emigrant families who arrived late, to winter at the station, and some seven or eight families had put up there to spend the winter of 1847. Among the arrivals was a half-breed named Jo Lewis, who had joined the emigration at Fort Hall. Much against his will the doctor admitted this person into his family for the winter. We none of us liked him; he seemed surly and morose. There was also a Frenchman named Joseph Stanfield who had been in the doctor's employ since the year 1845. Up to the year 1847 the Protestant missions had been the only religious influence among the Indians. In the fall of this year the Catholic Church established missions among them, and the teachings of the two clashed. The Indian mind is so constructed that he cannot reconcile the different isms, consequently they became much worked up on the subject. Many long talks occurred between them and Dr. Whitman in reference to the two religious systems. Owing to the sickness and these other causes, the natives began to show an insolent and hostile feeling. It was now late in the season and the weather was very inclement. Whitman's large family were all sick, and the disease was raging fearfully among the Indians, who were rapidly dying. I saw from five to six buried daily. The field was open for creating mischief, and the two Joes improved it. Jo Lewis was the chief agent; his cupidity had been awakened, and he and his associate expected to reap a large spoil. A few days previous to the massacre, Mr. Spaulding arrived at the station accompanied by his daughter, ten years old. She was the second child born of white parents west of the Rocky Mountains, Dr. Whitman's child being the first. She had lived her ten years of life among the natives, and spoke the language fluently. Saturday, after his arrival, Mr. Spaulding accompanied Dr. Whitman to the Umatilla to visit the Indians there, and hold a meeting for worship with them upon the Sabbath. They rode nearly all night in a heavy rain. Dr. Whitman spent the next day visiting the sick, and returned to the lodge where Mr. Spaulding was staying, late in the afternoon, nearly worn out with fatigue. The condition of his family made it imperative that he should return home, so arrangements were made for Mr. Spaulding to remain a few days on the Umatilla to visit among and preach to the Indians.

As Dr. Whitman was mounting his horse to leave, Stickas, a friendly Christian Indian, who was the owner of the lodge, came out and told him that "Jo Lewis is making trouble: that he was telling his (Stickas's) people that the doctor and Mr. Spaulding were poisoning the Indians so as to give their country to his own people." He said: "I do not believe him, but some do, and I fear they will do you harm; you had better go away for awhile until my people have better hearts."

Doctor Whitman arrived at home about 10 o'clock that night, having ridden twenty-five miles after sundown. He sent my two brothers, who were sitting up with the

sick, to bed, saying that he would watch the remainder of the night. After they had retired he examined the patients one after the other. (I also was lying sick at the time.) Coming to Helen, he spoke and told his wife, who was lying on the bed, that Helen was dying. He sat and watched her for some time, when she rallied and seemed better. I had noticed that he seemed to be troubled when he first came home, but concluded that it was anxiety in reference to the sick children.

Taking a chair, he sat down by the stove and requested his wife to arise, as he wished to talk with her. She complied, and he related to her what Stickas had told him that day; also that he had learned that the Indians were holding councils every night. After conversing for some time his wife retired to another room, and the doctor kept his lonely watch. Observing that I was restless, he surmised that I had overheard the conversation. By kind and soothing words he allayed my fears and I went to sleep. I can see it all now and remember just how he looked.

The fatal 29th of November dawned a cold, foggy morning. It would seem as though the sun was afraid to look upon the bloody deed the day was to bring forth, and that nature was weeping over the wickedness of man. Father's (Dr. Whitman) brow was serene, with no trace of the storm that had raged in his breast during the night. He was somewhat more serious than usual. Most of the children were better, only three being dangerous; two of these afterwards died. We saw nothing of mother (Mrs. Whitman). One of the girls put some breakfast on a plate and carried it to her. She was sitting with her face buried in her handkerchief, sobbing bitterly. Taking the food, she motioned the child to leave. The food was there, untouched, next morning.

An Indian child had died during the night, and was to be brought to the station for burial. While awaiting the coming of the corpse, Dr. Whitman sat reading and conversing with his assistant, Mr. Rogers, upon the difficulties that seemed to surround him, the discontent of the Indians, the Catholics forcing themselves upon him, and the insinuations of Jo Lewis. He made plans for conciliating the natives and for improving their condition. He said that the Bishop was coming to see him in a few days and he thought that then he could get the Indians to give him leave to go away in the spring, adding:

"If things do not clear up by that time I will move my family below."

Being informed of the arrival of the corpse, he arose, and after calling his wife and giving her directions in regard to the sick children, he wended his way to the graveyard.

A beef had to be killed for the use of the station, and my brother Francis, accompanied by Jo Stanfield, had gone early to the range and driven it in, and three or four men were dressing it near the grist mill, which was running, grinding grists for the Indians.

Upon the return from the funeral, the doctor remarked that none but the relatives were at the burying, although large numbers were assembled near by; but it might be owing to the beef being killed, as it was their custom to gather at such times. His wife requested him to go upstairs and see Miss Bewley, who was quite sick. He complied, returning shortly with a troubled look on his countenance. He crossed the room to a sash door that fronted the mill, and stood for some moments drumming upon the glass with his fingers. Turning around, he said:

"Poor Lorinda is in trouble and does not know the cause. I found her weeping, and she said there was a preseniment of evil on her mind that she could not overcome. I will get her some medicine, and, wife, you take it up to her, and try and comfort her a little, for I have failed in the attempt."

As he said this he walked to the medicine case and was making a selection. His wife had gone to the pantry for milk for one of the children; the kitchen was full of Indians, and their boisterous manner alarmed her. She fled to the sitting room, bolting the door in the face of the savages who tried to pass in. She had not taken her hand from the lock when the Indians rapped and asked for the doctor.

Dr. Whitman told his wife to bolt the door after him; she did so. Listening for a moment, she seemed to be reassured, crossed the room and took up the youngest child. She sat down with this child in her arms. Just then Mrs. Osborn came in from an adjoining room and sat down. This was the first time this lady had been out of her room for weeks, having been very ill.

She had scarcely sat down when we were all startled by an explosion that seemed to shake the house. The two women sprang to their feet and stood with white faces and distended eyes. The children rushed out doors, some of them without clothes, as we were talking a bath. Placing the child on the bed, Mrs. Whitman called us back and started for the kitchen, but changing her mind, she fastened the door and told Mrs. Osborn to go to her room and lock the door, at the same time telling us to put on our clothes. All this happened much quicker than I can write it. Mrs. Whitman then began to walk the floor, wringing her hands, saying, "Oh, the Indians! the Indians! they have killed my husband, and I am a widow!" She repeated this many times. At this moment Mary Ann, who was in the kitchen, rushed around the house and came in at a door that was not locked; her face was deathly white; we gathered around her and inquired if father was dead. She replied, "Yes." Just then a man from the beef came in at the same door, with his arm broken. He said, "Mrs. Whitman, the Indians are killing us all." This roused her to action. The wounded man was lying upon the floor calling for water. She brought him a pitcherful from another room, locked all the doors, then unlocking that door, she went into the kitchen. As she did so several emigrant women with their small children rushed in. Mrs. Whitman was trying to drag her husband in; one of the women went to her aid, and they brought him in. He was fatally wounded, but conscious. The blood was streaming from a gunshot wound in the throat. Kneeling over him she implored him to speak to her. To all her questions he whispered "yes" or "no," as the case might be. Mrs. Whitman would often step to the sash door and look out through the window to see what was going on out of doors, as the roar of guns showed us that the bloodthirsty fiends were not yet satisfied. At such times she would exclaim: "Oh, that Jo Lewis is doing it all!" Several times this wretch came to the door and tried to get into the room where we were. When Mrs. Whitman would ask, "What do you want, Jo?" he would run away. Looking out we saw Mr. Rogers running toward the house, hotly pursued by Indians. He sprang against the door, breaking out two panes of glass. Mrs. Whitman opened the door, and let him in, and closed it in the face of his pursuers, who, with a yell, turned to seek other victims. Mr. Rogers was shot through the wrist and tomahawked on the head; seeing the doctor lying upon the floor, he asked if he was dead, to which the doctor replied, "No."

The school teacher, hearing the report of the guns in the kitchen, ran down to see what had happened; finding the door fastened, he stood for a moment, when Mrs.

Whitman saw him and motioned for him to go back. He did so, and had reached the stairs leading to the schoolroom, when he was seized by a savage who had a large butcher knife. Mr. Sanders struggled and was about to get away when another burly savage came to the aid of the first. Standing by Mrs. Whitman's side, I watched the horrid strife until, sickened, I turned away. Just then a bullet came through the window, piercing Mrs. Whitman's shoulder. Claspng her hands to the wound, she shrieked with pain, and then fell to the floor. I ran to her and tried to raise her up. She said, "Child, you cannot help me, save yourself." We all crowded around her and began to weep. She commenced praying for us, "Lord, save these little ones." She repeated this over many times. She also prayed for her parents, saying: "This will kill my poor mother."

The women now began to go upstairs, and Mr. Rogers pushed us to the stairway. I was filled with agony at the idea of leaving the sick children and refused to go. Mr. Rogers was too excited to speak, so taking up one of the children, he handed her to me, and motioned for me to take her up. I passed her to some one else, turned and took another, and then the third and ran up myself. Mr. Rogers then helped mother to her feet, and brought her upstairs and laid her on the bed. He then knelt in prayer, and while thus engaged, the crashing of doors informed us that the work of death was accomplished out of doors, and our time had come. The wounded man, whose name was Kimball, said that if we had a gun to hold over the banisters it might keep them away. There happened to be an old broken gun in the room, and this was placed over the railing. By this time they were smashing the door leading to the stairway. Having accomplished this they retired. All was quiet for awhile, then we heard footsteps in the room below, and a voice at the bottom of the stairway called Mr. Rogers. It was an Indian, who represented that he had just come; he would save them if they would come down. After a good deal of parleying he came up. I told mother that I had seen him killing the teacher, but she thought I was mistaken. He said that they were going to burn the house, and that we must leave it. I wrapped my little sister up and handed her to him with the request that he would carry her. He said that they would take Mrs. Whitman away and then come back for us. Then all left save the children and Mr. Kimball. When they reached the room below mother was laid upon a settee and carried out into the yard by Mr. Rogers and Jo Lewis. Having reached the yard, Jo dropped his end of the settee, and a volley of bullets laid Mr. Rogers, mother and brother Francis, bleeding and dying, on the ground. While the Indians were holding a council to decide how to get Mrs. W. and Mr. Rogers into their hands, Jo Lewis had been sent to the schoolroom to get the school children. They had hid in the attic, but were ferreted out and brought to the kitchen, where they were placed in a row to be shot. But the chief relented, and said they should not be hurt; but my brother Francis was killed soon after. My oldest brother was shot at the same time the doctor was.

Night had now come, and the chief made a speech in favor of sparing the women and children, which was done, and they all became prisoners. Ten ghastly, bleeding corpses lay in and around the house. Mr. Osborn's family had secreted themselves under the floor, and escaped during the night, and after great hardships reached Fort Walla Walla. One other man escaped to this fort, but was never heard of again. Another fled to Mr. Spaulding's station; Mr. Kimball was killed the next day; Mr. Spaulding remained at Umatilla until Wednesday, and was within a few miles of the doctor's station when he learned the dreadful news. He fled, and after great suffering, reached his station, which had been saved by the presence of mind and shrewdness of his wife. Mr. Canfield was wounded, but concealing himself until night, he fled to Mr. Spaulding's station.

The manner of the attack on Dr. Whitman I learned afterward from the Indians. Upon entering the kitchen, he took his usual seat upon a settee which was between the wall and the cook stove; an Indian began to talk to him in reference to a patient the doctor was attending. While thus engaged an Indian struck him from behind on the head with a tomahawk; at the same moment two guns were discharged, one at the doctor, and the other at brother John, who was engaged in winding twine for the purpose of making brooms. The men at the beef were set upon; Mr. Kimball had his arm broken by a bullet, and fled to the doctor's house. Mr. Hoffman fought bravely with an axe; he split the foot of the savage who first struck the doctor, but was overpowered. Mr. Canfield was shot, the bullet entering his side, but he made his escape. The miller fell at his post. Mr. Hall was laying the upper floor in a building; leaping to the ground, he wrested a gun from an Indian, and fled to the fort. He was never seen or heard of afterwards, and it is surmised that he was murdered there. The tailor was sitting upon his table sewing, an Indian stepped in, shot him with a pistol, and then went out; he died at midnight after great suffering. Night came and put an end to the carnival of blood.

We were now captives of a horde of savages. The house we were held captive in was a large, square adobe building, containing five rooms, one being a bedroom and the others large living rooms. Each of these rooms had two families living in it. The Indians supplied us with plenty of food. Every morning early they would come from their village, a mile or two away, and stay until late at night. We had to prepare food for them, of which they would make us eat first, for fear that we had put poison in it. The women seldom came around. When night came and the beds were made down, the Indians would take possession of them, and we would frequently have to sit up until midnight before they would leave the house.

Previous to this the Indians had held a council to decide what to do with their prisoners. Many speeches were made; the savage mentioned above said he could see no use in bothering with them; the easiest and quickest way to get rid of them was to kill them. He sat down, and a Nez Perce arose and gave him such a scathing rebuke that he cowed down and had no more to say. They decided to keep us during the winter, and then send us below in the spring. We were informed of this, with the assurance that we would all be killed if our countrymen attempted our rescue.

Knowing how treacherous the nature of the savages was, we lived in constant fear of their murdering us. We watched for their coming in the morning and only felt safe when they departed at night. It was my custom to take my sister, who was three years old and was prostrated by a long and severe illness, in my arms and sit down behind the stove every morning and thus await their coming, resolved to die with her in my arms should they murder us. Occasionally I would go over to my desolated home. What a scene was presented there! Mutilated furniture, feathers, ashes, straw and blood, all commingled in one indiscriminate mass; desolation reigned where once had been peace and harmony. Amid all the anguish and turmoil of those dark days there would sometimes things occur that were ludicrous enough to make us for a moment forget sorrow and indulge in a hearty laugh. One day an Indian brave came riding to the house with a large map of the world thrown over his horse for a blanket. At another time the voices of the children would be heard singing hymns, accompanied by the natives. Oh, blessed childhood, that can thus throw off sorrow and gloom!

Chief Tilaukait, Chief Tamsucky, Chief Tamahas

Write a testimony from the chief's view of the settlers and missionaries.
Why did the Cayuse attack the mission?

From: <http://www.pbs.org/weta/thewest/resources/archives/two/w62cayuse.htm>

Cayuse Request for a Material Witness during the trial for the Whitman Massacre 1851

The United States vs Telokite et al

Telokite one of the defendants makes oath that a certain Indian named Quishem now in the Cayuse country he thinks will be a material witness for the defendants in this case. That the materiality of said witness was not known in time to have him in attendance at this term of the court. He expects & believes that said witness will prove that the late Dr Whitman administered medicines to many of the Cayuse Indians and that afterwards a large number of them died, including amongst them the wives and children of some of these defendants. He expects further to prove by said witness that a certain Joseph Lewis, who resided at Waillatpu, informed these defendants a few days before the 29 November 1847 that the Cayuse Indians were dying in consequence of poison being administered to them by the late Marcus Whitman and he had heard Dr. Whitman say that he would kill off all of the Cayuse Indians by the coming of the ensuing spring -- that he would then have their horses and lands. Witness will also prove it is the law of the Cayuse Indians to kill bad medicine men.

From: <http://www.nps.gov/whmi/history/marcbio.htm>

Between 1836 and 1847 life changed greatly for both the Whitmans and the Cayuse. The Cayuse were a semi-nomadic people who were on a seasonal cycle of hunting, gathering and fishing. Dr. Whitman introduced agriculture in order to keep the Cayuse at the mission and introduce Christianity. By the mid-1840's the mission was also a way-stop on the Oregon Trail. Emigrants travelling to the Willamette Valley knew they could stop at Whitman's Mission if they needed food, medicine, or a place to stay during the winter. The Cayuse were suspicious of the many people flooding into the area. Tension rose between the Cayuse and the missionaries. The situation came to a breaking point in 1847 with a measles epidemic that within a matter of months killed half the Cayuse tribe. Marcus was considered to be a *te-wat*, or medicine man, to the Cayuse people. His medicines did not work when trying to cure Cayuse infected with measles. It was Cayuse tradition that if the patient died after being treated by the medicine man, the family of the patient had the right to kill the medicine man. On November 29, 1847, eleven Cayuse took part in what is now called the "Whitman Killings". The majority of the tribe was not involved in the deaths of the Whitmans and the eleven emigrants, however, the whole tribe was held responsible until 1850. In that year, five Cayuse were turned over to the authorities in Oregon City and hanged for the crime of killing the Whitmans.

CULTURAL DIFFERENCES BETWEEN THE MISSIONARIES AND THE CAYUSE

1. The Cayuse believed that their doctors possessed supernatural power. The missionaries knew that doctors held no supernatural powers.
2. The Cayuse had a custom that if a doctor could not cure a patient then the relatives could seek revenge by killing the doctor (or Medicine Man). The missionaries were saddened by death, but they did not avenge a death by killing the doctor.
3. The Cayuse, especially the wealthy Cayuse, practiced polygyny (a man has more than one wife). The missionaries had only one wife.
4. Cayuse women, or slaves, performed all menial tasks. Missionaries split tasks.
5. The Cayuse people were nomadic. Their concept of land ownership differed from the Euro-Americans. They had loosely defined tribal boundaries and each band, or family group, had even more loosely defined boundaries. The Cayuse hunted and gathered food from the land. Fences and agriculture were foreign to them. Manual labor was considered to be for slaves and other tribes. After obtaining the horse, the Cayuse became shrewd traders and consequently, they traded more and hunted less. Missionaries glorified work. They put up fences and farmed the land.
6. The Cayuse revered the land and its natural features; everything had a meaning in their legends and religion. The missionaries used the land for cultivation and profit.

From: <http://www.pbs.org/weta/thewest/program/episodes/two/sowedie.htm>

So We Die

After ten years in Oregon, Marcus and Narcissa Whitman had largely abandoned their work among the Indians in favor of helping the wagon trains that now rolled ceaselessly across Cayuse lands.

"I think that the Cayuse hated Narcissa. And I think that when Narcissa turned her back on the Indians, and when she dealt with them as sternly as she did, with, I think, from her perspective, with all the right motives -- you have to tell people who were going to hell they were going to hell -- that they came to really despise her. Way back in the early 1840s, the Indians started telling the Whitmans to leave: 'We don't like to hear this bad talk. Leave.' The Whitmans don't go."



Julie Roy Jeffrey

In 1847, three years after the Sager children arrived, measles carried west with the emigrant trains swept through the Cayuse villages. Half the tribe died -- including most of the children. Despite Marcus Whitman's nursing, rumors circulated among the grieving Cayuse that he was secretly spreading the disease, not trying to cure it.

Chief Joseph

Write a testimony from Chief Joseph's views towards the settlers at first and how that view changed. What did he think about the Indian's removal to the reservations. Why did he fight in the Indian Wars?

From: <http://www.pbs.org/weta/thewest/resources/archives/six/jospeak.htm>

The first white men of your people who came to our country were named Lewis and Clark. They brought many things which our people had never seen. They talked straight and our people gave them a great feast as proof that their hearts were friendly. They made presents to our chiefs and our people made presents to them. We had a great many horses of which we gave them what they needed, and they gave us guns and tobacco in return. All the Nez Perce made friends with Lewis and Clark and agreed to let them pass through their country and never to make war on white men. This promise the Nez Perce have never broken.

II.

For a short time we lived quietly. But this could not last. White men had found gold in the mountains around the land of the Winding Water. They stole a great many horses from us and we could not get them back because we were Indians. The white men told lies for each other. They drove off a great many of our cattle. Some white men branded our young cattle so they could claim them. We had no friends who would plead our cause before the law councils. It seemed to me that some of the white men in Wallowa were doing these things on purpose to get up a war. They knew we were not strong enough to fight them. I labored hard to avoid trouble and bloodshed. We gave up some of our country to the white men, thinking that then we could have peace. We were mistaken. The white men would not let us alone. We could have avenged our wrongs many times, but we did not. Whenever the Government has asked for help against other Indians we have never refused. When the white men were few and we were strong we could have killed them off, but the Nez Perce wishes to live at peace.

On account of the treaty made by the other bands of the Nez Perce the white man claimed my lands. We were troubled with white men crowding over the line. Some of them were good men, and we lived on peaceful terms with them, but they were not all good. Nearly every year the agent came over from Lapwai and ordered us to the reservation. We always replied that we were satisfied to live in Wallowa. We were careful to refuse the presents or annuities which he offered.

Through all the years since the white man came to Wallowa we have been threatened and taunted by them and the treaty Nez Perce. They have given us no rest. We have had a few good friends among the white men, and they have always advised my people to bear these taunts without fighting. Our young men are quick tempered and I have had great trouble in keeping them from doing rash things. I have carried a heavy load on my back ever since I was a boy. I learned then that we were but few while the white men were many, and that we could not hold our own

with them. We were like deer. They were like grizzly bears. We had a small country. Their country was large. We were contented to let things remain as the Great Spirit Chief made them. They were not; and would change the mountains and rivers if they did not suit them.

III.

