

The Treaty Trail: U.S. - Indian Treaty Councils in the Northwest

A Treaty Trail Lesson Plan

Cause and Effect:

Students Examine an Artist's Perspective

By Meredith Essex

This may be used as a *Causes of Conflict Classroom-Based Assessment* for elementary school students.

Summary:

In this exercise, students will have the opportunity to examine artworks that are more than a century and a half old, approaching them not only as an artist's perspective, but also as primary, historical documents that reveal clues about the time period of U.S.-Indian treaties in the Pacific Northwest.

After examining a work of art by Gustav Sohon, an artist and interpreter who accompanied Washington Territorial Governor Isaac Stevens on the "Treaty Trail," students will also read primary accounts of the period, and examine maps and secondary sources. The lesson plan enables students to develop an understanding of some of the causes and effects of these treaties as they satisfy EALRs in history, geography, reading, arts, and social studies skills.



Arrival of the Nez Perce Walla Walla Treaty, May 1855 by Gustav Sohon.
Courtesy Washington State Historical Society.

Essential Questions for Students:






- What can a comparison of maps tell us about the impact of treaties on Indian life in Washington Territory?
- What are some of the causes and effects of the treaties between Washington Territory Indians and the U.S. government? How do you think the experience of the parties involved differs?
- What can you say about how cultural perspective influences art? Looking at the art of Gustav Sohon, what do you think he was trying to depict about the events that he was a part of? What do you think other artists from other cultures might have shown?

Essential Understandings:

1. Students will understand that the interaction of cultures can shape trends, influence historical events and have long term consequences.
2. Students will learn to use historic images as evidence of the past.
3. Students will look at the images for evidence of authority and power.
4. Students will examine artwork from multiple perspectives and evaluate potential messages within the painting as well as the history surrounding those images.

DOWNLOAD AREA

Download the PDFs required for this lesson plan:

-  [The Lesson Plan](#)
-  [Primary Source Documents](#)
-  [Secondary Source Documents](#)
-  [What is a Treaty?](#)
-  [Student Worksheets](#)

Essential Academic Learning Requirements (EALRs)

This lesson plan satisfies the following EALRs: History WA1.2.1, Geography 1.2.1a, Reading 2.3.2, Arts 2.3 and 2.4 as well as the following Social Studies skills: 1.1.1e and 3.1.2d. [Click here](#) to print out the material for your reference.

CBA Scoring Rubric and Notes

The Office of State Public Instruction has created a scoring rubric for the Causes of Conflict Classroom Based Assessment. [Click here to download](#) and print this rubric for your information.

Primary Sources for Student Examination (provided):

1. Gustav Sohon's painting "[Arrival of the Nez Perce Walla Walla Treaty, May 1855](#)"

Secondary Sources for Student Examination (provided):

1. Map of [Washington Territory Indian Nations & Tribes](#) (adapted from 1854 Lambert Census Map)
2. Map of [Reservations in 1890](#) (adapted from US Census Office Map, 1890)
3. Map of [Current Reservations](#)
4. Map detail portraying [Current Western Washington Reservations](#)
5. [Gustav Sohon biography](#)
6. [Isaac Stevens biography](#)
7. [Chief Lawyer \(or Hallalhotsoot\) biography](#)
8. [Cause and Effect](#) reading
9. [What is a treaty?](#) reading

Primary Sources: A piece of evidence created during the time period under investigation by someone who participated in, witnessed, or commented upon the events that you are studying. It is the surviving record of past events such as photographs, diaries, or artifacts.

Secondary Sources: Books, articles, essays, and lectures created, often using primary sources, that describe and interpret a time period after events have taken place.

Instructions for Teachers:

SESSION ONE

Step I.

Prepare by studying the following sources about U.S.-Indian treaties in the Pacific Northwest:

Secondary Source Readings

Step II.

Introduce students to the Treaty Trail by summarizing for the class key points from what you have read. Define and discuss the concept of a "treaty", and introduce some of the key players: artist and interpreter, Gustav Sohon, Nez Perce Chief, Lawyer, and Washington Territory Governor, Isaac Stevens.

- *Emphasize to students that the class is looking at forces and key figures involved in the campaign for treaty signing which led to placement of Indians on reservations in Washington Territory.*

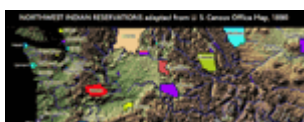
Step III.

Project digital images of, or show transparencies of, maps that indicate the shift from tribal occupation of their original tribal lands to the establishment of tribal reservations.



WASHINGTON TERRITORY INDIAN NATIONS & TRIBES

Adapted from 1854 Lambert Census Map



RESERVATIONS 1890

Adapted from 1890 U.S. Census Map

- With your students, take a look at maps that show the lands that Washington Indians once inhabited, and reservations that were established by treaty agreements between the U.S. government and Indian tribes. We suggest you begin by looking at original homelands, then shift to a look at reservations at 1890.
- Invite students to discuss ways that they think these changes shown on the maps would affect the traditional way of life of Washington Territory Indians. Have them write their ideas down and hand them in.

