George Conger

Topic: American Indians in Idaho Unit

Grade: 3-5   Social Studies

Suggested Lesson Duration: 2 – 4 weeks

Unit Plan Activities


2. Students choose one of the five tribes to create a cultural materials poster (rubric).

3. Students will write a multi-paragraph research report on one of the five tribes, discussing their cultural materials and make at least one comparison to how Idaho American Indian life today differs from their life many years ago (rubric).

4. Use a coordinate grid to locate the Nez Perce Indian Reservation.

5. Use primary sources (photographs) to compare and contrast Nez Perce and Shoshone cradleboards.


Essential Questions (developed from the 4th Grade Idaho Content Standards)

1. What are the five federally recognized tribes in Idaho?
2. Are there other tribes in Idaho?
3. What are characteristics of American Indian tribes in Idaho?
4. How does Idaho American Indian life today differ from the life of these same groups many years ago?
5. How did American Indian tribes in Idaho govern themselves?
6. What were American Indian cultural materials and their use in everyday life?
IDAHO CONTENT STANDARDS

Grade 3
3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions.
3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual’s daily life and personal choices.

Grade 4
4.SS.1.2.4 Analyze and describe how the westward expansion impacted the American Indians in Idaho.
4.SS.1.3.1 Identify American Indian tribes in Idaho: Coeur d’Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.
4.SS.1.3.2 Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state.
4.SS.1.3.3 Identify characteristics of American Indian tribes and other cultural groups in Idaho.
4.SS.1.3.4 Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago.
4.SS.1.3.5 Identify how American Indian tribes in Idaho governed themselves.
4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life.
4.SS.1.3.7 Identify current issues related to American Indians in present day Idaho.
4.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 4 content area text.
4.LA.2.1.2 Identify cause and effect relationships in text by responding to “why”, “how”, and “what if” questions.
4.LA.2.1.3 Draw conclusions based on information gathered from text.
4.LA.5.3/5.4 Use simple and complex sentences. Correctly punctuate.

Grade 5
5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America.
5.SS.1.2.4 Discuss the significant American Indian groups encountered in western expansion.
5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.
5.SS.1.3.2 Identify examples of American Indian individual contributions and influences.
Unit Plan: Activity 2
American Indian Cultural Materials Poster and Report Project

1. Identify American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.
2. What are characteristics of American Indian tribes in Idaho?
3. What were American Indian cultural materials and their use in everyday life?
4. Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago.

Poster Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Three Needs – Shelter, Food, Clothing, Technology</td>
<td>Poster is complete with 3 needs. All pictures include several examples, are colored, labeled and spelled correctly</td>
<td>Poster is complete with 3 needs. Most pictures are colored, labeled and spelled correctly</td>
<td>Poster is complete with 2 needs. Most pictures are labeled and spelled correctly</td>
<td>Poster is incomplete</td>
</tr>
<tr>
<td>Idaho Map</td>
<td>Poster has state boundary &amp; 5 tribal areas and reservations colored</td>
<td>Poster has state boundary &amp; specific tribal area and reservation area located</td>
<td>Poster has state boundary &amp; tribal area or reservation area located</td>
<td>Poster is incomplete</td>
</tr>
<tr>
<td>Boundary areas are measured and decorated</td>
<td>Poster boundary areas are measured correctly, decorated and colored with meaningful symbols</td>
<td>Poster boundary areas are measured, decorated and colored with symbols</td>
<td>Poster boundary areas are decorated</td>
<td>Poster is incomplete</td>
</tr>
<tr>
<td>Name and Date</td>
<td>Included the first time</td>
<td>Name or date included</td>
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<td>Poster is incomplete</td>
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</table>
# Unit Plan: Activity 3

## Report Rubric

<table>
<thead>
<tr>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td><strong>Paragraph</strong></td>
<td>Report is complete with introduction and conclusion paragraphs, more than 3 paragraphs about cultural materials, and 1 compare/contrast paragraph</td>
<td>Report is complete with introduction and conclusion paragraphs, 3 paragraphs about cultural materials, and 1 compare/contrast paragraph</td>
<td>Report is complete with introduction and conclusion paragraphs, less than 3 paragraphs about cultural materials</td>
<td>Report is incomplete</td>
</tr>
<tr>
<td><strong>Grammar and Spelling</strong></td>
<td>Report uses correct grammar and spelling</td>
<td>Report mostly uses correct grammar and spelling</td>
<td>Report has many grammar and spelling errors</td>
<td>Report is incomplete</td>
</tr>
<tr>
<td><strong>Compare and Contrast</strong></td>
<td>Report includes a compare and contrast paragraph about how Idaho American Indian life today differs from the life years ago</td>
<td>Report includes a compare and contrast paragraph about Idaho American Indian life</td>
<td>Report includes a compare and contrast paragraph</td>
<td>Poster is incomplete</td>
</tr>
<tr>
<td><strong>Name and Date</strong></td>
<td>Included the first time</td>
<td>Name or date included</td>
<td></td>
<td>Poster is incomplete</td>
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</table>
The Changing Nez Perce Boundaries over Time