[At his surrender in the Bear Paw Mountains, 1877]

Tell General Howard that I know his heart. What he told me before I have in my heart. I am tired of fighting. Our chiefs are killed. Looking Glass is dead, Tu-hul-hil-sote is dead. the old men are all dead. It is the young men who now say yes or no. He who led the young men [Joseph's brother Alikut] is dead. It is cold and we have no blankets. The little children are freezing to death. My people -- some of them have run away to the hills and have no blankets and no food. No one knows where they are -- perhaps freezing to death. I want to have time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs, my heart is sick and sad. From where the sun now stands I will fight no more against the white man.

IV.

[On a visit to Washington, D.C., 1879]

At last I was granted permission to come to Washington and bring my friend Yellow Bull and our interpreter with me. I am glad I came. I have shaken hands with a good many friends, but there are some things I want to know which no one seems able to explain. I cannot understand how the Government sends a man out to fight us, as it did General Miles, and then breaks his word. Such a government has something wrong about it. I cannot understand why so many chiefs are allowed to talk so many different ways, and promise so many different things. I have seen the Great Father Chief [President Hayes]; the Next Great Chief [Secretary of the Interior]; the Commissioner Chief; the Law Chief; and many other law chiefs [Congressmen] and they all say they are my friends, and that I shall have justice, but while all their mouths talk right I do not understand why nothing is done for my people. I have heard talk and talk but nothing is done. Good words do not last long unless they amount to something. Words do not pay for my dead people. They do not pay for my country now overrun by white men. They do not protect my father's grave. They do not pay for my horses and cattle. Good words do not give me back my children. Good words will not make good the promise of your war chief, General Miles. Good words will not give my people a home where they can live in peace and take care of themselves. I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises. There has been too much talking by men who had no right to talk. Too many misinterpretations have been made; too many misunderstandings have come up between the white men and the Indians. If the white man wants to live in peace with the Indian he can live in peace. There need be no trouble. Treat all men alike. Give them the same laws. Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it. You might as well expect all rivers to run backward as that any man who was born a free man should be contented penned up and denied liberty to go where he pleases. If you tie a horse to a stake, do you expect he

will grow fat? If you pen an Indian up on a small spot of earth and compel him to stay there, he will not be contented nor will he grow and prosper. I have asked some of the Great White Chiefs where they get their authority to say to the Indian that he shall stay in one place, while he sees white men going where they please. They cannot tell me.

I only ask of the Government to be treated as all other men are treated. If I cannot go to my own home, let me have a home in a country where my people will not die so fast. I would like to go to Bitter Root Valley. There my people would be happy; where they are now they are dying. Three have died since I left my camp to come to Washington.

When I think of our condition, my heart is heavy. I see men of my own race treated as outlaws and driven from country to country, or shot down like animals.

I know that my race must change. We cannot hold our own with the white men as we are. We only ask an even chance to live as other men live. We ask to be recognized as men. We ask that the same law shall work alike on all men. If an Indian breaks the law, punish him by the law. If a white man breaks the law, punish him also.

Let me be a free man, free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to talk, think and act for myself -- and I will obey every law or submit to the penalty.

Whenever the white man treats the Indian as they treat each other then we shall have no more wars. We shall be all alike -- brothers of one father and mother, with one sky above us and one country around us and one government for all. Then the Great Spirit Chief who rules above will smile upon this land and send rain to wash out the bloody spots made by brothers' hands upon the face of the earth. For this time the Indian race is waiting and praying. I hope no more groans of wounded men and women will ever go to the ear of the Great Spirit Chief above, and that all people may be one people.

From: http://www.pbs.org/weta/thewest/people/a_c/chiefjoseph.htm

Chief Joseph"

Hin-mah-too-yah-lat-kekt (1840-1904)

The man who became a national celebrity with the name "Chief Joseph" was born in the Wallowa Valley in what is now northeastern Oregon in 1840. He was given the name Hin-mah-too-yah-lat-kekt, or Thunder Rolling Down the Mountain, but was widely known as Joseph, or Joseph the Younger, because his father had taken the Christian name Joseph when he was baptized at the Lapwai mission by Henry Spalding in 1838.

Joseph the Elder was one of the first Nez Percé converts to Christianity and an active supporter of the tribe's longstanding peace with whites. In 1855 he even helped

Washington's territorial governor set up a Nez Percé reservation that stretched from Oregon into Idaho. But in 1863, following a gold rush into Nez Percé territory, the federal government took back almost six million acres of this land, restricting the Nez Percé to a reservation in Idaho that was only one tenth its prior size. Feeling himself betrayed, Joseph the Elder denounced the United States, destroyed his American flag and his Bible, and refused to move his band from the Wallowa Valley or sign the treaty that would make the new reservation boundaries official.

When his father died in 1871, Joseph was elected to succeed him. He inherited not only a name but a situation made increasingly volatile as white settlers continued to arrive in the Wallowa Valley. Joseph staunchly resisted all efforts to force his band onto the small Idaho reservation, and in 1873 a federal order to remove white settlers and let his people remain in the Wallowa Valley made it appear that he might be successful. But the federal government soon reversed itself, and in 1877 General Oliver Otis Howard threatened a cavalry attack to force Joseph's band and other hold-outs onto the reservation. Believing military resistance futile, Joseph reluctantly led his people toward Idaho.

Unfortunately, they never got there. About twenty young Nez Percé warriors, enraged at the loss of their homeland, staged a raid on nearby settlements and killed several whites. Immediately, the army began to pursue Joseph's band and the others who had not moved onto the reservation. Although he had opposed war, Joseph cast his lot with the war leaders.

What followed was one of the most brilliant military retreats in American history. Even the unsympathetic General William Tecumseh Sherman could not help but be impressed with the 1,400 mile march, stating that "the Indians throughout displayed a courage and skill that elicited universal praise... [they] fought with almost scientific skill, using advance and rear guards, skirmish lines, and field fortifications." In over three months, the band of about 700, fewer than 200 of whom were warriors, fought 2,000 U.S. soldiers and Indian auxiliaries in four major battles and numerous skirmishes.

By the time he formally surrendered on October 5, 1877, Joseph was widely referred to in the American press as "the Red Napoleon." It is unlikely, however, that he played as critical a role in the Nez Percé's military feat as his legend suggests. He was never considered a war chief by his people, and even within the Wallowa band, it was Joseph's younger brother, Olikut, who led the warriors, while Joseph was responsible for guarding the camp. It appears, in fact, that Joseph opposed the decision to flee into Montana and seek aid from the Crows and that other chiefs -- Looking Glass and some who had been killed before the surrender -- were the true strategists of the campaign. Nevertheless, Joseph's widely reprinted surrender speech has immortalized him as a military leader in American popular culture:

I am tired of fighting. Our chiefs are killed. Looking Glass is dead. Toohoolhoolzote is dead. The old men are all dead. It is the young men who say, "Yes" or "No." He who led the young men [Olikut] is dead. It is cold, and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food. No one knows where they are -- perhaps freezing to death. I want to have time to look for my children, and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs! I am tired. My heart is sick and sad. From where the sun now stands I will fight no more forever.

Joseph's fame did him little good. Although he had surrendered with the understanding that he would be allowed to return home, Joseph and his people were instead taken first to eastern Kansas and then to a reservation in Indian Territory (present-day Oklahoma) where many of them died of epidemic diseases. Although he was allowed to visit Washington, D.C., in 1879 to plead his case to U.S. President Rutherford B. Hayes, it was not until 1885 that Joseph and the other refugees were returned to the Pacific Northwest. Even then, half, including Joseph, were taken to a non-Nez Percé reservation in northern Washington, separated from the rest of their people in Idaho and their homeland in the Wallowa Valley.

In his last years, Joseph spoke eloquently against the injustice of United States policy toward his people and held out the hope that America's promise of freedom and equality might one day be fulfilled for Native Americans as well. An indomitable voice of conscience for the West, he died in 1904, still in exile from his homeland, according to his doctor "of a broken heart."

Lewis and Clark

Write a testimony from Lewis and Clark's view toward the Native Americans that they encountered. What would they say about the friendliness of the Native Americans and the rights that they deserve?

From: <http://www.pbs.org/weta/thewest/resources/archives/eight/fletcher.htm>

Mr. Jefferson, being President of the United States, sent his own private Secretary, Captain Lewis, to command the expedition, and he was accompanied by Captain William Clark. We cannot follow the party very closely, but sometime you will read the Lewis and Clark journals which are very interesting. The men were fitted out by the Government with horses and everything they needed for the long journey, even with guns to kill game and Indians as they went along.

I think Lewis and Clark were wise men and not so fond of killing as many explorers are. They met many tribes of Indians and pretty generally avoided having any trouble with them. Indians gave them food and horses and in return received guns and knives and trinkets; often they divided their last morsel freely with the travellers who were often hungry, sometimes being obliged to kill and eat their horses.

On the 20th of September 1805, when the men had become weak and thin and many were ill, they "descended the last of the Rocky Mountains and reached the level country," a beautiful open plain with trees scattered over it. And there they saw three Indian boys who ran away and hid in the grass. They were Nez Perce boys and when they had carried the news of the arrival of the white men home, a man came out to meet Lewis and Clark and led the travellers to the Nez Perce village; and right here I must tell you what a mistake was made about the name of this tribe.

It is never easy to come at the name of an Indian or even of an Indian tribe. A tribe has always at least two names; one they call themselves by and one by which they are known to other tribes. All the tribes living west of the Rocky Mountains were called "Chupnit-pa-lu," which means people of the pierced noses; it also means emerging from the bushes or forest; the people from the woods.

The tribes on the Columbia river used to pierce the nose and wear in it some ornament as you have seen some old fashioned white ladies wear in their ears. Lewis and Clark had with them an interpreter whose wife was a Shoshone or Snake woman and so it came about that when it was asked "What Indians are these?" the answer was "They are 'Chupnit-pa-lu'" and it was written down in the journal; spelled rather queerly, for white people's ears do not always catch Indian tones and of course the Indians could not spell any word.

It was written "Chopunnish." Chopunnish is not much like Chupnit-pa-lu and it is not known in the Nez Perce tribe: the oldest man never heard of it. Old Billy says, "We have a name that does not belong to us. We are not pierced noses and never were. We are the 'Nemapo.' When Lewis and Clark came into our country they were very hungry and their horses were all bones."

"They were the first white men that many of the people had ever seen and the women thought them beautiful." Billy's grandfather shook hands with the strangers and talked with them in the sign language and all the chiefs were sent for to welcome the little company of white men and to find out what could be done to help them. The Journal says that the Nez Perces were kind to the tired and hungry party. They furnished fresh horses and dried meat and fish with wild potatoes and other roots which were good to eat, and the refreshed white men went further on, westward, leaving their bony, wornout horses for the Indians to take care of and have fat and strong when Lewis and Clark should come back on their way home.

It was in the early spring, in May, when they returned. The weather was cold, with snow on the high lands and mud in the villages, and they were again hungry and worn with hard travel and want of proper food. The Nez Perces went out to meet them and brought the whole party down into Kamiah (which Lewis and Clark spell Commearp) and there they set up a large leathern tent which the Chief said was for their home as long as they wished to stay among the Indians: and there they lived a whole month, like brothers with the Nez Perces. The people brought roots and dried salmon and the Journal says that "not being accustomed to live on roots alone, we feared that such food might make our men sick and therefore proposed to exchange one of our good horses, which was rather poor, for one that was fatter which we might kill.

"The hospitality of the Chiefs was offended at the idea of an exchange. He observed that his people had an abundance of young horses and that if we were disposed to use that food, we might have as many as we wanted."

It is very interesting to read what Lewis and Clark write about their friendly camping in the Kamiah valley, but it really does not belong to the story. These white men learned something of the Nez Perce language, enough to convey some new ideas to the Indians; not very clearly but sufficiently well to set them thinking. The new ideas were about God, a great Being that every race and tribe are always trying to know something about. The Nez Perces had been trying all their lives. Old Billy said no matter how hard they tried "it was all fog," and that after Lewis and Clark came they doubted more and more their old ways of worship.

General Nelson A. Miles on the "Sioux Outbreak" of 1890

Write a testimony from the viewpoint of General Nelson A. Miles on the situation with the Native Americans? Are the Native Americans being treated fairly? What reasons does he give for why the Sioux revolted?

From: <http://www.pbs.org/weta/thewest/resources/archives/eight/wkmiles.htm>

I.

STATEMENT OF GENERAL MILES

From the Report of the Secretary of War for 1891, Vol. I, pp, 133, 134, and 149.

Cause of Indian dissatisfaction -- The causes that led to the serious disturbance of the peace in the northwest last autumn and winter were so remarkable that an explanation of them is necessary in order to comprehend the seriousness of the situation. The Indians assuming the most threatening attitude of hostility were the Cheyennes and Sioux. Their condition may be stated as follows: For several years following their subjugation in 1877, 1878, and 1879 the most dangerous element of the Cheyennes and the Sioux were under military control. Many of them were disarmed and dismounted; their war ponies were sold and the proceeds returned to them in domestic stock, farming utensils, wagons, etc. Many of the Cheyennes, under the charge of military officers, were located on land in accordance with the laws of Congress, but after they were turned over to civil agents and the vast herds of buffalo and large game had been destroyed their supplies were insufficient, and they were forced to kill cattle belonging to white people to sustain life.

The fact that they had not received sufficient food is admitted by the agents and the officers of the government who have had opportunities of knowing. The majority of the Sioux were under the charge of civil agents, frequently changed and often inexperienced. Many of the tribes became rearmed and remounted. They claimed that the government had not fulfilled its treaties and had failed to make large enough appropriations for their support; that they had suffered for want of food, and the evidence of this is beyond question and sufficient to satisfy any unprejudiced intelligent mind. The statements of officers, inspectors, both of the military and the Interior departments, of agents, of missionaries, and civilians familiar with their condition, leave no room for reasonable doubt that this was one of the principal causes. While statements may be made as to the amount of money that has been expended by the government to feed the different tribes, the manner of distributing those appropriations will furnish one reason for the deficit.

The unfortunate failure of the crops in the plains country during the years of 1889 and 1890 added to the distress and suffering of the Indians, and it was possible for

them to raise but very little from the ground for self-support; in fact, white settlers have been most unfortunate, and their losses have been serious and universal throughout a large section of that country. They have struggled on from year to year; occasionally they would raise good crops, which they were compelled to sell at low prices, while in the season of drought their labor was almost entirely lost. So serious have been their misfortunes that thousands have left that country within the last few years, passing over the mountains to the Pacific slope or returning to the east of the Missouri or the Mississippi.

The Indians, however, could not migrate from one part of the United States to another; neither could they obtain employment as readily as white people, either upon or beyond the Indian reservations. They must remain in comparative idleness and accept the results of the drought-an insufficient supply of food. This created a feeling of discontent even among the loyal and well disposed and added to the feeling of hostility of the element opposed to every process of civilization.

II

Reports forwarded by Brigadier-General Ruger, commanding Department of Dakota, contained the following:

The commanding officer at Fort Yates, North Dakota, under date of December 7, 1890, at the time the Messiah delusion was approaching a climax, says, in reference to the disaffection of the Sioux Indians at Standing Rock agency, that it is due to the following causes:

- (1) Failure of the government to establish an equitable southern boundary of the Standing Rock agency reservation.
- (2) Failure of the government to expend a just proportion of the money received from the Chicago, Milwaukee and St. Paul railroad company, for right of way privileges, for the benefit of the Indians of said agency. Official notice was received October 18, 1881, by the Indian agent at the Standing Rock agency, that the said railroad company had paid the government under its agreement with the Sioux Indians, for right of way privileges, the sum of \$13,911. What additional payments, if any, have been made by the said railroad company, and what payments have been made by the Dakota Central railroad company, the records of the agency do not show. In 1883, and again in 1885, the agent, upon complaints made by the Indians, wrote to the Commissioner of Indian Affairs, making certain recommendations as regards the expenditure of the money received from the said railroad company, but was in each instance informed that until Congress took action with respect to the funds referred to nothing could be done. No portion of the money had been expended up to that time (December, 1890) for the benefit of the Indians of the agency, and frequent complaints had been made to the agent by the Indians because they had received no benefits from their concessions to the said railroad companies.
- (3) Failure of the government to issue the certificates of title to allotments, as required by article 6 of the treaty of 1868.
- (4) Failure of the government to provide the full allowance of seeds and agricultural implements to Indians engaged in farming, as required in article 8, treaty of 1868.

(5) Failure of the government to issue to such Indians the full number of cows and oxen provided in article 10, treaty of 1876.

(7) Failure of the government to issue to the Indians the full ration stipulated in article 5, treaty of 1876. (For the fiscal year beginning July 1, 1890, the following shortages in the rations were found to exist: 485,275 pounds of beef [gross], 761,212 pounds of corn, 11,937 pounds of coffee, 281,712 pounds of flour, 26,234 pounds of sugar, and 39,852 pounds of beans. Although the obligations of the government extend no further than furnishing so much of the ration prescribed in article 5 as may be necessary for the support of the Indians, it would seem that, owing to the almost total failure of crops upon the Standing Rock reservation for the past four years, and the absence of game, the necessity for the issue of the full ration to the Indians here was never greater than at the present time-December, 1890.)

(8) Failure of the government to issue to the Indians the full amount of annuity supplies to which they were entitled under the provisions of article 10, treaty of 1868.

(9) Failure of the government to have the clothing and other annuity supplies ready for issue on the first day of August of each year. Such supplies have not been ready for issue to the Indians, as a rule, until the winter season is well advanced. (After careful examination at this agency, the commanding officer is convinced that not more than two-thirds of the supplies provided in article 10 have been issued there, and the government has never complied with that provision of article 10 which requires the supplies enumerated in paragraphs 2, 3, and 4 of said article to be delivered on or before the first day of August of each year. Such supplies for the present fiscal year, beginning July 1, 1890, had not yet reached (December, 1890) the nearest railway station, about 60 miles distant, from which point they must, at this season of the year, be freighted to this agency in wagons. It is now certain that the winter will be well advanced before the Indians at this agency receive their annual allowance of clothing and other annuity supplies.)

(10) Failure of the government to appropriate money for the payment of the Indians for the ponies taken from them, by the authority of the government, in 1876.

In conclusion, the commanding officer says: "It, however, appears from the foregoing, that the government has failed to fulfill its obligations, and in order to render the Indians law-abiding, peaceful, contented, and prosperous it is strongly recommended that the treaties be promptly and fully carried out, and that the promises made by the commission in 1889 be faithfully kept."

III.

FIELD DISPATCHES OF GENERAL MILES

[Following are two telegrams sent from the field by General Miles at the beginning of the trouble.]

RAPID CITY, SOUTH DAKOTA, December 19, 1890.
Senator DAWES,
Washington, District of Columbia:

You may be assured of the following facts that can not be gainsaid:

First. The forcing process of attempting to make large bodies of Indians self-sustaining when the government was cutting down their rations and their crops almost a failure, is one cause of the difficulty.

Second. While the Indians were urged and almost forced to sign a treaty presented to them by the commission authorized by Congress, in which they gave up a valuable portion of their reservation which is now occupied by white people, the government has failed to fulfill its part of the compact, and instead of an increase or even a reasonable supply for their support, they have been compelled to live on half and two-thirds rations, and received nothing for the surrender of their lands, neither has the government given any positive assurance that they intend to do any differently with them in the future.

Congress has been in session several weeks and could, if it were disposed, in a few hours confirm the treaties that its commissioners have made with these Indians and appropriate the necessary funds for its fulfillment, and thereby give an earnest of their good faith or intention to fulfill their part of the compact. Such action, in my judgment, is essential to restore confidence with the Indians and give peace and protection to the settlements. If this be done, and the President authorized to place the turbulent and dangerous tribes of Indians under the control of the military, Congress need not enter into details, but can safely trust the military authorities to subjugate and govern, and in the near future make self-sustaining, any or all of the Indian tribes of this country.

RAPID CITY, SOUTH DAKOTA, December 19, 1890.
General, JOHN M. SCHOFIELD,
Commanding the Army, Washington, District of Columbia:

Replying to your long telegram, one point is of vital importance-the difficult Indian problem can not be solved permanently at this end of the line. It requires the fulfillment by Congress of the treaty obligations which the Indians were entreated and coerced into signing. They signed away a valuable portion of their reservation, and it is now occupied by white people, for which they have received nothing. They understood that ample provision would be made for their support; instead, their

supplies have been reduced, and much of the time they have been living on half and two-thirds rations. Their crops, as well as the crops of the white people, for two years have been almost a total failure. The disaffection is widespread, especially among the Sioux, while the Cheyennes have been on the verge of starvation and were forced to commit depredations to sustain life. These facts are beyond question, and the evidence is positive and sustained by thousands of witnesses. Serious difficulty has been gathering for years. Congress has been in session several weeks and could in a single hour confirm the treaties and appropriate the necessary funds for their fulfillment, which their commissioners and the highest officials of the government have guaranteed to these people, and unless the officers of the army can give some positive assurance that the government intends to act in good faith with these people, the loyal element will be diminished and the hostile element increased. If the government will give some positive assurance that it will fulfill its part of the understanding with these 20,000 Sioux Indians, they can safely trust the military authorities to subjugate, control, and govern these turbulent people, and I hope that you will ask the Secretary of War and the Chief Executive to bring this matter directly to the attention of Congress.