Step IV.

Let students know that they are going to research U.S.-Indian treaties. Their primary research question will be: what were the causes of the conflict surrounding treaties?

Distribute a copy of the following readings to each student: *The Treaty Trail: Cause and Effect*, *Cause and Effect Graphic Organizer* and *Cause and Effect Timeline Worksheet* (to be read in class or at home).



The Treaty Trail:
Cause and Effect

Causes of Conflict
Graphic Organizer

Student Checklist

Cause and Effect
Timeline Worksheet

Step V.

Tell students that they are going to list words or phrases on the graphic organizer that they have identified in their readings that communicate something about the causes of the events of U.S.-Indian treaties. They will be thinking about lands, economic development, encounter between cultural groups and the laws and intentions of the U.S. Government during the historical period being studied. Assign the Treaty Trail: Cause and Effect reading as a homework assignment.

Also explain to students that they are going to add some of the outcomes (or effects) of the treaties that placed many Indian communities on reservations. Add that they will be thinking about interaction of cultures and legal rights to lands. Mention that they can use the timeline as a way of keeping the different events separate in their minds. Students should also use the timeline during discussions to note key dates and as an aid coupled with the graphic organizer to assist them in writing their position paper at the end of this unit.

SESSION TWO

Step I.

After completion of the graphic organizer (as homework), facilitate a discussion about the difference between what different participants in the treaties expected.

- What did the U.S. government hope to achieve?
- What did tribes expect from the treaty agreements?

Step II.

Project or show transparency of art: Gustav Sohon's *Arrival of the Nez Perce Indians at Walla Walla Treaty, May 1855*. Explain that the class is focusing on a work of art that represents a specific time and place on the Treaty Trail, as well as the point of view of one artist.

Give each student a copy of the *Responding to Art as a Primary Source* worksheet.

Student worksheet:
Responding to Art
as a Primary Source

Ask students to do the following:

- Use the art vocabulary words and definitions on the *Responding to Art as a Primary Source* worksheet to help describe, analyze and interpret Gustav Sohon's *Arrival of the Nez Perce Indians at Walla Walla Treaty, May 1855*.
- Answer the questions and prompts in writing on the worksheet as thoroughly as possible.

Step III.

Guide group discussion where each student shares their historical interpretation of Sohon's art developed on the *Responding to Art as a Primary Source* worksheet. As you use the focus questions below to guide the conversation, you are helping students to integrate what they have learned and to answer the essential questions.

Please note that these discussion questions may elicit stereotypes and prejudices. The lesson plan requires students to support their interpretation with not only their personal response to the art, but with some concrete support from their reading.

TOPICS FOR DISCUSSION:

- *Share your interpretation of this image: What is going on, what do you think is communicated about the time and place it represents: use your descriptive and analytical writing on the worksheet to help us understand your interpretation.*
- *What can you say about how cultural perspective influences art? Looking at the art of Gustav Sohon, what do you think he was trying to depict about the events that he was a part of? What do you think other artists from other cultures might have shown?*

Art Vocabulary:

art elements:

color what the eye sees when a wavelength of light is reflected from a surface

line mark made with a tool across a surface

shape a 2-dimensional enclosed space

space the illusion that a flat piece of art has three dimensions, or depth

texture the characteristic of the surface of a work of art resulting from the way in which the artist uses their materials

value lightness or darkness of an area of color or tone

composition the organization of art elements into a unified whole

principles of organization:

balance equalization of elements in a work of art

emphasis use of contrasts (color, size, shapes) to place greater attention on specific parts of a work of art

pattern repeating sequence of lines, shapes or colors

rhythm movement in art created through repetition of elements

unity wholeness, all elements belonging together in a work of art

variety diverse elements used together to create visual interest in a work of art

atmospheric perspective the illusion of distance created through reducing detail and muting colors as objects or figures recede in space

horizon where earth and sky meet

landscape art representing a place in the natural environment

perspective the illusion of distance created in a 2-dimensional work of art through reducing the size of objects, figures, or environmental features

scale the relative size of objects, figures or features of the environment

SESSION THREE

Step I.

Give each student a copy of a biography of the artist, Gustav Sohon, and a biography of Chief Lawyer of the Nez Perce tribe.

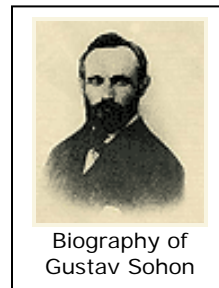
Ask students to do the following:

- Read Gustav Sohon's biography to learn more about the artist who made the art.
- Read Chief Lawyer's biography to learn more about Chief Lawyer and the Nez Perce people.

