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Frontiers Class  
March 4, 2010

**Topic:** Life of the Native American Today Versus Two-hundred Years Ago.

**Grade Level:** Fourth and Fifth grade

**Subject:** Social Studies / Idaho History

**Duration:** Two class periods of thirty minutes each.

### **Idaho State Standards**

**Goal 1.3:** Identify the role of American Indians in the development of the United States

**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.

**Leading question:** How does life on the Indian reservation today differ from the life Native Americans experienced two hundred years ago?

By using backwards design I would ask the students what they knew about the present day Nez Perce Indian Reservation. After talking about some of the towns and places that they are familiar with, I would show them the beginning of the Power Point, starting with the slide "Entering Nez Perce Indian Reservation." I would proceed on down through the presentation talking about the way the reservation looks today and what drives the economy.

We would talk about the brick Presbyterian Church at the Spaulding Mission near Lapwai and about the encampment near Lapwai on the

Clearwater River ca. 1899. Going back even farther in time, we would talk about Chief Joseph and the Treaty of 1855 that set the boundaries of the reservation back then.

I would ask the students “Why did the Nez Perce not need to have boundaries set before 1855?” Here we would talk about some of the first white people who came into the area, the Spaldings, and what their beliefs and expectations were for the Native Americans.

What was life like for the Nez Perce before the Corps of Discovery, the Spaldings, the Whitmans, trappers, and gold miners came into their traditional area of occupation? Was there even a reservation back then, and if not, why?

As further discussion, the students could try to predict what life might be like on the reservation for the Nez Perce in the next hundred years and if there will even be a reservation.

**Learning activity:** Students will be given a map of the Indian Claims Commission Territory and they will color in the map using three different colors. One color being for the Nez Perce Indian land prior to 1855, the second color identifying the reservation in 1855, and the third color representing the size of the reservation after 1863.

**Assessment:** Students will explain how life for the Nez Perce today differs from what it was like two hundred years ago and will predict what life on the reservation will be like in another hundred years.