Lakota Accounts of the Massacre at Wounded Knee

Write a testimony from the viewpoint of the Lakota tribe on the Indian Wars. They wanted peace with the U.S., but they were upset about the way the soldiers attacked rebel tribes? What do they say about this?

From: <http://www.pbs.org/weta/thewest/resources/archives/eight/wklakota.htm>

From the Report of the Commissioner of Indian Affairs for 1891, volume 1, pages 179-181. Extracts from verbatim stenographic report of council held by delegations of Sioux with Commissioner of Indian Affairs, at Washington, February 11, 1891.

TURNING HAWK. When we heard that these people were coming toward our agency we also heard this. These people were coming toward Pine Ridge agency, and when they were almost on the agency they were met by the soldiers and surrounded and finally taken to the Wounded Knee creek, and there at a given time their guns were demanded. When they had delivered them up, the men were separated from their families, from the tipis, and taken to a certain spot. When the guns were thus taken and the men thus separated, there was a crazy man, a young man of very bad influence and in fact a nobody, among that bunch of Indians fired his gun, and of course the firing of a gun must have been the breaking of a military rule of some sort, because immediately the soldiers returned fire and indiscriminate killing followed.

SPOTTED HORSE. This man shot an officer in the army; the first shot killed this officer. I was a voluntary scout at that encounter and I saw exactly what was done, and that was what I noticed; that the first shot killed an officer. As soon as this shot was fired the Indians immediately began drawing their knives, and they were exhorted from all sides to desist, but this was not obeyed. Consequently the firing began immediately on the part of the soldiers.

TURNING HAWK. All the men who were in a bunch were killed right there, and those who escaped that first fire got into the ravine, and as they went along up the ravine for a long distance they were pursued on both sides by the soldiers and shot down, as the dead bodies showed afterwards. The women were standing off at a different place from where the men were stationed, and when the firing began, those of the men who escaped the first onslaught went in one direction up the ravine, and then the women, who were bunched together at another place, went entirely in a different direction through an open field, and the women fared the same fate as the men who went up the deep ravine.

AMERICAN HORSE. The men were separated, as has already been said, from the women, and they were surrounded by the soldiers. Then came next the village of the Indians and that was entirely surrounded by the soldiers also. When the firing began, of course the people who were standing immediately around the young man who fired the first shot were killed right together, and then they turned their guns, Hotchkiss guns, etc., upon the women who were in the lodges standing there under a flag of truce, and of course as soon as they were fired upon they fled, the men

fleeing in one direction and the women running in two different directions. So that there were three general directions in which they took flight.

There was a woman with an infant in her arms who was killed as she almost touched the flag of truce, and the women and children of course were strewn all along the circular village until they were dispatched. Right near the flag of truce a mother was shot down with her infant; the child not knowing that its mother was dead was still nursing, and that especially was a very sad sight. The women as they were fleeing with their babes were killed together, shot right through, and the women who were very heavy with child were also killed. All the Indians fled in these three directions, and after most all of them had been killed a cry was made that all those who were not killed wounded should come forth and they would be safe. Little boys who were not wounded came out of their places of refuge, and as soon as they came in sight a number of soldiers surrounded them and butchered them there.

Of course we all feel very sad about this affair. I stood very loyal to the government all through those troublesome days, and believing so much in the government and being so loyal to it, my disappointment was very strong, and I have come to Washington with a very great blame on my heart. Of course it would have been all right if only the men were killed; we would feel almost grateful for it. But the fact of the killing of the women, and more especially the killing of the young boys and girls who are to go to make up the future strength of the Indian people, is the saddest part of the whole affair and we feel it very sorely.

I was not there at the time before the burial of the bodies, but I did go there with some of the police and the Indian doctor and a great many of the people, men from the agency, and we went through the battlefield and saw where the bodies were from the track of the blood.

TURNING HAWK. I had just reached the point where I said that the women were killed. We heard, besides the killing of the men, of the onslaught also made upon the women and children, and they were treated as roughly and indiscriminately as the men and boys were.

Of course this affair brought a great deal of distress upon all the people, but especially upon the minds of those who stood loyal to the government and who did all that they were able to do in the matter of bringing about peace. They especially have suffered much distress and are very much hurt at heart. These peace-makers continued on in their good work, but there were a great many fickle young men who were ready to be moved by the change in the events there, and consequently, in spite of the great fire that was brought upon all, they were ready to assume any hostile attitude. These young men got themselves in readiness and went in the direction of the scene of battle so they might be of service there. They got there and finally exchanged shots with the soldiers. This party of young men was made up from Rosebud, Ogalalla (Pine Ridge), and members of any other agencies that happened to be there at the time. While this was going on in the neighborhood of Wounded Knee-the Indians and soldiers exchanging shots-the agency, our home, was also fired into by the Indians. Matters went on in this strain until the evening came on, and then the Indians went off down by White Clay creek. When the agency was fired upon by the Indians from the hillside, of course the shots were returned by the Indian police who were guarding the agency buildings.

Although fighting seemed to have been in the air, yet those who believed in peace were still constant at their work. Young-Man-Afraid-of-his-Horses, who had been on a visit to some other agency in the north or northwest, returned, and immediately went out to the people living about White Clay creek, on the border of the Bad Lands, and brought his people out. He succeeded in obtaining the consent of the people to come out of their place of refuge and return to the agency. Thus the remaining portion of the Indians who started from Rosebud were brought back into the agency. Mr. Commissioner, during the days of the great whirlwind out there, those good men tried to hold up a counteracting power, and that was "Peace." We have now come to realize that peace has prevailed and won the day. While we were engaged in bringing about peace our property was left behind, of course, and most of us have lost everything, even down to the matter of guns with which to kill ducks, rabbits, etc, shotguns, and guns of that order. When Young-Man-Afraid brought the people in and their guns were asked for, both men who were called hostile and men who stood loyal to the government delivered up their guns.

Chief Kamiakin

Write a testimony from Chief Kamiakin's viewpoint regarding the way that the Native Americans were treated by the U.S. and their treaties.

From: <http://members.aol.com/Gibson0817/ywar.htm>

Kamiakin and the Yakima Indian War of 1855

Kamiakin's father was a Palouse Indian and his mother was a Yakima. Before he was born, it was predicted by an Indian shaman that Kamiakin would be a leader for his people, a leader against the whites. As a young man, Kamiakin's father was an outcast from his tribe. He stayed with the Yakamas, where he fell in love with an Indian maiden there. After awhile, they grew impatient with the delays and excuses why they could not get married, so they ran away together to his home near Asotin, Washington. At the end of the first year, Kamiakin was born. They had two more sons, Skloom and Show-a-way. One night, his mother ran away with Kamiakin and Skloom back to her people.

From his father he inherited a love of adventure and travel. He was good friends with Peu-Peu-Mox-Mox, a famous Indian chief of the Walla Walla and Looking Glass of the Nez Perce. He was as much at ease with his father's people and his mothers. He went on buffalo hunts with the Nez Perce. At an early age, he collected many horses, the symbol of wealth.

His main home was on the upper Ahtanum ridge, later known as the A.D. Eglin ranch in Tampico. Here he planted one of the first gardens of Yakima. He had status since his mother was a princess, daughter of the chief. But also his daring, good judgment, and generosity earned him respect. He married Sal-kow daughter of one of his mother's brothers. The four sons of the chief were weak personalities and did nothing to curb their nephew's popularity. As early as 1840, the Yakamas recognized him as their leader. Their territory was from Naches to Prosser (Tap-tat). Yakamas were away from the main immigrant roads so they were not bothered by them. In fact, they were glad to trade furs for trade goods and they welcomed the missionaries. It was only the settlers they didn't want. There had been prophecies that white people would come and take their land away.

In 1853, Lt. George B. McClellan came to Fort Vancouver to explore the Cascades for the Northern Pacific Railroad to look for a pass. He was under the command of Governor Stevens. Indian runners were sent to the Klickitats and Yakimas to tell them of McClellan's arrival. Kamiakin met the runner at the mission with Father Pandosy. He learned of Steven's intensions to make treaties. He was determined to defeat any treaty Stevens might try to make.

In 1854, Stevens came and talked with Ow-hi, chief of the Upper Yakamas. He told Ow-hi about his desire to buy the land. Ow-hi said he wasn't interested. Stevens told him they'd take it anyway without paying the tribe. Then he threatened to send soldiers to wipe them out if they didn't move. Ow-hi passed this on to the tribes.

Kamiakin refused to go down without a fight. He talked to Quil-ten-e-nock and Sulk-talth-scos-um (Moses) and Looking Glass and Peu-Peu-Mox-Mox, all chiefs. They banded all the tribes from British Columbia to the southern boundary of Oregon to resist. A council would be held with representatives from all the tribal councils. The meeting would be in the Grande Ronde valley because it was remote. Also, they hoped to get the Snake tribes to join them. The meeting lasted five days. Only Hal-halt-los-sot, better known as Lawyer, of the Nez Perce, Stic-cas of the Cayuse, and Garry of the Spokanes wanted to sign treaties. The Shoshoni also promised to fight if war was in their territory. Boundaries were established for territories and leaders who had authority in each one. Tribes represented at the council were the Yakamas, Klickitats, Wick-rams, So-kulks, Wenatchas, Chelans, Okanogans, Colvilles, Spokane, Coeur D'Alenes, Nez Perce, Cayuse, Warm Springs, Des Chutes, Wasco-pams, and Iy-hes. Kamiakin kept their passions stirred up. But secretly Lawyer was telling the whites of the Indians' plans, hoping to gain advantage for himself.

The Indians arrived on May 24-28, 1855 to meet with Stevens, and Indian Superintendent Palmer of Oregon. Forty dragoons were also on site. The Nez Perce alone brought 2,500 people, including women and children. The Cayuses brought 300, considered the fiercest fighters of all the tribes. They were constantly at war with the Snakes so there were fewer of them. The Yakama and Walla Walla tribes brought about 1,000. The Yakimas knew something was up with such a large showing of Nez Perce.

At first Stevens asked for only two reservations, one in Nez Perce country for the Nez Perce, Cayuse, Umatilla, and Walla Walla tribes. The other would be in the Yakima Valley for Yakama, Palouse, and others. While others were deliberating, Lawyer told the whites that the Cayuses were planning to start war and kill all the whites at the conference. There is no evidence this was true but Lawyer needed to get protection for the Nez Perce.

On June 7, they finally got down to business. Stic-Cas of the Cayuse said he only wanted to be at the Grand Ronde, Touchet, or Tucanon. Everyone else but Lawyer wanted another meeting. But the whites insisted on action now. To pacify them, Stevens offered a third reservation for the Umatilla, Walla Walla, and Cayuse. All were ready to accept except Kamiakin. Finally, on June 9, Kamiakin and Peu-Peu-Mox-Mox signed the treaties. All others signed too.

The Yakamas had to give up 29,000 square miles of Chelan, Yakima, Kittitas, Franklin, Douglas, Klickitat, and Adams counties for the 1,200,000 acres they have today. The Nez Perce gave up Whitman, Garfield, Columbia, Asotin, Union, Wallowa, and Nez Perce counties, but did get a sizeable piece, including part of Wallowa, upon the insistence by old Chief Joseph. It was the surrender of that land in 1863 against the wishes of young Chief Joseph that led to the Nez Perce War of 1877. The Walla Wallas, Cayuse, and Umatillas lost Walla Walla, Umatilla, Morrow, Union, and Gilliam counties and got the small Umatilla Reservation. Compensation for the Yakamas was \$650,000, salaries for head chiefs, and tools, houses, etc. Others were given a similar deal. It was a pittance really. The chiefs were far from happy and agreed to band in war if soldiers were sent in.

Up to this time, travellers through these Indian lands had been largely left alone. After the treaty, murders started happening. A month after the treaty, Kamiakin was ready to go to war to prevent them from settling on their land. Not all the chiefs

were unanimous. But they deferred to Kamiakin's decision. They would start war if whites attempted to travel through their land. They sent warriors to Naches and Snoqualmie passes to warn whites about going east. Many miners were going east to the Colville mines, so few obeyed. Kamiakin also talked to Leschi, a chief of the Puget Sound tribes and got them to join them. Almost immediately, a group went out and killed six white men. News spread among the Indians and Qual-chan, the group's leader, became a hero. Two others were killed shortly afterwards. But the killing that started the war was that of Indian agent A.J. Bolon, known as an honest man.

It is not known who killed him or who, but it was generally blamed on Kamiakin or Qual-chan, though neither knew about the murder until after the fact. Bolon had left The Dalles on September 20, 1855 on his way to Ahtanum to talk to Kamiakin about the murders by Qual-chan. He met Kamiakin's brother near Ft. Simcoe, who warned him to go back or he would be killed. Ma-cheil, Kamiakin's nephew, and some friends came upon Bolon. They killed him, supposedly because he knew too much about Qual-chan. Kamiakin's brother was distressed when he heard his own son was responsible. At council, they decided what to do in case of white retaliation. He voted to give them up to the soldiers.

Another contributing factor was the Mormons. A Bannock Indian was sent by them to arm the Yakima tribes against the whites. Many guns and powder balls later found among the Walla Wallas and Cayuse had Mormon brands on them. This arming of them contributed, since the Indians were now armed. Nathan Olney, sub-Indian agent of The Dalles discovered the murder. Major Rains ordered Major Haller at The Dalles to send 84 men to Yakima County with a force sent from Ft. Steilacoom under Lt. Slaughter. Kamiakin had a large force waiting for them of over 300 warriors.

Kamiakin was waiting at the Toppenish river when the soldiers come. A battle started on October 5, 1855. At first the soldiers were winning and had just about cornered them when reinforcements came. At night, the Indians stopped to eat and sleep. The battle with Haller continued, until nightfall, when Haller escaped. About 250 Indians were sent in pursuit. Two Indians were killed and four wounded, one was captured. Haller lost 8 killed, 17 wounded. By this time, the whites got reinforcements. Several mounted companies formed in Oregon and Washington came and by October 30, 1855, Rains had over 350 troops. Then the William Strong company volunteers from Clark County, Washington, and Robert Newel's 35 men from Champoeg, Oregon, were volunteer companies. Another 400 volunteers came from Oregon, commanded by Colonel J. W. Nesmith, for a total of over 700. The Indians had about 300 men.

The battle took place at Union Gap. Kamiakin and several other chiefs were there. Phil Sheridan, later a civil war hero, was on the white man's side. This was the first time the Indians had seen the howitzers and they were sure it was an evil spirit. The battle did not go well for the Indians, though they didn't lose many men. After dark of the second day, they retreated to the other side of the Columbia, near Beverly, White Bluffs, and Priest Rapids. Many old women and men died on the retreat. A rear guard was left to guard their retreat. After withdrawing, the whites destroyed the mission and Kamiakin's house on Ahtanum.

Kamiakin spent that winter at White Bluffs. Qual-chan led about 30 graves, over Naches Pass to the west side to assist Leschi in a battle. Seven were killed and about 20 wounded. Qual-chan convinced them it was hopeless to continue and to retreat to

the Yakima Valley. They did so, but lost many old people and children in the harsh winter.

May 1, 1856, Stevens called for a meeting to agree to a treaty. E-ne-as represented the Yakamas and was insulted when whites tried to offer him monetary awards for certain leaders. The Yakamas moved to the northeast corner of the Kittitas valley. They began to stock up supplies for the next battle. During the next opportunity, the Indians advanced toward Colonel Wright's army coming from Fort Simcoe. The Indians began to fight amongst themselves. Ow-hi and others wanted peace. Kamiakin wanted war. Finally Kamiakin left in disgust and went to the Palouse country. Over half the warriors were loyal and went with him. Only about 200 warriors plus the chiefs were left to surrender and not all of them wanted peace. Kamiakin never returned to Yakima country. Since the Priest Rapids Indians were not part of the war, they were allowed to remain in their homeland.

On April 9, 1856, Colonel Cornelius had taken five companies to Satus Creek. While there they heard a large Indian force was seen near The Dalles. They found a large mass that attacked them while basically unprepared. This became known as the Battle of the Satus. Kamiakin was the leader of the Indians. By a miracle, only one white man was killed, and only one killed and three wounded on the Indian side. The whites regrouped at Five Mile Creek near The Dalles. Here Yellow-Wash, a Klickitat, drove off almost all the white's horses. Later Colonel Wright camped on the Naches, several chiefs came to him looking for peace. But Kamiakin refused to join the talks. Governor Stevens was attacked shortly after this, ordered by Kamiakin. The Yakamas threatened the Nez Perce that were fighting with the whites, that they would harm their women and children. Since their camp was nearby, the Nez Perce took the threat seriously.

In 1858, Quil-ten-e-nock, son of chief Ow-hi, decided he was tired of the broken promises and went on the warpath. This was due largely to a perceived loss of several horses. He was killed, shot in the saddle, while three whites ambushed him. Qual-chan, his brother resolved to avenge his death. He led the charge against a group of soldiers who had failed to return the horses. The battle lasted several hours but no one was killed. Meanwhile, Kamiakin was firm about keeping whites out. He met with the Spokanes and Coeur d'Alenes who agreed that any trespassing through their country would be killed. It was the only way they would stay out. He dispatched Til-cosx a noted Palouse horse thief and raider, to steal the army's stock. This raid hastened Steptoe's departure to Colville.

In May 6, he led 136 men to Colville. Kamiakin knew about it. On May 18, while Steptoe withdrew his troops back toward Walla Walla, Kamiakin's forces attacked. Steptoe did not let his troops return the fire unless someone was hit. By the time that actually happened, the force was overwhelmed and many lives were lost. The whites retreated during the night. They had lost about 25, one-fifth of their group. Kamiakin wasn't going to let them retreat, however. Steptoe was attacked again and his incompetence was once more proven to his men. They almost had them all except that at night, the braves wanted to rest. Kamiakin knew if they did this, the whites would sneak off in the night. And this is exactly what happened. Kamiakin was very upset by it.

After hearing of the battle, Colonel Wright marched to Walla Walla to fight the Spokanes, Palouses, and Coeur d'Alenes. He made an alliance with the Nez Perce

where they would join the whites in battle, and the whites would furnish them with arms and supplies. It made the Nez Perce the most powerful tribe in the Northwest. In August 1858, Captain Keyes built a fort at the junction of the Tucanon and Snake rivers. From there they supplied a battle that became known as the Battle of Four Lakes. With their howitzers, the whites were able to kill a large number of Indians without sustaining any casualties themselves. Several small skirmishes followed.

Colonel Wright talked with Chief Garry and Chief Po-lat-kin of the Spokanes. Garry was ready to quit but his people weren't. Po-lat-kin surrendered. Big Star also surrendered. That September, Wright's troops went to Lake Coeur d'Alene since that tribe had shown signs of surrendering too. They did, though they were much humiliated. The agreement stated that not only would they leave the whites alone, but the Coeur d'Alenes and Nez Perce must stop warring with each other. They must also return all stolen goods and give up the men that had started the Steptoe battle.

Chief Moses and some other leaders retreated to the Big Bend country near present day Wilbur. But soon they were called upon to join Kamiakin to fight whites near Spokane. Qual-chan was killed; he had been implicated in the murder of the Indian agent Bolon. It was later discovered to be false. His father Ow-hi, a Yakima chief, was also killed while trying to escape his captors. Kamiakin fled to Kootenai, British Columbia, for about a year. Then he moved east of the Rockies and lived with the Crow for two years. Then he came back and started a farm in the Palouse country. He never took any money due him by the treaties. He died about 15 years later and was buried at Nespelem.

In 1859, Congress ratified the treaty of 1855. This opened the area for settlement. Almost immediately, men moved into eastern Washington.

Chief Spokane Garry

Write a testimony from Chief Spokane Garry's viewpoint on the Indian reservations.

From: http://www.wellpinit.wednet.edu/spokan/childsun/cos_ch03.php

Chief Spokane Garry

Congress passed the Donation Act, which opened non-settled lands for the white settlement in 1850. Under the Act any citizen could claim up to 320 acres in the Oregon Territory, including lands occupied by Indians. In order for an Indian to claim land under the Act, he had to sever his tribal affiliation and become an American citizen. Many Indians were thrown off land they had lived on for years because they did not understand the law. The Donation Act was a big contributor to the Indian-white friction which was to follow.

Washington became a territory on March 2, 1853. Isaac Stevens was appointed as the first territorial governor, and in 1853 was designated a Treaty Commissioner and was authorized to enter into treaties with Indian tribes of eastern Washington. Stevens' treaty commission visited the Spokane area in 1855 and met with the Spokanes in December at Spokane Falls. No treaty was reached .. but Stevens promised to return the following spring. By 1856, Indian unrest was growing and Stevens was forced to meet t5 with other tribes. He reported he could not keep his promise with the Spokanes.

By 1857 the clouds of war were gathering as the Spokane area was being invaded by white settlers and miners. With the advent of the whites the very livelihood of the Indians was threatened. The abundant food supply of yesteryear was rapidly disappearing. Thus an alliance of defense and war was made between the Spokanes, Coeur d' Alenes, small groups of Yakimas, Kalispels, and Palouse. The combined force numbered about 1,000. They felt their alliance necessary to protect their lands from further white encroachment.