Before the white man came to settle the northwest, the Nez Perce lived in peaceful groups traveling seasonally through the deep canyons cut by the Snake Clearwater and Salmon rivers. They traveled across Oregon, Washington, and Idaho, and even into Montana and Wyoming hunting, gathering berries, fishing, and digging for roots. The horse was acquired in the 1760s and the Nez Perce became excellent breeders of the well-known Appaloosa Horse. Their original territory was approximately 17,000,000 acres. In 1800, there were over 70 permanent villages ranging from 30 to 200 individuals. The Nez Perce were one of the largest tribes on the Columbia River Plateau with a population of about 6,000.

The Treaty of 1855 ordered the Nez Perce to give up nearly 10,000,000 acres of their ancestral territory to the U.S. government. This left them 7,700,000 acres to live and hunt.

After gold and other metals were discovered in Nez Perce country, the U.S. government negotiated a new treaty with some members of the tribe in 1863. Often called the "steal treaty," it stripped the Nez Perce of the Wallowa and Imnaha Valleys and the land at the confluence of the Snake and Clearwater Rivers—the site of the present-day towns of Lewiston and Clarkston. This reservation includes 765,000 acres and the present day towns of Stites, Kooskia, and Kamiah.

The white Americans were still not satisfied. Under the Dawes Act Miss Alice Fletcher allotted land to each tribal member according to age, status in the tribe and gender. 175,000 acres were allocated to Nez Perce individuals. The unallotted land on the reservation was then opened for non-Indians to homestead. Some Nez Perce sold their land and now there are about 88,000 acres owned by Nez Perce individuals and the tribe.
Directions:

1. On the map, color the original Nez Perce territory a very light yellow color.

2. Color the 1855 reservation area lightly with an orange color. You will be coloring over some of the yellow.

3. On the map find the Treaty of 1863 reservation boundary corners. Use the following grid coordinates: 
   (2,8); (2,10); (5,10); (6,8); (5,7)

4. Connect the corner points with straight lines.

5. What is the shape of the polygon you have drawn? __________________


7. Label the shape of the Treaty of 1863 reservation.
The following maps are included to provide perspective on Native America reservations as compared to the Nez Perce Reservation. You may wish to show them to your students.
Unit Plan: Activity 5

Native American Life – Primary Sources/Photographs

Learning Objectives
After completing the lesson activities, students will be able to:
- Identify and discuss two of Idaho’s five main Indian tribes.
- Understand that photographs are primary sources of information.
- Use photographs to identify characteristics of Indian life.
- Compare and contrast information.

Materials
- Photographs – The Shoshoni Indians, Idaho Historical Society Picture Series Number 3
- Photographs – The Nez Perce Indians, Idaho Historical Society Picture Series Number 1
- Question worksheet

Learning Activities
- Students have previously been introduced to observing photographs one quadrant at a time.
- Teacher provides overview and directions.
- Working in small groups, students will use resources provided to research and provide written answers on the question worksheet.

Assessment
Students will complete a question worksheet adapted from the National Archives and Records Administration. Students will be graded according to the attached rubric.

Rubric

<table>
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<tr>
<th>Photo Analysis Worksheet</th>
<th>4</th>
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<tbody>
<tr>
<td>The worksheet was answered thoroughly with a capital letter and the correct punctuation mark.</td>
<td>The worksheet was briefly answered, or without a complete sentence</td>
<td>Most of the questions were answered, but not very thoroughly.</td>
<td>Incomplete worksheet.</td>
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</table>
Researchers use primary sources to get the best information. Secondary sources are not as good. Primary sources are evidence left behind by participants or observers. Examples of primary sources are:
- Diaries, journals, interviews, speeches, and letters in which individuals describe events in which they participated or observed.
- Autobiographies.
- Photos and movies that document what happened.
- Artifacts.

<table>
<thead>
<tr>
<th>Compare</th>
<th>Contrast</th>
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<tbody>
<tr>
<td>(How are they the same?)</td>
<td>(How are they different?)</td>
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Which photograph most excites your interest? Why?
Nez Perce baby, 1911.
Shoshone baby, modern.