In 1858 Colonel Steptoe was sent to Fort Colville to investigate the murder of two miners. While encamped along the Palouse River with 150 troops, Steptoe was warned not to cross the river. If he did the Indians would resist him. Steptoe did not heed the warning and proceeded northward into Spokane country where he was attacked. Steptoe and his troops were forced to retreat to near the present site of Rosalia, where they held up for the night. The allied Spokane force surrounded the besieged troops and planned to finish the battle in the morning. But during the night, led by friendly Indian scouts, the soldiers were able to sneak through the Indian lines, leaving pack horses, mules, and supplies behind. When morning came and the Indians found the soldiers had escaped, they gave chase, but could not overtake the retreating army contingent before it had crossed the Snake River.

Shortly after the Steptoe skirmish, Colonel George Wright led a retaliatory force against the Spokanes. Wright had a force of 700 dragoons, well supplied and equipped, including two cannons and the new Sharp's repeater rifle. The Indian force outnumbered the soldiers, but had far less in arms and ammunition. When confronted by the combined Spokane force near Four Lakes, Wright made no efforts

to talk peace, but sent his troops in a direct charge. The Indians were defenseless against the new repeating weapons and were overpowered and driven back with several being killed.

Wright rested his troops for two days before setting out in the direction of Spokane Falls where he planned to finish the fight. The Indians met Wright's army near the present site of Fairchild Air Force Base and were defeated. Wright proceeded to Spokane Falls where he ordered the delivery of all Indian horses to him. When they had been delivered, Wright ordered them slaughtered and dumped into the river near the present Spokane Bridge. This was not enough revenge for Wright. He continued on through Spokane country destroying standing crops of grain and stores of food.

Wright was not satisfied with defeating the Spokane force and destroying their food supplies, he was also determined to solve the murder of the two miners Steptoe had been sent out to investigate. Without a thorough investigation, Wright ordered the hanging of fifteen Indians for the two alleged murders near what is now called Hangman Creek. This site is east of present Spangle.

On September 24, 1858, Wright forced the Spokanes to sign a harsh treaty of peace to further avenge Steptoe's defeat. Among other demands, the treaty required the Spokanes to deliver the chief and four men with families to be held as hostages for one year to guarantee future good conduct of the tribe; and to promise safe passage of whites through Spokane country.

A long hard winter for the Spokanes followed the war. Wright's vicious tactics of destroying the Spokanes' food supplies led to the starvation of many, especially the young and the old.

The rise of Spokane Garry as a notable chief began in the spring of 1859. Garry was instructed by his tribe to see what could be done to obtain a formal treaty. He was chosen to represent his tribe mainly because he spoke English fluently. Months turned to years as Garry's treaty efforts failed.

In the early 1860's efforts were being made to place the Spokanes on a reservation. The Homestead Act of May 20, 1862, created problems for the Indian. White settlers could take up to 160 acres of land for farming under the Act. The Spokanes resented the continuous white encroachment and refused to go onto the reservation until they were paid for their land.

The next several years saw little progress being made in treaty negotiations. The Spokanes' natural food supply was being badly depleted by the white men (buffalo). They turned to raising grain and cattle as taught by the missionaries. By 1870, the estimated 715 Spokanes owned 600 head of cattle. Prosperity did not last long though, as the unscrupulous whites began to steal the cattle using branding laws which the Indians didn't understand. When the Indian went to recover his animals, the white man reported him to the law and he was arrested for "stealing" his own cattle.

In 1874, a meeting was held at Spokane Falls with General Davis of the army to discuss a reservation for the Spokanes. Garry was accompanied to the meeting by Reverend H. T. Cowley. Cowley said that the General treated Garry in a very cool manner and that he had no interest in a reservation for the Spokanes. Three years

later, in 1877, E.C. Watkins and General Frank Wheaton representing the United States met with the Spokanes. They promised to take very good care of the Spokanes if they remained at peace.

Washington Territory Project

For the past few weeks we have been reading novels that deal with the experiences that the settlers had as they were moving out west and the interactions between the Native Americans and settlers. You will now take all that you have learned about the situations in Washington during this time period and put it together into a packet of journal entries, a poem and an essay.

Requirements:

- Cover Page - neat and spelled correctly
- Table of Contents -
- Map of your trip to Washington
- Final draft of your Native American Hearing/Debate Paper
- 3 journal entries:
 - 1) Why you want to travel west and what you look for in the new frontier (your original home)
 - 2) The trip to Washington, including thoughts, fears, encounters with Native Americans, where you are going and how you get there.
 - 3) What life is like in Washington once you arrive.
- A poem about pioneer life or Native American life during this time period.

Final draft due date:

Journals Entries for Washington Territory Project

You will be writing three journal entries for the Washington Territory Project from the viewpoint of a settler to the territory. It will be up to you to either choose an historical figure to model your journals after or create a fictitious character.

Requirements:

- Length: 1.5-2.5 pages for each journal
- Descriptive details that show what you have learned about the settler's experiences.
- A rough draft for each journal due on separate dates and a final draft for each that is turned in as part of the entire packet at the end.
- Follow the six traits of writing

Brainstorm:

Where are you from?

What is your name?

What is your attitude toward Native Americans?

How do you travel west?

Where do you settle in Washington?

Why did you want to go to Washington?

Topics for each of the journals are as follows:

Journal #1: Why you want to travel west and what you look for in the new frontier. You are still at your original home and you are writing about your dreams of the West. Describe how you get ready for the journey and how you expect the journey to go.

Journal #2: This journal takes place on the way there. It should include details about the journey. What kind of transportation are you using, what route are you taking, what troubles are you encountering along the way? Include information about your thoughts, fears, expectations, and include some encounters with Native Americans. Were those encounters hostile or friendly?

Journal #3: What is life like in Washington now that you have arrived? Is it all that you dreamed it would be? Where have you settled and why?

Rough draft due dates:

Journal 1:

Journal 2:

Journal 3:

Washington Territory Project Poem Assignment

Poetry is a way to express thoughts, feelings and events in a way that is more creative than the usual essay or description. There were many emotions wrapped up in the pioneer and Native American life. Nature was a friend or a foe, and no one knew what the next day would bring. You will be expressing the pioneer or Native American experience in a poem written in any poetic form you feel comfortable with. It does not have to rhyme, but it does need to be descriptive. You want to choose words that are packed with meaning and detail.

Requirements:

- No less than 10 lines
- Detailed words - focus on word choice
- Follow a form of poetry
- Give it a title (does not count as one of your lines)
- Describe an aspect of pioneer life or Native American life during this time period

Example:

Unseen future

Fever
Red, hot, scorching skin,
Sadness.
Tears
wrench my soul.
Cotton blankets,
Gifts we thought--
Instruments of death
That destroy
Us.
Who will survive?
Only me.

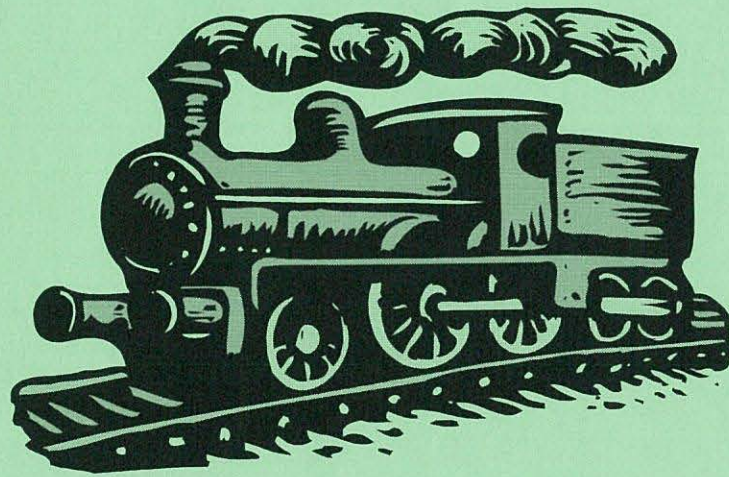
Path to Washington

Pioneer life is the life for me
Spending each day
on the way to the sea.
Across the plains
Through the dust and dirt
Exhausted, we sleep
To continue the next spurt.
And over the hills
We pull our cart
Up and up until
The oxen fall apart.
At night we are praying
Indians won't attack.
Fear keeps us going;
Hope gives us what we lack.
Tomorrow we'll be staking
the land for our taking.

Washington Territory Project Grade Sheet

Cover Page	/5
Table of Contents	/5
Map of travels – neat and colored, accurate	/10
Hearing/Debate Paper	
Ideas and Content	/5
Organization	/5
Sentence Fluency	/5
Word Choice	/5
Voice	/5
Conventions	/5
Content Knowledge	/10
Journal 1	
Ideas and Content	/5
Organization	/5
Sentence Fluency	/5
Word Choice	/5
Voice	/5
Conventions	/5
Content Knowledge	/10
Journal 2	
Ideas and Content	/5
Organization	/5
Sentence Fluency	/5
Word Choice	/5
Voice	/5
Conventions	/5
Content Knowledge	/10
Journal 3	
Ideas and Content	/5
Organization	/5
Sentence Fluency	/5
Word Choice	/5
Voice	/5
Conventions	/5
Content Knowledge	/10
Poem	
Ideas and Content	/5
Word Choice	/5
Voice	/5
Conventions	/5
Content Knowledge	/10
<hr/>	
Total	/210

Chapter Seven



Leaving the Frontier Behind

Unit Objectives
Based on Bloom's Taxonomy and Washington in the Pacific Northwest
(2002)

Unit 7: Leaving the Frontier Behind

Level 1:

1. Know these people and their significance: Erastus Brainerd, Charles Dawes, James J. Hill, May Arkwright Hutton, Ezra Meeker, John Nordstrom, Mathias Reinbold, Henry Villard, Frederick Weyerhauser, Henry Yesler. (HIS. 1.1)
2. Why was the railroad extended into the Pacific Northwest? (HIS. 1.2)

Level 2:

1. What effects did the Scandinavian, German and Italian immigrants have on the region? (GEO. 2.2)
2. Describe the timber, fishing and mining industries during this period and their effect on the region. (GEO. 3.1)

Level 3:

1. Explain the effects the railroad had on the region. (GEO. 3.1, HIS. 3.3)
2. Explain the role that Seattle played in the Klondike Gold Rush. Why was Seattle such an important city during this time period? (HIS. 1.2)

Level 4:

1. Why do you think that Washington is such an agriculturally rich state? (GEO. 3.2)
2. Why did the states four main cities grow so quickly? (HIS. 3.3)

Level 5:

1. How was the treatment of Native Americans similar to the treatment of the Japanese Americans during World War II and the African Americans? (HIS. 2.3)

Level 6:

1. Do you agree with the actions taken against the Native Americans, why or why not? Is there anything that can be done now to make up for the past? (HIS. 2.2)

Websites for further research:

Gold Rush

www.alaskacruise.com/Grush.htm
www.isu.edu/~trinmich/readings.html
www.ghosttownsusa.com

Railroad

www.bcc.ctc.edu/cpsa/irongoat/history.htm

Books for further reading:

*Seeds of Hope: The Gold Rush Diary of Susanna Fairchild, California Territory
1849 (Dear America Series)*

By Kristiana Gregory

Gold Rush Dogs

By Clair Murphy

Children of the Gold Rush

Clair Murphy

The Journal of Wong Ming-Chung: A Chinese Miner

By Laurence Yep

Jason's Gold

By Will Hobbs

The Great Railroad Race

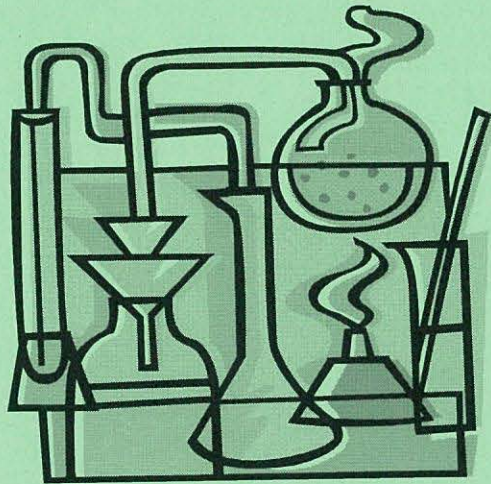
By Kris Gregory

Videos:

- *Ken Burns: The West Series* (1996). PBS Home Video.
This pack of 9 videos portrays the West during the time of great settlement: the Gold Rush, the impact on the Native Americans and all the splendor and grandeur the West held during the 20th century.

Teacher's Note: Some of the focus on how the Native Americans changed can continue from the two previous chapters into this one. This is also a good place to start emphasizing the different population groups that have helped form the people and culture of our state.

Chapter Eight



Reform, War and Inventions

Unit Objectives
Based on Bloom's Taxonomy and Washington in the Pacific Northwest
(2002)

Unit 8: Reform, War and Inventions

Level 1:

1. Tell who these people were and their significance: William Boeing, Major John Butler, Horace Cayton, Wesley Evcrest, Elizabeth Gurley Flynn, May Arkwright Hutton, Rev. Mark Matthews, James O'Sullivan, Anna Louise Strong, William U'Ren. (HIS. 1.1)

Level 2:

1. How did the Progressive Reform change life in Washington? (HIS. 1.2)
2. Explain why workers wanted a union to overthrow capitalism. (HIS. 1.2)
3. What effects did World War I have on Washingtonians (both positive and negative)? (HIS. 2.2)

Level 3:

1. How did the Women's Suffrage Movement make life better for women today? (HIS. 1.1)
2. What might life in Washington be like without the automobile? (HIS. 1.1)

Level 4:

1. Compare and contrast Washington in the 1920s to the frontier/territory times. (HIS. 1.1)

Level 5:

1. What would happen if the KKK were more powerful? (HIS. 2.2)
2. Discuss the issues over the Columbia Basin Project. (HIS. 2.2, 2.3)

Level 6:

1. Decide what was good and what was bad about these issues:
Prohibition
Labor Unions
Columbia Basin Irrigation Project (HIS. 2.2)

Websites for further research:

Women's Suffrage

http://www.astry-museum.org/explore/exhibits/suffrage/devoe_full.html

http://www.astry-museum.org/explore/exhibits/suffrage/suffrage_wa.html

<http://www.secstate.wa.gov/elections/timeline/suffrage.htm>

<http://www.everett.com/users/kat/page2.html>

Book list for further reading:

More Than Petticoats: Remarkable Washington Women
By L.E. Bragg

Teacher's Note: Additional assignments can revolve around further research on inventions during this time period, the reform movements and WWI. This would be a great chapter for students to research a topic and create a short presentation. Another way to learn the content in this chapter would be to jig-saw the material with groups in the classroom. Each group would be responsible for learning a certain part of the chapter and then teaching the content to the rest of the class.

Remarkable Women Unit

Objectives:

- Develop an appreciation for the women who helped shape Washington
- Be able to read to learn
- Be able to summarize what is read
- Present findings to the class in a clear and organized manner

EALR Connections:

Writing: 1.1, 1.2, 1.3, 2.3

Reading: 1.2, 2.1, 2.2, 3.1

Communication: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5

History: 1.2

Materials:

- *More Than Petticoats: Remarkable Washington Women* by L.E. Bragg

Activities:

- Read about two women written about in *More Than Petticoats*. Write a $\frac{3}{4}$ page summary of their lives. Include information about what they did for Washington and why they are famous.
- Present the information on the two women to the class in an interesting and organized manner. Visual aids may or may not be used.
- Discuss the many roles of women in the state and how women have contributed to the growth and development of Washington.
- Vocabulary: As students read they add words to their current vocabulary booklets.

Approximate Time Needed:

1 week

Chapter Nine



Hardtimes and the Homefront

Unit Objectives
Based on Bloom's Taxonomy and *Washington in the Pacific Northwest*
(2002)

Unit 9: Hard Times and the Home Front

Level 1:

1. Know who these people were and their significance: John Collier, Albert Einstein, Jim Emmett, General Leslie Groves, Woody Guthrie, Gordon Hirabayashi, Henry J. Kaiser, Richard Neuberger, Franklin D. Roosevelt, James D. Ross, C. Ben Ross (HIS. 1.1)
2. Why were the Japanese-Americans considered a threat to the U.S. during WWII? (HIS. 1.1)
3. How were the Japanese-Americans treated during this time period? (HIS. 1.2)
4. How did Washington get so many Hispanic migrant workers? (HIS. 1.1)
5. How did Washingtonians deal with the Great Depression? (HIS. 1.1)

Level 2:

1. Explain how geography shaped Washington's wartime experience. (GEO. 2.3)
2. Discuss how WWII shaped the economy and the people of Washington. (ECON. 1.4)
3. What role did Hanford play in atomic weaponry? (HIS. 3.3)
4. Explain how war helps the economy. (ECON. 1.4)

Level 3:

1. Given what you know about migrant workers, how would you solve the issues involved with transient workers? (HIS. 2.2)

Level 4:

1. Analyze Roosevelt's New Deal. What was great about it and how did it help the people of Washington? (HIS. 2.2)
2. Examine the effect the reservations were having on the Native Americans and propose solutions to those problems. (HIS. 1.2)

Level 5:

1. What might have been the outcome for Japanese-Americans had the war continued or the Japanese been an even greater threat? (HIS. 2.2, 2.3)
2. Why weren't the German or Italian-Americans relocated to camps like the Japanese-Americans were? (HIS. 1.2)
3. Compare the Japanese-American experience to the Jewish experience in Europe during WWII. (HIS. 1.2, 2.3)

Level 6:

1. Do you think that a similar program to Roosevelt's New Deal would be beneficial in solving many of today's issues with welfare and unemployment? Why do you think as you do? (ECON. 1.4)
2. Discuss the pros and cons of building the Grand Coulee Dam. (HIS. 2.2)

Websites for further research:

Depression

<http://www.pbs.org/wgbh/amex/dustbowl/peoplevents/pandeAMEX05.html>
<http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/depwwii/depwar.html>
<http://www.bbc.co.uk/education/modern/crash/crashhtm.htm>
<http://www.pbs.org/wgbh/amex/rails/>

Migrant Workers

www.sdcoe.k12.wa.us/score/mice/migartcl.html

WWII

Internment Camps

www.lib.washington.edu/exhibits/harmony/Exhibit/default.htm
www.ccrh.org/comm/moses/orarch/tokunaga.html
www.oz.net/~cyu/internment.main.html
www.kent.k12.wa.us/staff/eonishi/jainternment/JAInternment.html
<http://users.owt.com/rpeto/wendigrand/el.html>

Books for further reading:

Farewell to Manzanar

By Jeanne W. Houston, James D. Houston

The Invisible Thread: An Autobiography

By Yoshiko Uchida

Voices from the Camps: Internment of Japanese Americans During WWII

By Larry Dane Brimner

Go

By Holly Uyemoto

Flowers from Mariko

By Rick Noguchi

The Eternal Spring of Mr. Ito

By Sheila Garrigue

The Bracelet

By Yoshiko Uchida

A Child in Prison Camp

By Shizuye Takashima

Picture Bride

By Yoshiko Uchida

I Am an American: A True Story of Japanese Internment

By Jerry Stanley

The Children of Topaz: The Story of a Japanese American Internment Camp

By Michael O. Tunnell, George W. Chilcoat

The Journal of Ben Uchida: Citizen 13559 Mirror Lake Internment Camp

By Barry Denenberg

Bat 6 By Virginia Euwer Wolff
Journey Home By Yoshiko Uchida
The Moon Bridge By Marcia Savin
The Moved-Outers By Florence Crannell Means
Baseball Saved Us By Ken Mochizuki
Dom Lee By Lee and Low Books Inc.
When Justice Failed By Steven A. Chin
American Dreams By Lisa Banin
Blue Jay in the Desert By Marlene Shigekawa
Nisei Daughter By Monica Itoi Sone

Videos:

- *Modern Marvels: Grand Coulee Dam* (1993). A&E Television Networks. A video that shows the construction of the Grand Coulee Dam with all of its difficulties and magnificence

Teacher's Note: If a Reading Journal format is needed for the individual novels, modify the one in the Oregon Trail/Native American Unit in chapters five and six.

Japanese Internment Unit

Objectives:

- Understand the reasons for putting the Japanese-Americans into the internment camps
- Understand what life was like for the Japanese-Americans in the camps and the prejudices they experienced outside the camps
- **Build reading and vocabulary skills**
- Be able to summarize what is read and give a personal response to the content in the novel
- Students will write from a viewpoint other than their own in a convincing and persuasive manner
- Give a presentation that is persuasive, well organized and interesting
- Be able to work in a group
- Share stories and gain multiple perspectives through hearing about other novels that are being read

EALR Connections:

Writing: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1-3.5

Reading: 1.2, 2.1, 2.2, 3.1, 3.3, 4.3

Communication: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3

History: 1.1, 1.2, 2.2, 2.3

Materials: Enough of these novels for each student to read one of his/her choice

- *Journey to Topaz* by Uchida
- *The Invisible Thread* by Uchida
- *Journey Home* by Uchida
- *Farewell to Manzanar* by Houston
- *The Journal of Ben Uchida* by Deneberg
- *Bat 6* by Wolff

Activities:

- Read a novel of choice from the list above and write reading logs as the novel is being read (handout pg. 134).
- Meet in Literature Circles twice a week with groups of novels or groups of mixed novels and discuss these questions:
 - Where does the story take place?
 - What happens to the Japanese-American families in the story?
 - What is their experience like in the internment camps?
 - What difficulties do the characters have to try to overcome?
 - How do they overcome those difficulties?
 - How are they treated by other people who are not Japanese?
 - Is what they experience fair?

- Why do you think people were against the Japanese-Americans during this time period?
- What causes people to be racist and prejudiced?
- What can we do to make people less racist?
- If you lived during that time what would your opinions be toward the internment camps? If you were a Japanese-American what would you have done to make life more bearable in the camps?
- Write a persuasive paper from the viewpoint of an individual who lived during that time to the President of the U.S. persuading him to put the Japanese into internment camps or to release them from the camps (handouts pgs. 135-136).
- Hold a class hearing to discuss and decide what should be done with the Japanese-Americans during the WWII time period. Students may use the persuasive papers they wrote to create a presentation.
- Hold a class hearing to decide whether or not African-Americans today should be paid reparations for their bondage during the slavery era just like the Japanese-Americans were repaid for what was taken away from them. Persuasive activity: Argue for or against reparation for the African Americans. Should the African Americans be given the same reparation pay that the Japanese Americans received. How is what happened to the African Americans similar or different than what happened to the Japanese Americans. Slavery, racism, never having land on this continent, brought here against will etc, vs. racism and internment, losing land, moved here by choice for a better or different life.
- Continue to fill in individual vocabulary booklets

Approximate Time Needed:

4-5 weeks

Japanese Internment Novel Assignment

You will be reading a novel that deals with the internment of Japanese Americans during World War II. Some of the novels take place before, during and after the internment, and they all deal with the prejudice towards the Japanese Americans during this time period. As you read you will write reading logs for each chapter that follow this format.

1. $\frac{1}{2}$ page **summary**

Use specific details from the story to retell what you read

2. $\frac{1}{4}$ page **response**

Choose from these following topics

- Something you wonder about
- Something that irritates you
- Something that makes you laugh
- Something that reminds you of someone or something you've experienced
- Something that you learned
- A question you have for a character or the author
- A prediction about what will happen in the next chapter

Due date:

Japanese Internment Persuasive Paper

Name _____ Date _____

You will be writing a persuasive paper to the President of the United States from the viewpoint of someone living on the West Coast during the time of WWII. Your goal is to either persuade the president to put the Japanese-Americans into internment camps or to persuade him to allow them to stay free and be treated as other American citizens were. The paper will need to follow this format:

Try to persuade or convince someone to agree with your position.

1. Introduction paragraph
 - a. Starts with a hook. A hook can be a question, a quote or a general sentence about the topic. State your position on the issue.
 - b. End with a specific sentence called a thesis (roadmap) sentence. The thesis lists the arguments that you are using to support your position. These will be what the body paragraphs will be about.
 - c. Do not use phrases such as these or ones that are similar to these: "In this paper," "I will tell you about" or "this paper is about."
2. Body paragraphs
 - a. Write a paragraph for each argument listed in the thesis (following the order in the thesis which should be organized from the least persuasive to most persuasive arguments).
 - b. Body paragraphs need to have a topic sentence with a transition word (first, next, another, etc.) at the beginning and supporting sentences with details. The supporting sentences need to be examples that persuade or convince.
3. Conclusion paragraph
 - a. Begins with a transition such as overall, or in conclusion.
 - b. The first sentence needs to restate the thesis from the introduction.
 - c. The last sentence is the call for action. You want to give a suggestion about what needs to be done. What is it that you are trying to persuade someone to do and agree with?

Here are the viewpoints of people you may choose from. Try to choose someone that you wouldn't necessarily agree with.

- A loyal Japanese American who has been interned
- A survivor of Pearl Harbor, who is untrusting of the Japanese-Americans
- A person who fears the Japanese
- A government official who wants to do what is best for the safety of America
- A teenager who was taken from her school and moved to an internment camp
- A racist who hates the Japanese
- A rights' activist who wants to protect the civil rights of the Japanese
- A neighbor of a Japanese-American family who was taken away. This neighbor was close friends with this family
- Nissei: A first generation Japanese-American (born here)
- Issei: An immigrant Japanese-American (born in Japan)

Chapter Ten



Cold War and Civil Rights

Unit Objectives
Based on Bloom's Taxonomy and Washington in the Pacific Northwest
(2002)

Unit 10: Cold War and Civil Rights

Level 1:

1. Know these people and their significance: Dwight Eisenhower, Gerold Foley, Gary Locke, Wing Luke, Carl Maxey, Floyd Paxton, Edwin Pratt. (HIS. 1.1)
2. During the Cold War, why were Washingtonians so fearful of the Russians? (HIS. 1.1)
3. What were some of the negative side effects of Hanford? (HIS. 2.2)
4. How did the Korean and Vietnam wars affect Washington? (HIS. 1.2)
5. Why did many Asians immigrate to Washington during this time period? (HIS. 1.2)

Level 2:

1. Explain how the end of WWII affected Washington industries. (ECON. 1.4, HIS. 1.2)
2. Why were cities and suburbs growing so rapidly? (GEO. 2.2)

Level 3:

1. Use the information that you learned about the space race to demonstrate how competition motivates. (HIS. 2.3)
2. How would life be different without nuclear power? (HIS. 3.3)

Level 4:

1. How has the development of major highways been an asset to Washington? (HIS. 1.2)

Level 5:

1. How was the fight for Civil Rights different in Washington than in other parts of the country? (HIS. 1.2)
2. What was the difference in perceptions between the Capitalists and Socialists? How did they view themselves and each other? (GEO. 3.3)

Level 6:

1. Discuss the pros and cons of nuclear power. (HIS. 2.2)

Websites for further research:

Cold War

www.washington.edu/uwired/outreach/cspn/curcan/main.html

Civil Rights

<http://www.wsulibs.wsu.edu/holland/masc/finders/cg683.htm>

<http://www.crmvet.org/vet/speakers.htm>

<http://www.adversity.net/i200.htm>

Population

General Immigration and Population

www.fairus.org/html/042wa702.htm

www.infoplease.com/ce6/us/A0861873.html

www.lafayettejc.com/Census/0311c02.shtml

www.gaccwa.org/Info_Seattle.html

www.wairj.org/raids2.html

<http://usinfo.state.gov/journals/itsv/0699/ijse/frey.htm>

www.wairj.org/raidsV.html

Hispanic-American

<http://users.owt.com/rpeto/migrant.html>

www.speakeasy.org/wfp/39/ins.html

www.tri-cityherald.com/mexico/story4.html

Chinese-American

www.washington.edu/uwired/outreach/cspn/curaaw/aawdoc49.html

www.washington.edu/uwired/outreach/cspn/curaaw/main.html

<http://usinfo.state.gov/regional/ea/chinaaliens/where.htm>

www.factmonster.com/spot/chinatowns/.html

www.capaa.wa.gov/chineseamericans.html

www.newton.uor.edu/Departments&Programs/AsianStudies/Dept/asianam.html

Japanese-American

www.capaa.wa.gov/community.html

www.seattle.us.emb-japan.go.jp

African-American

www.metrokc.gov/exec/bhm/heritage.htm

www.centralia.com/history.htm

www.endoftheregiontrail.org/blakbios.html

Scandinavian-American

www.nordicmuseum.com/sweden.htm

www.nordicmuseum.com/norway.htm

Philippino-American

www.pbs.org/newshour/bb/welfare/july-dec97/foodstamps_10-13.html

Books for further reading:

The Circuit: Stories from the Life of a Migrant Child

By Francisco Jimenez

Breaking Through

By Francisco Jimenez

A Horse's Tale: Ten Adventures in 100 Years

By Nancy Luenn

Multicultural Autobiography: American Lives

By James R. Payne

New Land, New Lives: Scandinavian Immigrants to the Pacific Northwest

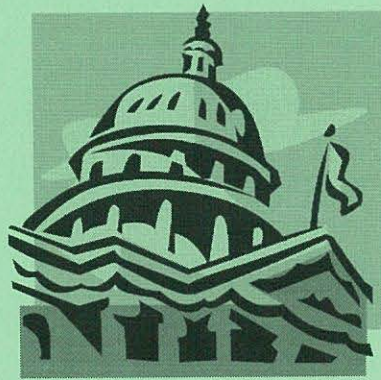
By Janet Elaine Rasmussen

Peoples of Washington: Perspectives on Cultural Diversity

By Sid White and S.E. Solberg

Teacher's Note: Since this chapter discusses the Civil Rights issues in Washington, it is a good time to focus on the numerous ethnic groups that make up Washington's population and what these people have contributed to the culture and success of our state. Students can research an ethnic group and find out why they came, where they primarily settled in Washington, and what their major contributions were.

Chapters Eleven Twelve and Thirteen



Taking Our Place in the World
Making a Living in Washington
Our State Government

Unit Objectives
Based on Bloom's Taxonomy and Washington in the Pacific Northwest
(2002)

Unit 11: Taking Our Place in the World

Level 1:

1. How has Washington dealt with the challenges that have occurred in the past 30 years? (HIS. 1.2)
2. Why are many of the rivers and lakes too dangerous to swim and play around in? (GEO. 3.1)

Level 2:

1. Explain why there are pollution problems in Washington. (GEO. 3.1)
2. Explain how Hanford has affected the surrounding environment. (GEO. 3.1)

Level 3:

1. Propose solutions to Seattle's urban problems. (GEO. 3.1)
2. Develop a plan to keep future uprisings during the WTO convention in Seattle from happening. (HIS. 1.2)

Level 4:

1. Examine the timber and logging issues. What are the problems and what are possible solutions that would make both sides happy? (GEO. 3.1)

Level 5:

1. Discuss who has more rights to the salmon, whaling and hunting – the Native Americans or every Washington resident. (HIS. 2.2)

Level 6:

1. Justify both sides of the issue on dams and salmon. What would each side argue. Propose solutions. (HIS. 2.2)

Unit 12: Making a Living in Washington

Level 1:

1. What different kinds of industries are found in Washington? (ECON. 1.2)
2. Who are some of Washington's most famous entrepreneurs and what did they do? (ECON. 1.2)

Level 2:

1. Explain how the free enterprise or capitalistic economic system works. (ECON. 1.1)
2. Explain how supply and demand work. (ECON. 1.1)

Level 3:

1. Apply what you know about global markets and discuss what approach you would use to sell a product overseas. (ECON. 1.5)

Level 4:

1. How have labor laws helped workers? For example the minimum wage law. (ECON. 1.4)

Level 5:

1. How does the geography affect the type of industry or agriculture in each region? (GEO. 3.2)
2. Discuss how the global market affects the economy of Washington. (ECON. 1.5)

Level 6:

1. If you could start a business what would it be, and how would you go about starting a new business? What in our economic system allows you to begin your own business? (ECON. 1.3)

Unit 13: Washington's Government

Level 1:

1. How do the three branches of government work? (CIV. 2.1)

Level 2:

1. Explain how laws get passed and put into place. (CIV. 2.2)
2. Discuss why voting is important. (CIV. 4.2)

Level 3:

1. What is your role in the government as a citizen of Washington State? (CIV. 4.2)
2. How does the government of Washington shape your life? (CIV. 4.1)

Level 4:

1. How are local (county and city) governments similar to and different from the state government? (CIV. 2.1)

Level 5:

1. Discuss what is positive about our governmental system. What kinds of improvements would make it better? (CIV. 2.3)

Level 6:

1. If you could be governor of Washington what are some changes you would make, and why would you make those changes? (CIV. 1.2)

Websites for further research:

Economy

www.mcps.k12.md.us/curriculum/socialstd/grade3/Apple_Picking.html

Government

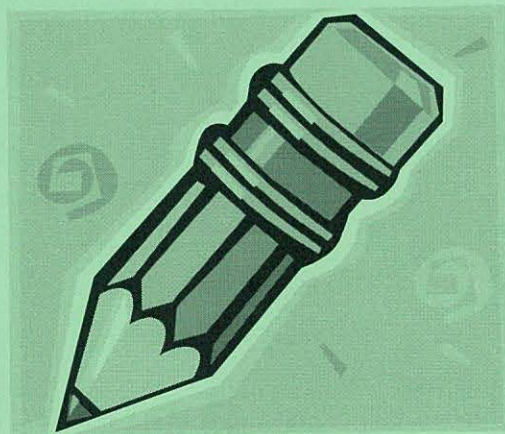
<http://access.wa.gov/>

<http://www.leg.wa.gov/wsladm/default.htm>

<http://www.leg.wa.gov/common/kids/default.htm>

Teacher's Note: These three chapters are a broad overview of environmental issues that Washington is dealing with, the economy of Washington and Washington's government. Even though students are responsible for knowing this information, not much time needs to be spent on these chapters because these issues are also taught more in depth in Geography and American Studies courses. If students gain a basic understanding of these concepts at this point, that is sufficient.

Culminating



Activities

Washington Regional Booklet Project Overview

Objectives:

- Learn to write in various formats
- Be able to use a variety of media sources to research and gain information
- Be able to research information and synthesize the information into a variety of written formats
- Understand how the information learned about Washington State affects your life
- Understand how a variety of historical events and people shaped the way Washington is today
- Be able to work independently and self motivate
- Continue working on a project over an extended period of time
- Be able to meet due dates and complete an elaborate project on time
- Learn to juggle multiple writing assignments at once
- Use organizational strategies to keep track of individual progress
- Work successfully in a group situation
- Build communication skills through presenting what was learned to others

EALR Connections:

Reading: 1.2, 1.3, 1.5, 2.1, 2.2, 3.1

Writing: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2

Communication: 1.1, 1.2, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3

History: 1.1, 1.2, 1.3, 2.1, 2.3, 3.2, 3.3

Materials:

- Regional Booklet Packet (handouts pgs. 147-151)
- Sample Regional Booklet Packet (handouts pgs. 152-154)
- Writing Requirements for each Format (handouts pgs. 155-173)
- Project Grading Rubric and Grade Sheet (handouts pgs. 174-175)
- Presentation Guidelines and Rubric (handouts pgs. 176-177)
- Access to the Internet
- Access to the Library
- Art Supplies and Paper

Approximate Time Needed:

15-20 weeks

Teacher's Note: This project can be adapted for any time frame. Ideally, this would be an independent, inquiry project that the students work on for the full course. As they are learning about the material in each chapter, the students choose topics that they would like to learn more about, they research the information and then show what they have learned through a number of written and creative formats.

Washington State Regional Booklet Assignment

Throughout this semester you will be studying and learning about Washington State from the time of the Native Americans to the present. Many historical events have taken place during that time frame to shape the Washington we live in today. Numerous people have contributed to who we are as a community, and as a class we will put together booklets to commemorate and celebrate who we are as a state.

Each of you will be required to choose a region of the state that you want to focus on and create your own booklet for your region (NE Plateau, SE Plateau, NW Puget Sound, SW Puget Sound, Coastal). The booklets will be your own personal tribute to what you have learned about your region of the state. This assignment will allow for much individual creativity; however, there will be some guidelines that each of you is required to follow.

Choose topics that interest you the most and that you would like to learn more about. The topics you choose should focus on this theme:

How has Washington's history, geography and culture affected the people of the region that you are focusing on?

Directions:

The booklet must include the following...

- cover page
- page numbers
- hand-drawn map of Washington State
- 10 pages of information minimum, not including the cover page and bibliography
- A page for each of 10 chapters in the book represented at least once. It is up to you which piece of information from that chapter you want to focus on.
- bibliography page

Writing requirements:

All must have a rough draft to be turned in by the specified deadlines, and be at least 1 page minimum.

You may only use each format once. Here are your choices:

- *persuasive essay or letter
- *narrative journal (diary entry), letter or story focusing on detail and description
- *expository essay or summary of information (report)
- *newspaper article
- *poem
- *interview
- *debate (pros and cons paper)
- *biography/autobiography

Creative requirements:

All of these must be a page maximum. These need rough drafts also.

- *timeline
- *chart
- *picture/drawing with captions
- *cartoon
- *advertisement

At the bottom of each page write a **1 paragraph explanation** of how that event or person influenced your life—your way of living, or your opinions and thoughts.

The final booklet will be all of your final drafts put together.

Regional Booklet Checklist

REGION I AM FOCUSING ON:

Chapter	Topic and Research Questions	Format Used	R. Draft Completed	F. Draft Completed	Teacher Signature
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

11					
12					
13					
Extra 1					
Extra 2					
Extra 3					
Extra 4					
Extra 5					
Extra 6					
Extra 7					

Keep a list of sources used:

Book

Title	Author	Publisher/City/ State Published in	Copyright	Pages Used

Internet:

Web address	Date you accessed the site

Regional Booklet Checklist

REGION I AM FOCUSING ON: SE Plateau

Chapter	Topic and Research Questions	Format Used	R. Draft Completed	F. Draft Completed	Teacher Signature
1	Major cities What is Spokane famous for?	Poem			
2	Ice Age floods How did the floods affect the region?	Timeline			
3	Nez Perce Indian Tribe - What are their houses like?	Report			
4	Lewis and Clark What happened on their journey?	Journal			
5	Sager Children What was their life like?	Biography			
6	Chief Kamiakin Why was he famous?	Interview			
7	Apple farming Why does WA have so many apples?	Pros/con paper			
8	Mexican, migrant workers - Why are there migrants?	Advertisement			
9	Drought and the Dust Bowl - What caused this?	Newspaper article			
10	Hanford - How has the radioactivity hurt WA?	Comic			

11	Salmon vs. Electricity - What is good/bad?	Picture w/ captions			
12	Food produced in this region - What is grown here?	Chart			
13	Yakima training center (military) - Why Yakima?	Persuasive letter			
Extra 1	Japanese internment - Why were they put in camps?	Persuasive letter			
Extra 2	Cold War fear Why was WA so fearful during the Cold War?	Advertisement			
Extra 3					
Extra 4					
Extra 5					
Extra 6					
Extra 7					

Keep a list of sources used:

Book

Title	Author	Publisher/City/ State Published in	Copyright	Pages Used
Washington Geology	B. C. Gerhardt	Madison, Wisconsin	1992	12-16
Mountains to Sound	Ima Brain	Seattle, WA	2000	All

Internet:

Web address	Date you accessed the site
www.giamsmart.com	2/12/03
www.washington.com	3/01/03

Persuasive Letter/ Essay Requirements

Topic:

Choose a topic and then choose a position on that topic that someone could disagree with you on. For example, write about why the Grand Coulee Dam should or should not be built. Try to persuade someone to agree with you and give arguments that support your position.

Format:

Try to persuade or convince someone to agree with your position.

1. Introduction paragraph
 - a. Starts with a hook. A hook can be a question, a quote or a general sentence about the topic. State your position on the issue.
 - b. End with a specific sentence called a thesis (roadmap) sentence. The thesis lists the arguments that you are using to support your position. These will be what the body paragraphs will be about.
 - c. Do not use phrases such as these or ones that are similar to these: "In this paper," "I will tell you about" or "this paper is about."
2. Body paragraphs
 - a. Write a paragraph for each argument listed in the thesis (following the order in the thesis which should be organized from the least persuasive to most persuasive arguments).
 - b. Body paragraphs need to have a topic sentence with a transition word (first, next, another, etc.) at the beginning and supporting sentences with details. The supporting sentences need to be examples that persuade or convince.
3. Conclusion paragraph
 - a. Begins with a transition such as overall, or in conclusion.
 - b. The first sentence needs to restate the thesis from the introduction.
 - c. The last sentence is the call for action. You want to give a suggestion about what needs to be done. What is it that you are trying to persuade someone to do and agree with?

Length:

1 page minimum

Example:

Video Games

Video games are becoming too real. Many kids are spending too much time playing video games that are too real and violent. It is not healthy both physically and mentally. Today's youth should not be allowed to play so many violent video games because it contributes to childhood obesity, it takes away from time to use their imaginations and it contributes to a tendency towards violence.

First, children are becoming too obese. There is a rise in diabetes associated with obesity, and the reason there are so many obese children is that they do not get out and exercise; rather, they spend their evening and weekend hours playing video games.

Another reason to ban video games is that they destroy a child's imagination. When do kids get the chance to be creative and imaginative if they are constantly surrounded by video games and television which put visions in their mind? They do not spend time reading or playing which gives them ample opportunities to imagine. Instead, video games put images in their mind and they may not be the best images.

Finally, video games promote violence. Because they put images into the player's mind, they imprint whatever message the video game presents into the player's mind. Violent video games contribute to a propensity towards violence. There has been a rise in violent acts over the last five years and there may be a link between the rise in violent video games and the increase in violence.

In conclusion, violent video games should be banned because they cause our youth to gain too much weight, they take away the imagination and they cause more violence in our society. I am proposing that stores remove all violent video games from the shelves and parents put a limit to your child's video game time. Hopefully, this will help solve the dilemmas that video games cause.

Narrative Journal/Letter Requirements

Topic:

Choose a time period or an experience that can be written about from the viewpoint of the person experiencing it. For example, write a journal entry from a person that lived during the Great Depression or traveled on the Oregon Trail.

Format:

Describe what the person is experiencing, doing, seeing, etc. Use detailed vocabulary to express the experience.

Length:

1 page minimum

Example:

June 1, 1874

Dear Diary,

Today we traveled about 5 more miles. We are working our way along the Oregon Trail to the Willamette Valley in Oregon. So far we've only been traveling for a month, but our food is already running short. Tomorrow we will be crossing the Platte River; hopefully, it will be a shallow, easy crossing. The last river crossing was the scariest thing I have ever had to live through besides that thunder and lightning storm we had last year that set the tree in our yard on fire. Anyway, we were crossing the river and about half way across when we thought that we had already crossed the most dangerous part, the wagon began to tip. Thank goodness, Tex, one of our oxen was on that side and he pushed himself up against the wagon and made sure that it didn't tip over. What would we have done without our loyal Tex?

Hopefully, we will arrive soon. I am already tired of walking every day through the dust and dirt. The dry air is drying out my hair and skin. I look like a scarecrow. The only comforting thought about all this is that everyone else looks worse than I do, especially the boys who spend most of their time playing in the mud and dirt. Oh, Oregon, when will we see your green pastures and mild weather? I can not wait!

Expository Essay (Report) Requirements

Topic:

Choose any topic that you can research and report on.

Format:

The purpose of a report is to tell and give information.

1. Introduction paragraph
 - a. Starts with a hook. A hook can be a question, a quote or a general sentence about the topic.
 - b. End with a specific sentence called a thesis (roadmap) sentence. The thesis lists the topics that the body paragraphs will be about.
 - c. Do not use phrases such as these or ones that are similar to these: "In this paper," "I will tell you about" or "this paper is about."
2. Body paragraphs
 - a. Write a paragraph for each topic listed in the thesis (following the order in the thesis).
 - b. Body paragraphs need to have a topic sentence with a transition word (first, next, another, etc.) at the beginning and supporting sentences with details.
3. Conclusion paragraph
 - a. Begins with a transition such as overall, or in conclusion.
 - b. The first sentence needs to restate the thesis from the introduction.
 - c. The last sentence wraps the entire paper up (summarizes).

Length:

1 page minimum

Example:

Use the following sheet for taking notes before writing your rough draft and then use the rough draft/outline sheet to help guide you through writing the rough draft.

Taking Notes

Name:

Topic for the Entire Report

Sub-Topic:

1. _____

2. _____

3. _____

4. _____

5. _____

Sub-Topic:

1. _____

2. _____

3. _____

4. _____

5. _____

Sub-Topic:

1. _____

2. _____

3. _____

4. _____

5. _____

Sub-Topic:

1. _____

2. _____

3. _____

4. _____

5. _____

Sub-Topic:

1. _____

2. _____

3. _____

4. _____

5. _____

Sub-Topic:

1. _____

2. _____

3. _____

4. _____

5. _____

Outline/Rough Draft

Name:

Introduction Paragraph:

Sentence 1 (topic, limit, opinion)

Sentence 2 (roadmap, thesis)

Body Paragraph#1

Topic Sentence (transition word, topic)

Supporting Sentences

detail

#1

detail

#2

detail

#3

detail

#4

Body Paragraph#2

Topic Sentence (transition word, topic)

Supporting Sentences

detail

#1

detail
#2

detail
#3

detail
#4

Body Paragraph#3

Topic Sentence (transition word, topic)

Supporting Sentences

detail
#1

detail
#2

detail
#3

detail
#4

Conclusion Paragraph

Restated introduction (transition, restate roadmap or thesis)

Wrap-up sentence (a parting thought about the topic)

Newspaper Article Requirements

Topic:

Choose a topic that you can report the facts on, such as World War II or the election of a president.

Format:

It must have multiple paragraphs with a catchy headline (title). Stick to reporting the facts in an interesting way. Answer the who, what, when, where and why questions for the issue.

Length:

1 page minimum

Example:

Bigfoot Spotted on Mt. Rainier

Yesterday two hikers on their way back from the summit stumbled upon a large hairy beast that had human characteristics. They were about two miles from the end of the trail at the time.

For centuries people have been searching for this mythical creature hoping that it would crawl out of the darkness and be found. Bigfoot has always eluded these explorers, but now, he has been found. Except, this Bigfoot didn't turn out to be a he. The creature that was sighted was definitely a female. Does this mean that there will be a continuation of the species? Are there more Bigfoot out there? Will they be able to hide forever, and what will happen once they are discovered? The answers to these questions have yet to be answered.

The hikers that made this discovery are still a little shaken up and in awe. To see a creature as magnificent as this would make anyone awestruck. They are recovering today in their homes and beginning to write their novels telling of their experiences.

By Bob Cashmere, Reporter for the Olympia News

Poem Requirements

Topic:

Choose any topic that can be described using vivid words

Format:

Your poem does not need to rhyme, however it must look like a poem and use descriptive language. See examples in your literature book for help.

Remember poems are not merely sentences and paragraphs; rather, they are phrases and words put together to paint a picture in the mind.

Length:

10 lines minimum

Example:

Unseen future

Fever

Red, hot, scorching skin,

Sadness.

Tears

wrench my soul.

Cotton blankets,

Gifts we thought--

Instruments of death

That destroy

Us.

Who will survive?

Only me.

Path to Washington

Pioneer life is the life for me
Spending each day
on the way to the sea.
Across the plains
Through the dust and dirt
Exhausted, we sleep
To continue the next spurt.
And over the hills
We pull our cart
Up and up until
The oxen fall apart.
At night we are praying
Indians won't attack.
Fear keeps us going;
Hope gives us what we lack.
Tomorrow we'll be staking
the land for our taking.

Interview Requirements

Topic:

Choose to interview a real person who has had experience with the topic or imagine yourself as the person and make up answers according to how you think he/she would answer.

Format:

Write the questions and answers in complete sentences

Length:

1 page minimum

Example:

Interview of Mary Hammerbauer, a Holocaust survivor

1. Mrs. Hammerbauer, tell us of your life before the war began.
“Before the war my life was wonderful. I went to school and played soccer with my friends after school. I took music lessons and was studying to be a famous pianist. My parents both had jobs and they were able to afford sending me to the best prep school in the area.”
2. How did your life change once the war started?
“At first we were given certain rules (just the Jewish people). We weren’t allowed to go outside after 7:00 at night. Then we had to turn over all of our books and they were burned in the town square. It got worse from there. We were then rounded up and put in the ghettos, an area of town that set aside for only the Jews.”
3. What was the worst part of the concentration camp life?
“I would have to say there weren’t any good parts. We were starved, beaten, degraded, and treated worse than mangy dogs. It is a miracle that I survived. Upon arrival, we were separated and the weak, young and old were sent to the gas chambers and the ovens. We spent the next four months in Auschwitz breathing the ashes from the air or our dead friends and family. Death surrounded us all the time.”
4. What was it that helped you stay alive during this ordeal?
“My faith and my sister. The two of us have been each other’s shield and strength. Without her, I would be alone. My mother, father and little brother were separated from us at the start, and we don’t know where they went.”

Debate (Pros/Cons) Requirements

Topic:

Choose a topic that has negative and positive sides (something that can be argued from both perspectives)

Format:

Two columns: one pros (positives) and one cons (negatives)

Length:

4-5 entries in each column

Example:

Commercial Fishing

Pros

1. Makes money
2. Provides jobs
3. Provides food
4. Controls fish population

Cons

1. Destroys fish population
2. Boats emit smoke that hurts the environment
3. Bycatch affects other animals such as dolphins
4. Destroys food sources for other animals such as whales

Biography/Autobiography Requirements

Topic:

Choose a real person either dead or alive, and research facts about their life or interview them to write their life's story, or write an autobiography about yourself (a part of your life that ties into a Washington State History topic.

Format:

Narrative - tell the story of someone's life - who they were, what they did, etc.

Length:

1 page minimum

Example:

Bob Smith

Bob Smith was born on September 22, 1921 in a small town in Southern California. He spent his young childhood in the home with his parents who were both professors at a local University. He grew up in a loving home that was very tolerant of other races. As a college student during WWII, Bob spent his time on many committees that taught tolerance to the local community. He fought to keep the attitudes towards the Japanese-Americans positive while the rest of the state and the Pacific Northwest had turned against them.

Bob also visited the nearest internment camps to spend time with the Japanese-American inmates in order to give them hope and show them that not all Americans were against them. He wanted them to feel accepted by the communities and know that they had a welcoming home to return to after the war.

When WWII ended, the Japanese-Americans returned to their previous communities that they lived in before they were moved to the internment camps. Many of them were rejected and no longer had their old houses to live in. They were not accepted in their old homes and communities because of the negative prejudices still in the minds of their neighbors. However, because of Bob's work, the Japanese-Americans that lived in his town were accepted and welcomed back with open arms from the members of the community. They were welcomed because Bob helped keep those prejudices away and helped the community realize that all human beings are equal. For his efforts, he won the Nobel Peace Prize in 1953.

Timeline Requirements

Topics:

Choose something that has dates.

Format:

Do not just copy the timelines from the book; rather, pick a topic such as the Presidents and just put dates and events that deal with the Presidents. You may also add pictures for each of your entries on the timeline.

Length:

5-6 events listed minimum

Example:

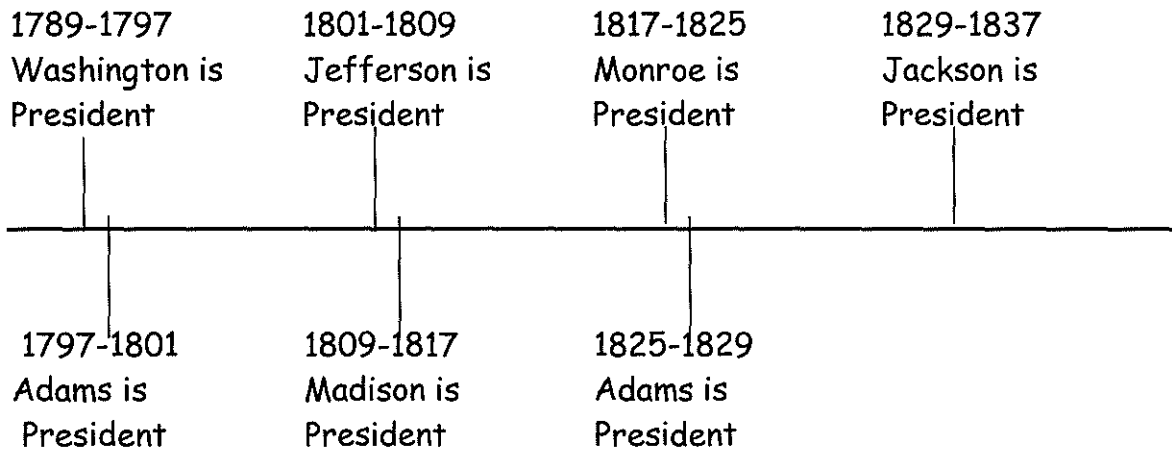


Chart Requirements

Topics:

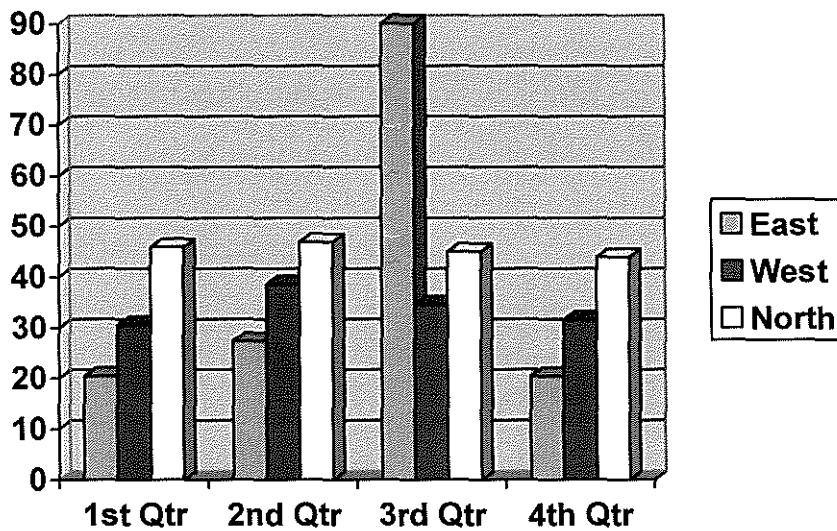
Choose something that deals with numbers such as population.

Format:

bar graph, line graph, pie graph, etc.

Example:

Bar Graph



Picture/Drawing Requirements

Topics:

Choose a topic that you can draw a picture for.

Format:

Include a caption that explains information about the picture

Example:

The sunset over the San Juan Islands is a must see. Many people vacation here each year to see the glorious sunsets and sunrises.

Cartoon Requirements

Topic:

Choose a topic that can tell a story or joke -- Something that someone would find humorous or sarcastic.

Format:

Cartoons can either be a single frame or a series of frames that tell a story of sorts.

Example: from <http://www.uclick.com/client/nyt/po/> (New York Times)

Advertisement Requirements

Topic:

Choose a topic or object that you want to sell such as traveling on the Oregon Trail.

Format:

Try to persuade; use catchy phrases, pictures, etc.

Example:

Come Travel on the Oregon Trail

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Project Grading Rubric

The final drafts will be graded according to this scale. Students and teacher will discuss each final draft together and determine an accurate grade for each final draft. If the draft does not meet a partial requirement score, the student will be asked to fix or redo the draft.

	5		3		0
Knowledge	Verbally shows full understanding of concept		Partially shows understanding of concept		Knows nothing about the concept
Content	Written piece shows full understanding of the concept		Partially shows understanding of concept		Shows no understanding of the concept
Display	Shows effort, is neat, spelling and grammar 100% correct		Shows partial effort, some spelling and grammar mistakes		Minimal effort, sloppy, many spelling/grammar mistakes
Format	Meets all requirements of the writing format		Partially meets requirements of the writing format		Meets none of the requirements of the writing format
Difficulty	Uses a variety of formats: difficult and easy		Uses more easy formats than difficult ones		Already used this format more than once
Relationship	Fully understands how this concept relates to themselves and the Washington of today		Partially understands how this concept relates to themselves and the Washington of today		Does not understand how this concept relates to themselves and the Washington of today

Project Final Draft Grade Sheet

Name:
Final Draft #:

To be filled in with student input

Comments

Knowledge	5	4	3	2	1
Content	5	4	3	2	1
Display	5	4	3	2	1
Format	5	4	3	2	1
Difficulty	5	4	3	2	1
Relationship	5	4	3	2	1
Total					/30

Recommendations _____

Washington Regional Project Presentation Guidelines

At the beginning when you signed up for regions, you also signed up into groups. Now it is time to get into those groups and collaboratively put together a presentation that represents the many aspects of your Washington region. Each of you will take different pieces of your project that you put together and put them together into one presentation.

Your presentation may be as creative as you wish. Some of you may want to write and perform a play that covers different time periods in Washington's history, or some of you may want to make a poster presentation that includes sections from all of your projects. How you present the information does not matter. What will make a difference in how you are graded is how thorough you are in presenting the information and how much you contribute to the group's overall presentation.

Guidelines:

1. Each person must contribute 2 topics and parts to the presentation. For example, each person will make two pieces for the poster from their project. This may be different if the group chooses to do a play.
2. The presentation must be visually appealing.
3. Each person must speak during the presentation.
4. Presentation length can not be less than 5 minutes and not more than 20 minutes.

The main goal is for all of you to have fun and find a creative way to show what you have learned.

Presentation Grading Rubric

	5	4	3	2	1
Participation	Contributed 2 topics and worked well with the group	Contributed 2 topics but did not work as well with the group	Contributed only 1 topic and worked well with the group	Contributed only 1 topic but did not work well with the group	Did nothing
Creativity	Presentation was visually appealing		Presentation was hard to see but has some visually appealing material		Presentation not visually appealing
Organization	Presentation well organized		Presentation was organized but could have been better put together		Thrown together at the last minute and not organized at all
Presentation	Spoke clearly, loud enough and had good eye contact	Lacking in one area of clarity, loudness and eye contact	Lacking in 2 areas of clarity, loudness and eye contact	Lacking in all 3 areas of clarity, loudness and eye contact	Did not present at all

Media Activities and Video Conferencing

Objectives:

- Communicate clearly
- Learn about the state from other students living in other parts of the state
- Effectively create a video that teaches other children about our part of the state
- Know how to use different forms of media to teach and learn about our portion of the state

EALR Connections:

Communication: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2

Materials:

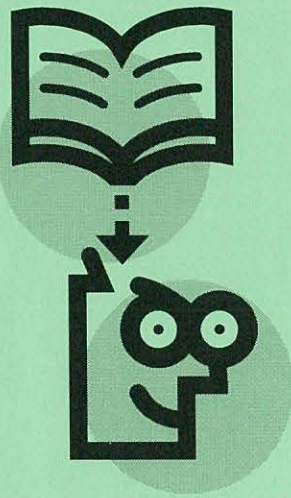
- Video conferencing equipment
- Contact list of other schools around the state that have video conferencing equipment
- Video camera
- Access to the internet

Activities:

1. Students can conference with students in other parts of the state. Have students create questions ahead of time to ask during the conference.
2. Students create a video presentation that represents different aspects of the part of the state that we live in to share with the other schools they are in contact with.
3. Students can also create web pages that teach about our region of the state.
4. Students can have email pen-pals from schools across the state.

Teacher's Note: Technology is an exciting way to learn about other people and places from other regions of the state especially if it is difficult to do multiple field trips. Video conferencing meetings can be set up to take place numerous times throughout the course of the class, and each conference can focus on a different theme so that there is always something to discuss and share with the other groups.

Assessments



Teacher's Note: A few of the questions for the Chapter Tests were taken directly from the text, *Washington in the Pacific Northwest* (2002) by Green and Carlson. However, many of the questions were designed around higher levels of Bloom's Taxonomy. The questions were purposely written so that there would be some open-endedness in the answers, allowing the students to show what they learned about the information and increasing their chances of getting the question correct. Many of these tests were also written by the students as a list of learning objectives for reading the chapters. The students were first taught which question words showed higher levels of thinking, and then they skimmed the chapter to get an idea of some of the main topics and information in the chapter. After brainstorming what some of the main topics were, the class brainstormed questions for each of the main topics. These questions became the central objectives that they were to concentrate on in their reading of the chapter and then they became the test questions at the end of the chapter. By allowing the students to create their own objectives and test questions, their motivation in reading the chapter and their learning increased. Furthermore, it is suggested that the students keep track of their own progress with the State Quizzes and Chapter Tests and it is also suggested that not all of individual State Quizzes affect the students' grades; rather, grade only the last comprehensive test of all 35 sites. Students will be motivated to do better and build responsibility if they see their progress and if not every quiz is scored.

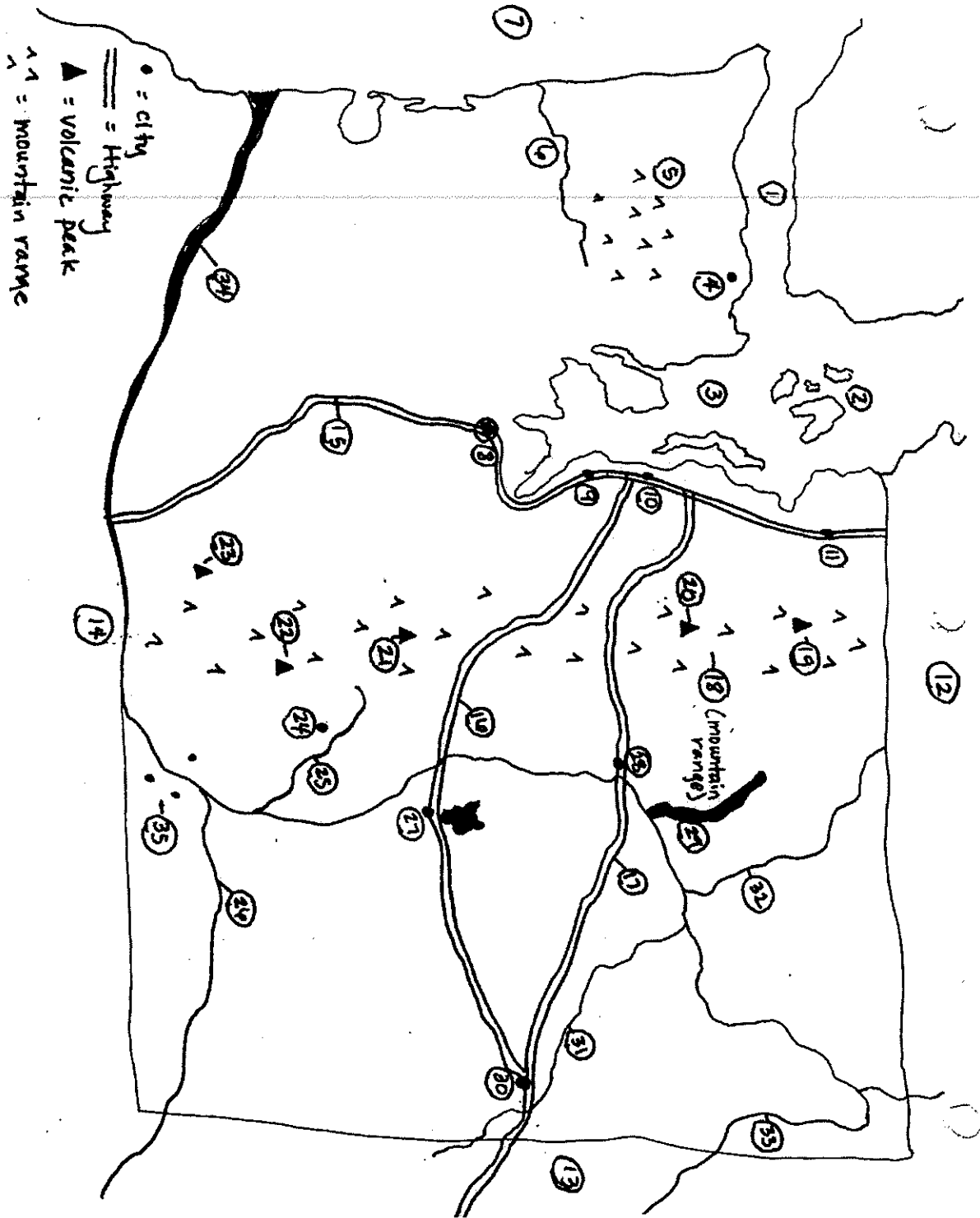
State's Features Quiz Progress Chart

Each week we will be taking a quiz on a randomly selected 10 features in Washington State. You will each chart your own progress and keep track of your scores. At the end there will be one large quiz on all of the state's features.

Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Quiz 6	Quiz 7	Quiz 8	Quiz 9	Quiz 10	Quiz 11	Quiz 12	Quiz 13	Quiz 14	Quiz 15

Personal Chart of Progress

Score															
10															
9															
8															
7															
6															
5															
4															
3															
2															
1															
Quiz	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15



Washington State Quiz Answer Key

1. Strait of Juan de Fuca
2. San Juan Islands
3. Puget Sound
4. Port Angeles
5. Olympic Mountains
6. Quinault River
7. Pacific Ocean
8. Olympia
9. Tacoma
10. Seattle
11. Bellingham
12. Canada
13. Idaho
14. Oregon
15. I-5
16. I-90
17. Highway 2
18. Cascade Mountains
19. Mt. Baker
20. Glacier Peak
21. Mt. Rainier
22. Mt. Adams
23. Mt. St. Helens
24. Yakima
25. Yakima River
26. Snake River
27. Moses Lake
28. Wenatchee
29. Lake Chelan
30. Spokane
31. Spokane River
32. Okanogan River
33. Pend Oreille River
34. Columbia River
35. Tri-Cities

Chapter Test Personal Progress Chart

Throughout the course of the semester we will be taking tests on each of the chapters from the book, and it will be your responsibility to keep track of your own progress. This chart will help give you an idea of what chapters you will need to go back and review and relearn, and which you already have a good grasp of the material.

	Ch. 1&2	Ch. 3	Ch. 4	Ch. 5	Ch. 6	Ch. 7	Ch. 8	Ch. 9	Ch. 10	Ch. 11	Ch. 12	Ch. 13	Overall
% correct													
Score													

Personal Progress Chart

Percentage Correct													
Chapter	1&2	3	4	5	6	7	8	9	10	11	12	13	Overall

Chapter 1 & 2 Test

Name:

Date:

Fill in the Blank (1point each)

1. Washington's capital city is _____.
2. The _____ River is the main river that runs through Washington.
3. We know that the mountains in Washington are younger than other mountains in the state because they are _____. Older mountains are _____.
4. Washington is part of the _____ _____. That is why there are so many volcanoes in the state.

Multiple Choice (1 point each)

5. _____ The five main volcanoes in the state are
 - a. Mt. Rainier, Mt. Adams, Mt. Hood, Mt. Fuji, Mt. St. Helens
 - b. Mt. Rainier, Mt. St. Helens, Mt. Baker, Mt. Hood, Mt. Adams
 - c. Mt. Rainier, Mt. St. Helens, Mt. Baker, Mt. Adams, Glacier Peak
 - d. Mt. Adams, Mt. Baker, Glacier Peak, Mt. Rainier, Mt. Hood
6. _____ The two main mountain ranges in Washington are
 - a. The Olympic Mountains and Cascade Mountains
 - b. The Olympic Mountains and the Rocky Mountains
 - c. The Cascade Mountains and the Appalachian Mountains
 - d. The Rocky Mountains and the Cascade Mountains

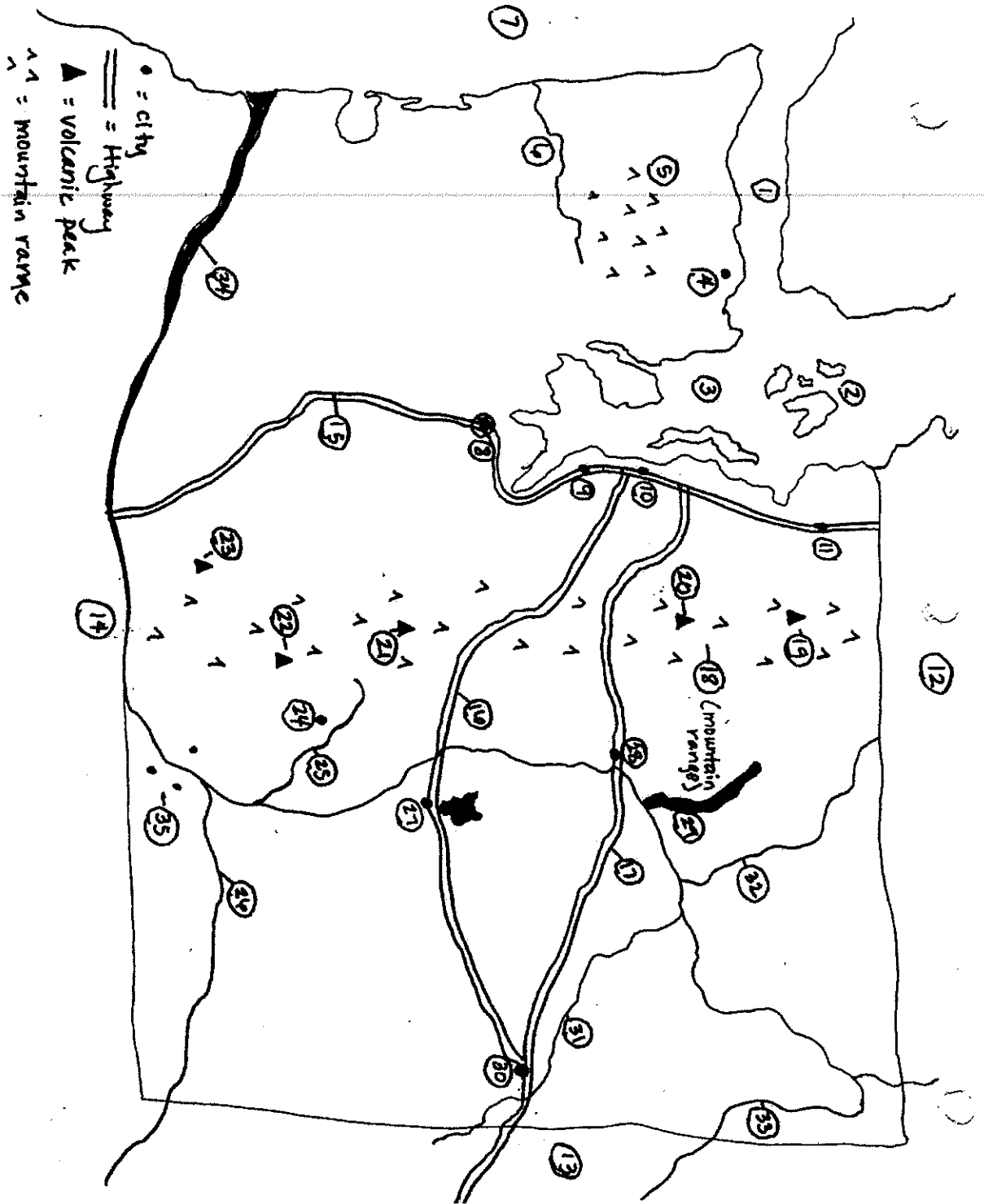
Short Answer (3 points each)

7. Explain why there is more rain in Western Washington and Eastern Washington is drier. Give at least 2 reasons.
8. Describe how the mountain ranges in Washington were formed.

9. Explain the effect that the 1980 eruption of Mt. St. Helens had on the environment. List at least two environmental effects.

Long Answer (6 points)

10. Explain why more people have chosen to live in the Puget Sound Lowland Region than any other region in Washington. Give at least four reasons.
11. The Bretz theory of the floods was not believed by many geologists for quite sometime. Explain what his theory was, and give at least three examples of geological features that we see in Washington today that prove that the floods happened.
12. On the map that is provided, circle an example of a peninsula, bay, delta, strait, and an archipelago.
13. Using your road map of Washington, calculate the number of miles you would travel if you drove on I-82 from Ellensburg to Prosser. Explain how you figured out that mileage.



Chapter 3 Test

Name:

Date:

Fill in the Blank (1 point each)

1. The _____ and _____ are two Coastal Tribes.
2. The _____ and _____ are two Plateau Tribes.
3. Native American myths were told for these three reasons _____, _____, and _____.
4. The _____ and _____ are the two main mountain ranges in Washington State.

Multiple Choice (1 point each)

5. _____ The Plateau people had houses that were easy to move because..
 - a. they liked to move around a lot
 - b. they had to move around to follow food sources
 - c. the land did not belong to them so they had to keep moving
 - d. their religion said that they could not stay in one place
6. _____ The major characters in Native American mythology were
 - a. creatures from outer space
 - b. animals with non-animal like powers
 - c. regular animals and people
 - d. superheros

Short Answer (3 points possible)

Complete Sentence Answers

7. Describe the lifestyle of the Coastal Tribes (10 points)
 - a. Food
 - b. Dress
 - c. Housing

d. Art

e. Religion

8. Describe the lifestyle of the Plateau Tribes (10 points)

a. Food

b. Dress

c. Housing

d. Art

e. Religion

9. Compare and contrast the lifestyles of the Coastal and Plateau Tribes

List at least 3 answers for each side and the middle (9 points possible)

Coastal

Both

Plateau

10. Why was the horse important to the Plateau people? How did the horse help them in their daily lives?

12. Why did the Coastal Tribes have art that was more for leisure and the Plateau Tribes have art that was practical and based on serving a purpose?

Long Answer (8 point possible) Complete Sentence Answers

1. Explain how the environment in the Coastal area affected the food, dress, housing and art of the Coastal Tribes and how the Plateau environment affected the Plateau tribes. (two paragraphs - one on each area)

Chapter 4 Test

Name:

Date:

Fill in the Blank (1 point each)

1. Three explorers who came to the Pacific Northwest were

_____ and _____.

2. The first English woman in Washington was _____.

3. The islands in the area were named after _____.

Short Answer (3 points each)

4. Explain what the explorers were looking for when they came to the Pacific Northwest and why their search was important.

5. Discuss why the fur trade was important to the area and explain why it ended (give at least 2 reasons).

6. Explain why the Chinook Jargon was important to the traders and explorers?

Long Answer (6 points possible)

7. Explain who Lewis, Clark and Sacajawea were, describe their journey and explain why they were sent. Include what they were searching for and what they did along the way.
-

Chapter 5 Test

Name:

Date:

Fill in the Blank (1 point each)

1. Two missionary families were the _____ and the _____.
2. The missionaries traveled west in order to _____ and _____.
3. The Cayuse attacked the Whitman Mission because _____, _____, _____ and _____.
4. The _____ Road was a road built from Walla Walla to Fort Benton, Montana to easily move men and supplies.
5. _____ was the first governor in Washington.

Short Answer (3 points each)

6. Name a disease that was prevalent during this time and explain the effect the new disease had on the Native Americans.
7. Explain at least 3 reasons why the settlers went west.
8. Explain how the mass movement of settlers on the Oregon Trail affected the land and the Native Americans along the way.
9. Who was George Washington Bush and what was he famous for?

10. Explain why the phrase “Fifty-Four Forty or Fight” became a famous phrase and what parallel the British and U.S. settled on as the actual border.

11. Why did the relationship between the Native Americans and the settlers change from friendly to unfriendly? Give at least 4 reasons.

12. Explain what the pig war was all about.

Long Answer (8 points possible)

13. Imagine that you are traveling on the Oregon Trail. Describe your journey. Include the following:

- a. Where you started, places you stopped along the way, and where you ended.
- b. A description of how you traveled and why you traveled that way.
- c. The food you brought and how you prepared for your trip.
- d. The roles that men and women in your company had.

Chapter 6 Test

Name:

Date:

Fill in the Blank (1 point each)

1. _____, _____ and _____ were three of the first three cities to develop during this time period.
2. Whales were hunted for _____, _____ and _____.
3. The purpose of the anti-Chinese laws were to _____.

Short Answer (3 points each)

4. Explain how the settlers and homesteaders got their plots of land.
5. Give 2 reasons why Native Americans were put on reservations and explain how the reservations affected the Native American way of life.
6. Who were Chief Joseph, Chief Moses, Chief Sealth and Chief Kamiakin? Explain what made them important chiefs. What did they believe and do?
7. Compare and contrast the early logging to logging today. Include information on the tools that they used back then and the tools they use today. How do the tools affect the efficiency of the way logging is done?

8. List three different immigrant groups during this time period and explain why each of them immigrated to Washington.

Long Answer (6 points possible)

9. Explain what pioneer life was like and compare and contrast pioneer life to life today.

10. Explain the conflicts between the Native Americans and the settlers. Discuss at least 3 issues that they disagreed on.

Chapter 7 Test

Name:

Date:

Fill in the Blank (1 point each)

1. Three agricultural products that were some of the first that Washington produced were _____, _____, and _____.
2. The year Washington became a state was _____. The city of _____ was named the state capital.
3. Urbanization means _____.

Short Answer (3 points each)

4. How did the railroad affect Washington?
5. Name 3 immigrant groups that came to Washington during this time period and discuss what they did for Washington. (What were their occupations?)
6. Explain why the towns of Seattle, Portland, Tacoma and Spokane developed so rapidly during this time period.
7. Describe how the gold rush affected Seattle's economy. Contrast the experiences of the merchants and the miners.

Long Answer

8. Explain how the lumber, fishing and mining industries affected Washington. (Include both the positive and negative affects of each).
(12 points possible)

Lumber

Positive-

Negative-

Fishing

Positive-

Negative-

Mining

Positive-

Negative-

9. Discuss in detail, what the U.S. government did to make the Native Americans more "American" and less "Indian." (10 points possible)

Chapter 8 Test

Name:

Date:

Fill in the Blank (1 point each)

1. _____ and _____ were two businesses that grew during the economic boom.
2. _____, _____ and _____ were three inventions that were made in the 1920s.
3. The _____ and _____ were two groups that the KKK discriminated against in their racial beliefs.

Short Answer (3 points each)

4. Explain why hydropower was considered a necessity for Washington.
5. What did women do for jobs during World War I? Why did women work these jobs?
6. Describe what the IWW did to help the workers of Washington.

7. Explain what the Suffrage Movement was.

8. Why was the Legislative Reform made?

9. Explain why the 18th Amendment to the Constitution for Prohibition was passed.
Why did the women fight for Prohibition?

Chapter 9 Test

Name:

Date:

Fill in the Blank (1 point each)

1. The bombing of _____ marked the United State's entrance into World War II.
2. Hanford contributed to the U.S.'s fight in World War II by making the plutonium for the _____.
3. _____ and _____ were two businesses that flourished (did well) during World War II.

Short Answer (3 points each)

4. Explain why the Japanese-Americans were put in internment camps during WWII.
5. What was Roosevelt's New Deal and how did it help Washington during the Depression?
6. How did the Grand Coulee Dam help Washington?
7. Explain how John Collier helped the Native Americans.

8. Describe life for children during World War II.

Long Answer

9. What was the Great Depression? Describe how it changed people's lives. Include information on Hoovervilles, migrant (transient) workers, and businesses. (8 points possible)

10. Why do you think that German and Italian Americans weren't put in internment camps like the Japanese were? Think about what you've learned about attitudes toward Chinese and Japanese immigrants in previous chapters. (4 points possible)

Chapter 10 Test

Name:

Date:

Fill in the Blank (1 point each)

1. The _____ allowed soldiers who served in the armed forces to go to college and successfully re-enter civilian life.
2. _____ and _____ were two interstate highways constructed during this period.
3. The _____ Movement was a movement to desegregate public places and to gain equal rights for people of other races in America.
4. The national movement for women's rights was called _____. The women's goals were to gain _____.

Short Answer (3 points each)

5. Explain why the suburbs grew during this time period and entire cities like Redmond, Bellevue and Lynnwood were created.
6. Discuss Hanford's importance during this time period. Include some of the negative effects from Hanford that people were discovering during this time.
7. Why were the new interstate highways so important during this time?

8. How did the end of the Vietnam War affect Washington residents?

Long Answer (6 points each)

9. What was the Cold War? Who was it between and explain how it affected Washington. Discuss both why people were fearful and how it helped businesses.

10. How did the Columbia Basin Project help Eastern Washington and what were some of the negative effects?

11. Discuss how the African, Asian and Hispanic-American population contributed to Washington. Focus on their roles in politics and business.

Chapter 11 Test

Name:

Date:

Fill in the Blank (1 point each)

1. The _____ decision gave Native Americans the right to catch 50 percent of all the fish that pass through the Native American's old fishing sites.
2. The Makah Indian's hunting of _____ is a controversial topic between the Native Americans and animal right's activists.
3. The Yakama Indian Nation banned the sale of _____ on all tribal lands because it was being abused and causing driving accidents and birth defects in children.

Short Answer (3 points each)

4. Discuss 2 of Seattle's urban problems and propose solutions for both of them.
5. Explain what sort of industrial pollutants are affecting the Coeur d'Alene River.
6. Discuss the issues involved with the timber industry. (Pros and Cons)
7. What was the issue over the Native American fishing rights?
8. Discuss the controversy over Native American tribal casinos.

9. What was the WTO and why were people protesting it in Seattle?

Long Answer

10. Explain the pros and cons of nuclear energy at Hanford.

11. Explain the pros and cons of dams and hydroelectricity.

Chapter 12 Test

Name:

Date:

Fill in the Blank (1 point each)

1. The United States has an economy based on _____ in which the citizen can have private ownership of a business.
2. _____, _____ and _____ are three products or businesses that Washington contributes to the economy of the US.

Short Answer (3 points each)

3. Explain how supply and demand work and how were apple prices affected by supply and demand.
4. Discuss how the minimum wage law has helped workers.
5. With which part of the world does Washington trade the most? Why does Washington trade mainly with this area of the world?
6. List two of Washington's famous entrepreneurs and the businesses that they started.

7. Compare and contrast the modern economy to that of the Native American barter system.

8. Explain how interest works. Why can interest be both beneficial and harmful to your finances?

Chapter 13 Test

Name:

Date:

Fill in the Blank (1 point each)

1. _____ is Washington's present governor.
2. _____, _____ and _____ are three of the state universities.
3. _____ is the capital city of Washington.

Short Answer (3 points each)

4. Define a democracy:
5. List the three branches of government and explain what each branch does.
6. What is the citizen's role in the government?
7. What are some of the services the government provides for the people?
8. Explain why the Constitution of the United States and the Washington State Constitution are so important.

9. List at least two amendments to the Constitution and explain their importance.

Long Answer (6 points possible)

10. What are the two main political parties? Explain which you support the most? Give at least 3 reasons why you support that party.

Answer Key to Chapter Tests

Chapter 1 and 2:

1. Olympia
2. Columbia
3. More jagged; smoother and rounder
4. Ring of Fire
5. C
6. A
7. The Rain Shadow Effect: The water evaporates from the ocean, forms clouds and the clouds lose their moisture in the form of rain before they are able to raise high enough to go over the Cascade Mountains.
8. Tectonic plates colliding and uplifting, folding and thrusting
9. The eruption killed much of the wildlife, blew down acres of trees, some old growth forests, filled the rivers and lakes with debris, ash and mud and released toxic ash into the air.
10. More people live in the Puget Sound Lowlands for these reasons: trade, water resources, more job opportunities, transportation (water), fertile soil that helps with agriculture, mild climate, etc.
11. The Ice Age glaciers blocked the Clark River and Lake Missoula was formed. As the lake became higher than the ice dam, the water from the lake broke through and flooded Washington and Oregon. The floods caused ripples to be left on the surface of the ground and on the walls of the Snake River canyon. The boulders sitting in the middle of nowhere, the high walls of the gorges, and the dry and still running waterfalls in the central eastern part of the state were also geological features caused by the flooding.
12. Archipelago: a group of islands
Peninsula: a piece of land surrounded by water on three sides
Bay: an inlet of water that is surrounded by land on three sides
Delta: a mouth of a river
Strait: a narrow inlet of water that is surrounded by land on two sides
13. 86 miles – use the red arrows and numbers between towns to figure out the mileage

Chapter 3:

1. See page 42
2. See page 42
3. Teach, explain natural phenomenon, share history, share knowledge, entertain
4. Olympics; Cascades
5. B
6. B
7. Coastal Tribes
Food: salmon, marine wildlife, land mammals

Dress: cedar bark clothing, animal skins

Housing: cedar long houses

Art: totem poles, cedar art, carved ivory, more leisurely based

Religion: animal spirits, the Great Spirit

8. Plateau Tribes

Food: salmon, land mammals

Dress: animal skins

Housing: pit houses, teepees, easily moved housing

Art: more practical, baskets

Religion: same as coastal tribes

9. Use information in question 8

10. The horse made hunting and traveling more efficient

11. The coastal tribes had more time for leisure because they did not have to work as hard to gather food and their settlements were more permanent.

12. Coastal: rained more so they had cedar homes, food more plentiful so they had more time for leisure, wore clothes that helped keep them dry
Plateau: drier and colder in the winter, their food moved around more so they had to follow it; therefore, their housing had to be less permanent, clothing needed to fit the more extreme seasonal weather changes, worked harder to get food so they had less time for art; art needed to be more practical.

Chapter 4:

1. Astor, Cook, Clark, Juan de Fuca, Gray, Heceta, Lewis, Perez, Vancouver
2. Francis Barkley
3. Explorers, Vancouver's friends
4. Northwest Passage: a quicker water route to the Orient to trade
5. The fur trade brought traders and settlers. It ended because animals were becoming scarce and styles were changing
6. The Chinook Jargon was a means of communication between the traders, explorers and Native Americans
7. Lewis and Clark were sent to find the Northwest Passage and to map out the Louisiana Purchase area. Sacajawea was their Indian guide and interpreter.

Chapter 5:

1. Lees, Blanchet, de Smet, Whitmans, Spaldings, Walkers, Eells
2. Share Christianity with Native Americans, settle, start a new life
3. They thought the Whitman's spread the measles to them, they thought Dr. Whitman was a bad medicine man, the white settlers were taking their land, the Whitman's did not accept or respect the Native American culture, the settlers were killing all of the buffalo and not respecting nature, forcing the Cayuse to abandon their ways and begin farming
4. Mullan
5. Isaac Stevens

6. Measles, Influenza, Small Pox; the new diseases wiped out the tribes because they did not have immunities to them.
7. The settlers went west to start a new life, for adventure, to have more space, free land, share their religion, freedom, make money.
8. The mass movement on the Oregon Trail affected the land by carving ruts, destroying the natural habitat, destroying the buffalo herds and other game. The settlers spread diseases to the Native Americans, destroyed their hunting grounds and buffalo herds.
9. George Washington Bush was an African-American settler to the area. He was one of the first African-Americans to be allowed to own land because his neighbors supported him.
10. "Fifty-Four Forty or Fight" was the phrase used by Polk during his election. It was the latitude that the U.S. wanted to set the border at with Britain. The actual border was settled at the 49th parallel.
11. The relationship between the Native Americans and settlers changed from friendly to unfriendly because treaties were getting broken, diseases were spread that wiped out tribes, settlers were taking Native American land and destroying the buffalo herds.
12. The Pig War was an incident on the San Juan Islands. A British Pig ate a potato from a U.S. garden. The farmer shot the pig and this started a fight between the Americans and the British in which there were no casualties. In the end the U.S. gained control of the San Juan Islands.
13. Answers will vary.

Chapter 6:

1. Seattle, Walla Walla, Olympia
2. Fat, food, baleen, oil
3. Exclude the Chinese immigrants; stop Chinese immigrants from coming
4. They put stakes in the corners of the plot they wanted; they put their name on witness trees
5. The government wanted their land, they were not trusted, and the government wanted to protect the settlers.
6. Chief Joseph, Moses, Kamiakin and Sealth were all chiefs who did not want the settlers to take their land. Kamiakin and Joseph fought, and Sealth was more accommodating.
7. Early logging dealt with bigger old growth trees, they used two-man saws and axes, horses etc. instead of power tools and heavy equipment like today.
8. Hawaiians: jobs; Irish: escape the potato famine; Chinese: jobs such as the railroad and mining.
9. During the pioneer days there were more diseases and less medicines, food was raised and more work to get than today, entertainment revolved around playing games, dances and musical instruments, and mail was slow; communication took more time and was more difficult.

10. Native Americans were not happy with the broken treaties, the settlers taking their land, the lack of respect the settlers had for nature, their food sources getting destroyed, the white concept of superiority, language barriers and differing cultures between the Native Americans and settlers.

Chapter 7:

1. Apples, ranching and dairying
2. 1889; Olympia
3. Growth of cities; population growth
4. The railroad brought settlers, increased the population, supplied jobs, made transportation of supplies easier.
5. Scandinavians: farmed; Germans: farmed; Italians: railroad workers, masons, construction, farmers
6. Seattle, Portland, Tacoma and Spokane developed rapidly because there were towns where the railroad put stations.
7. The gold rush brought businesses to Seattle because it was the starting off point for the trip. The merchants made more money than the miners did in the long run.
8. Lumber: supplied lumber for the building of new homes and businesses; old growth forests were destroyed
Fishing: provided jobs and food; destroyed fish populations
Mining: provided jobs and much needed coal and minerals; dangerous occupation
9. Native Americans were put on reservations, forced to go to boarding schools, give up their language, dress and traditions.

Chapter 8:

1. Shipbuilding, lumber, Boeing
2. Electric power, telephones, phonographs, radios, washing machines, motion pictures
3. Immigrants, Catholics, Jews, Asian-Americans, African-Americans
4. Washington was lacking in natural resources such as coal and natural gas, so hydroelectricity was the best answer to create electricity, and Washington had an overabundance of water power.
5. Women took the jobs of the men who went off to fight in the war. Many of them worked in the factories making supplies that supported the war effort.
6. The IWW helped workers gain rights such as to speak freely to bosses, safer working conditions and higher wages.
7. The Suffrage Movement was a movement to gain voting rights for women.
8. The Legislative Reform brought about the initiative and referendum which allowed the citizens to make laws and repeal laws already in effect.
9. The 18th Amendment for prohibition was passed to protect women and children from abuse caused by alcohol and to make sure that wages were not wasted on alcohol consumption.

Chapter 9:

1. Pearl Harbor
2. Atomic bomb
3. Shipbuilding, aluminum, Boeing
4. The Japanese- Americans were put in internment camps to protect them, to make sure they were not spies, and to make sure that they did not help Japan.
5. Roosevelt provided jobs for the many unemployed Americans during the Depression. CCC, WPA, Grand Coulee Dam, etc. were some of the programs he started.
6. The Grand Coulee Dam provided jobs and electricity.
7. John Collier helped repeal the Dawes Act and give the Native Americans their tribal organization and their culture back.
8. They played war and nurse, collected rubber and other materials for the war effort, and feared losing their father or older brother.
9. The Great Depression was an economic collapse begun by the stock market crash of 1929. Hoovervilles were areas where the homeless/jobless built shacks of cardboard and scrap lumber. Migrant workers moved from place to place following available jobs and businesses that were essential to life such as general stores were the only ones that continued to stay in business.
10. The German and Italian-Americans weren't put in internment camps because they fit in better with the other European-based American population and the Japanese immigrants were discriminated against from the start.

Chapter 10:

1. G.I. Bill
2. I-90, I-5, I-82, I-84
3. Civil Rights
4. Feminism or Women's Liberation; equal rights for women
5. Women no longer were needed to work the factory jobs that they did during WWII; there was a baby boom and the young families wanted homes of their own so the suburbs were built.
6. Hanford continued to make atomic weapons during the Cold War; much of the radioactive waste got into the ecosystem and caused cancer in the people who lived down wind.
7. The interstates made travel easier and quicker and they made evacuations of the large cities easier.
8. The end of the Vietnam War affected the availability of jobs in Washington. Supplies for war were no longer needed and many people became unemployed.
9. The Cold War was a nuclear stand off between the USSR and the US. Washington feared that it would be a prime target of the USSR because of Hanford and Boeing. Businesses that made weapons and other war supplies grew.
10. The Columbia Basin Project helped bring irrigation to the crops on the eastern side of the state, increased electricity, helped increase recreational opportunities

and transportation for ships on Washington's rivers. Dams hurt the salmon population, and towns were flooded behind the reservoirs.

11. African Americans worked in the state's factories and businesses.
Asian Americans became governors and city council members and grew much of the fruits and vegetables.
Hispanic Americans worked many of the agricultural jobs in Eastern Washington and many became lawyers, doctors and teachers.

Chapter 11:

1. Boldt
2. Whales
3. Alcohol
4. Traffic jams and more asphalt and concrete than trees and shrubs
5. Lead, arsenic, zinc from mining
6. Pros: lumber for trade and sale, lumber for growth of industry and cities
Cons: loss of animal habitat, loss of old growth forests, loss of timber resources
7. Commercial fisherman did not like the idea the Native Americans could now fish off reservation lands and take 50 percent of the fish. Furthermore, steelhead were deemed game fish but the Native Americans were able to use them as food fish.
8. Non-Native Americans are upset about the tribal casinos because the Native Americans can run casinos and it is illegal for everyone else to. Casinos have given the tribes jobs and money to fund programs to better their lives.
9. World Trade Organization; People blamed the WTO for overlooking environmental concerns, labor issues and human rights. They believe that the WTO makes it possible for the wealthier countries to get richer and the poorer countries to stay poor.
10. Pros: power without damming rivers and therefore helping salmon populations, weapons, jobs
Cons: radioactive waste, cancer, destroys environment
11. Pros: power, irrigation, transportation up and down rivers
Cons: loss of salmon runs and depletion of salmon populations, pollution, loss of Native American fishing areas

Chapter 12:

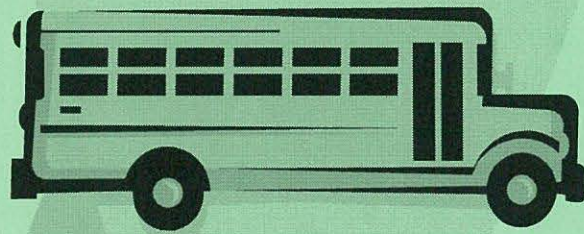
1. Free enterprise or capitalism
2. Food, fishing, logging, manufacturing, electricity, computer industry
3. The greater the supply, the lower the price and vice versa; the greater the demand, the higher the price. Supply and demand work together to determine price.
4. The minimum wage law has helped stabilize wages so that people can not be cheated and they can be protected better.
5. The Pacific Rim because we are closer to that part of the world and transportation is easier.

6. Debbie Mumm: Mumm's the Word; Eddie Bauer: sporting goods store; Tertsagian and Balaban: Aplet and Cotlets; Brown and Haley: candy; Gary Larson: Far Side Cartoon; Bill Gates: Microsoft.
 7. Barter system traded tangible items and as items became worth more than others those were used as currency. Now we use money that stands for a certain amount. We no longer trade item for item.
 8. Interest is a payment that the bank gives you for keeping your money there or it is a payment that you pay for a loan or money on credit. You can either be paid interest or pay interest.
-

Chapter 13:

1. Gary Locke
2. Eastern, Western, Central, University of Washington, Washington State, Evergreen State College
3. Olympia
4. A government ruled by the majority or the people
5. Executive: president, vice-president – responsible for carrying out the laws and managing the government
Judicial: Supreme Court rules on whether a law is unconstitutional or constitutional
Legislative: Senate and House of Representatives - makes laws and votes on laws
6. Welfare, work programs, collect taxes to pay for improvements and programs, roads and repair, etc.
7. The Constitutions provide laws for the citizens and provide order and protection.
8. See pages 211-212
Democratic and Republican Parties; answers will vary. Use page 216.

Field Trip Ideas



and
Guest Speakers

Field Trip Ideas

1. Washington History Museum

1911 Pacific Avenue
Tacoma, Washington 98402
Telephone: 253-272-3500
<http://www.wshs.org/wshm>

This is a must see for all Washington State History classes. The museum has exhibits that show the history of the state from the geological periods to the present. Most exhibits are interactive and the students greatly enjoy the History Lab.

2. Pioneer Farm Museum and Ohop Indian Village

<http://www.pioneerfarmmuseum.org>
7716 Ohop Valley Road East
Eatonville, WA 98328
(360) 832-6300

Enjoy a hands-on trip through a pioneer and Indian village and see what life was like in Washington in the 1800s.

3. Tillicum Village

2992 SW Avalon Way
Seattle, WA 98126
(206) 933-8600
(800) 426-1205
Email: mail@tillicumvillage.com

Enjoy an authentic Native American salmon bake and show that includes costumes and dance. Also explore the village exhibits.

4. Museum of Flight

9404 East Marginal Way S.,
Seattle, WA 98108-4097.
206-764-5720
<http://www.museumofflight.org/visit/>

Visit and see numerous kinds of aircraft and the history of air travel.

5. The Museum of History & Industry (MOHAI)

McCurdy Park
2700 24th Ave E.
Seattle, WA 98112-2099
Voice: 206-324-1126
Fax: 206-324-1346
Email: information@seattlehistory.org

Look at artifacts that show what life has been like in the Pacific Northwest from the 1780s to the present.

6. The Burke Museum of Natural History and Culture

University of Washington
Seattle, WA 98195-3010
Email: recept@u.washington.edu
(206) 543-5590

This museum is full of Native American exhibits, earthquake exhibits, and dinosaurs. The Burke Museum shows the natural and cultural history of the state.

7. Seattle's International District

<http://www.internationaldistrict.org>

Take a walking tour through the international district and visit the Wing Luke Asian Museum while immersing yourself in the Asian culture of downtown Seattle.

8. Pioneer Park

2004 Cherry Street
Ferndale, WA 98248
(360) 384-0792

Take a walk through old pioneer houses and even a church. Each house is filled with artifacts on different eras up to WW II.

9. Mt. St. Helens

Coldwater Ridge Visitor Center
360-274-2131
Johnston Ridge Observatory
360-274-2140
Mount St. Helens Visitor Center
360-274-2100
Monument Headquarters
(for visits to Ape Cave)
360-247-3900

Explore the natural wonders of a recently erupted volcano. See the results of the catastrophic event on nature and how nature is rebuilding itself first hand.

10. Washington State Capital Museum

211 West 21st Avenue
Olympia, WA 98501
360/753-2580

Learn about the early Native Americans, Washington's plants, how the state capital building was built and the political systems of the state.

11. Grand Coulee Dam

(509) 633-9265

Take a tour of the power house, watch the laser light show on the dam itself, and observe the basalt columns on the cliffs that line Banks Lake.

12. Dry Falls

34875 Park Lake Rd. NE

Coulee City, WA 99115

509-632-5583

Visit the interpretive center and look out over Dry Falls, what was once the largest waterfall in the world during the time that Lake Missoula was created and the catastrophic ice age floods hit Washington. During that time Dry Falls was the size of approximately four times larger than Niagara Falls is today.

13. Pioneer Village and Apple Days

Cashmere Chamber of Commerce

509-782-7404

PO Box 834

Cashmere, WA 98815

Enjoy the apple culture of Eastern Washington at the Cashmere Apple Days (always the first weekend in October). While enjoying the apples, wander through an authentic pioneer village and experience pioneer life first hand. Cashmere is also the home of the Aplets and Cotlets factory.

14. Mima Mounds Natural Area Preserve

Rochester, WA

South of Olympia off I-5 exit 95

Olympia

Washington

(360) 784-2383

See this curious field of hills believed to have been formed during the last ice age.

15. Whitman Mission National Historic Site

509-522-6357

328 Whitman Mission Road

Walla Walla, WA 99362

Explore the area where the Whitmans set up their mission for the Cayuse Indians. See a portion of the Oregon Trail and what life was like during this era for both the settlers and the Native Americans.

16. Yakima Area:

Yakama Nation Cultural Center

280 Buster Road

Toppenish, Washington 98948

(509) 865-2800 or (800) 874-3087

Experience how the Yakama lived and enjoy a cultural Pow-Wow.

Toppenish Murals

See murals on buildings that portray the life of the pioneers and Native Americans to the present.

Benton County Museum

7th and Paterson (Prosser City Park)

P.O. Box 591 Prosser, Washington 99350

(509) 786-3842

Explore 20,000 artifacts depicting pioneer life and Native American life in the area.

17. Washington Forts

Fort Casey

Found on Whidbey Island, Fort Casey still holds concrete fortifications, officers' homes and barracks.

Fort Columbia

It is located near Ilwaco, at the mouth of the Columbia River. The park has a museum that focuses on Chinook culture and a fully furnished officer's house.

Fort Flagler

Fort Flagler is located near Fort Worden and has a smaller, non-active installation and army barracks.

Fort Lawton

Found in Seattle, Fort Lawton has a few remaining old buildings, officers' row houses, and is part of Seattle's Discovery Park.

Fort Nisqually

Fort Nisqually is located in the Point Defiance Park in Tacoma and it has been reconstructed.

Fort Simcoe

It is located near Yakima in eastern Washington. Fort Simcoe is the only remaining fort in the state that shows a fairly unaltered military outpost in the Northwest.

Fort Spokane

Fort Spokane is located near Davenport and was restored as a historical site.

Fort Vancouver

It is located in Vancouver, Washington and shows an area of early white, wooden, and brick buildings that form the officer's row.

Fort Worden

Fort Worden is found on the outskirts of Port Townsend. It has a balloon hanger, huge parade grounds, wood framed buildings, and an array of concrete gun emplacements connected by underground passageways. Many of the barracks, officers' homes, and buildings are still standing.

18. Fort Lewis Military Museum

history@lewis.army.mil

253) 967-7206

See how the army has played a role in the defense, settlement and exploration of Washington.

19. Deception Pass (Rosario Beach)

<http://www.parks.wa.gov/parkpage.asp?selectedpark=Deception%20Pass&pageno=1>

Visit this park and explore the coastal geology and ecology of Washington State. See where two different plates collided to form the Washington coast and come at low tide to spend hours exploring the numerous tide pools.

20. Underground Seattle Tour/Pioneer Square

608 First Avenue (between Yesler Way and Cherry Street)

(206) 682-4646

See remnants of Seattle before the fire in 1889, the early sewer system and other frontier-town artifacts as you travel below the present streets of Seattle.

21. Take a Trip Around the State (3 days)

1st stop Mt. St. Helens

2nd stop Yakima

3rd stop Dry Falls and the Grand Coulee Dam

Stay in local schools overnight

Guest Speaker Ideas

1. An elder from the Tulalip Indian Tribe or another local tribe to share culture and tell stories.
2. A WWII, Vietnam or Korean War Veteran to share his experiences and how difficult/easy it was to re-enter life in Washington after the war was over.
3. A Japanese-American who was interned in a prison camp during WWII to share his/her experiences.
4. Someone who lived during the Great Depression to describe life during that period and how it affected those people living in Washington.
5. An immigrant from another country to share his/her experiences trying to adapt to life in Washington.
6. A migrant worker to share his/her experiences and to describe what it is like to be a migrant worker in Washington.
7. A legislator to explain how the state government works.
8. A farmer from Eastern Washington to relate his experiences as a farmer in the state.
9. A Boeing employee to discuss the significance of Boeing in Washington.
10. A geologist to share his/her knowledge on the geology of the state.
11. Someone who was near the 1980 Mt. St. Helens eruption to relate his/her experiences as the mountain blew.
12. A wagon train re-enactment group to put on a presentation that includes authentic meals and wagons and to share the entire experience of traveling west in a covered wagon.

Chapter Five Summary, Conclusions, and Recommendations

Summary

This project was based on the need for a brand new Washington State History curriculum for the middle school level that fit with the present system at Sultan Middle School (WA). Since the Washington State History material was being added to the Humanities block, which originally was an integrated course on Geography and Language Arts, the new curriculum had to be designed around the theories of integration and literature-based instruction. Along with the two theories already mentioned, the theory of inquiry learning was also addressed in the curriculum design. A review of the related literature substantiated the idea that integration, literature-based instruction and inquiry learning were beneficial to the middle school student. All three of these theories allow the students to explore the social studies content further in depth to relate the information to their own lives and gain an enhanced understanding of the global society and also build reading, writing and communication skills.

The project itself consisted of supplemental materials for the text *Washington in the Pacific Northwest* (2002) such as unit objectives based on higher order thinking levels, enriching activities and projects, literature units, assessments, media supplements, and field trip and guest speaker ideas.

Conclusions

Through adding the strategies of integration, literature-based instruction and inquiry learning, the students are able to gain a greater understanding of the connections between the Washington State History content and their own lives as they pertain to the human experience. Through reading novels and doing activities to support the content on

the Oregon Trail, Native American/settler conflicts and the Japanese Internment, students retain the knowledge longer and have a broader understanding of the major issues surrounding this time period. They should be better able to verbally show their understanding and develop more creative ways to show their knowledge. Finally, students are more likely to enjoy learning about the history because they have a greater connection with it.

Recommendations

Throughout the course of writing and implementing this curriculum, many obstacles had to be overcome. The greatest of these was navigating through district and community expectations. Ideally, integration, literature-based instruction and inquiry learning would be most beneficial in their fullest capacity. However, with an expectation that a textbook be used as the main source of instruction, the state learning and teaching requirements, large class sizes and lack of funding limit the extent to which integration, literature-based instruction and inquiry learning can be utilized. This curriculum could only partially use the three educational philosophies that it was based on. Furthermore, it is difficult to allow time for inquiry and discovery and finish all required objectives in the time frame given, one semester. Overall, it is the recommendation of the author that for this curriculum to best serve students, more time be given to the teaching of the material, perhaps a full year. In addition, there needs to be more opportunities for real inquiry learning, greater funding for materials, a paradigm shift away from textbooks, and more integration among all subject areas, not only social studies and language arts. In addition, the author recommends evaluating the success of this project and the theories this supplemental curriculum is based on through comparing the learning of the students who

were in the classes that followed this curricular design to those students in the classrooms that did not follow this format.

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