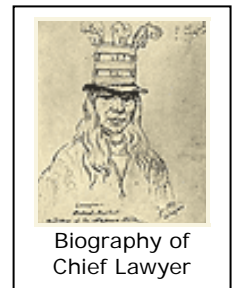
Prompt them to use their Cause and Effect timeline and their Graphic Organizer to record important information.

Step II.

Project a digital image of or show a transparency of the map of contemporary reservation lands. Have students identify where they live. Who are the closest tribes to their homes? Compare this map with the



Biography of Gustav Sohon



Biography of Chief Lawyer

1854 Lambert Census Map identifying original tribal territory. How do they think that the lives of Native people changed between these time periods? How might these tribes feel about the treaties today?



WASHINGTON TERRITORY INDIAN NATIONS & TRIBES
Adapted from 1854 Lambert Census Map



CURRENT RESERVATIONS



DETAIL OF WESTERN WASHINGTON RESERVATIONS

SESSION FOUR (RECOMMENDED)

Step I.

Provide students at least one class period to research some of their unanswered questions about tribes, treaties or associated topics.

SESSION FIVE

Step I.

After students have engaged in this discussion, ask them to look over the tools that they have used throughout the lesson: their timeline, Responding to Art worksheet and graphic organizer. Remind them to refer to their Student Checklist. Relay to them that they are now going to use these tools to write a one-page position paper about the causes and effects of the U.S.-Indian treaties in Washington state.

Explain that the position paper topic consists of:

- *What are four causes of conflict associated with the U.S.-Indian Treaties? You must include at least one cause from each of history, geography, civics and economics.*

Students need to discuss what they feel are the historical, economic, geographic and civic causes of the conflict between Native Americans and the United States government during the treaty process. Please refer back to the scoring goals listed in the [CBA rubric](#) to determine grading for this assignment. Students can complete this assignment in class or may be given the project to do as homework. You may wish to invite them to share their papers with the rest of the class and engage in a discussion about what has been learned during the essay writing process.

Step V.

Review and reflect on targets, criteria, and learning process. Distribute copies of student worksheet: *Self assessment checklist* to each student. Facilitate use of checklist for self assessment by students.

Student worksheet:
Self assessment checklist

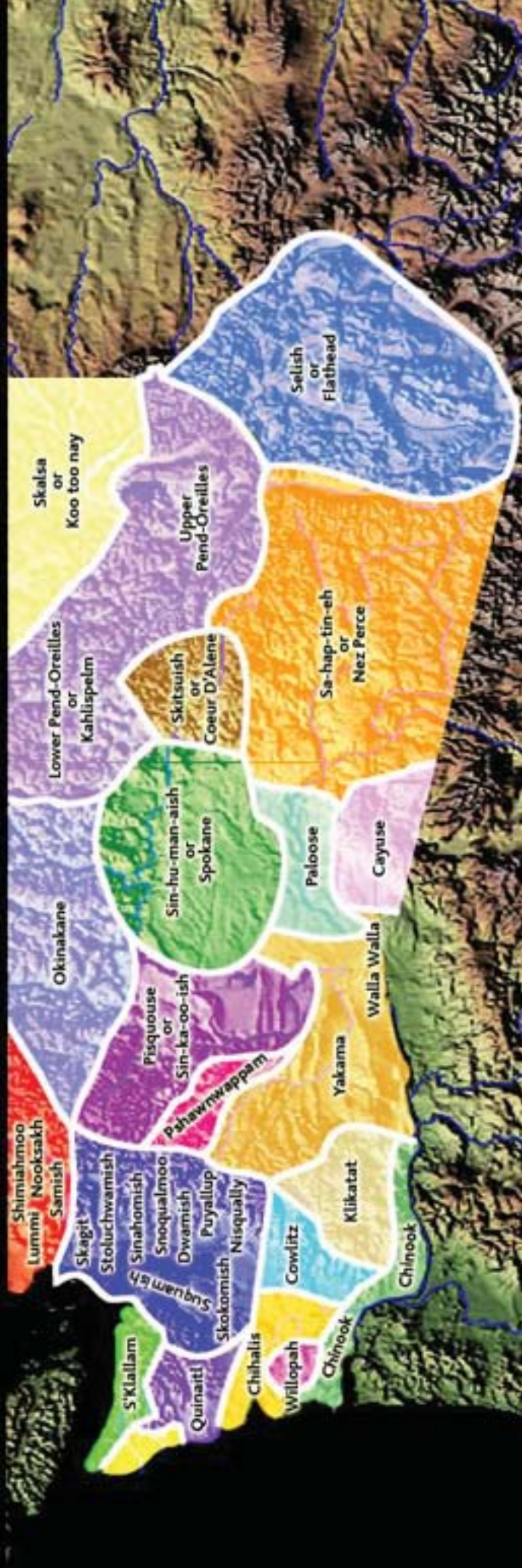
Complete teacher assessment checklist and compare with student self assessment checklist worksheets.

Teacher assessment
checklist

The Treaty Trail:

U.S. - Indian Treaty Councils in the Northwest

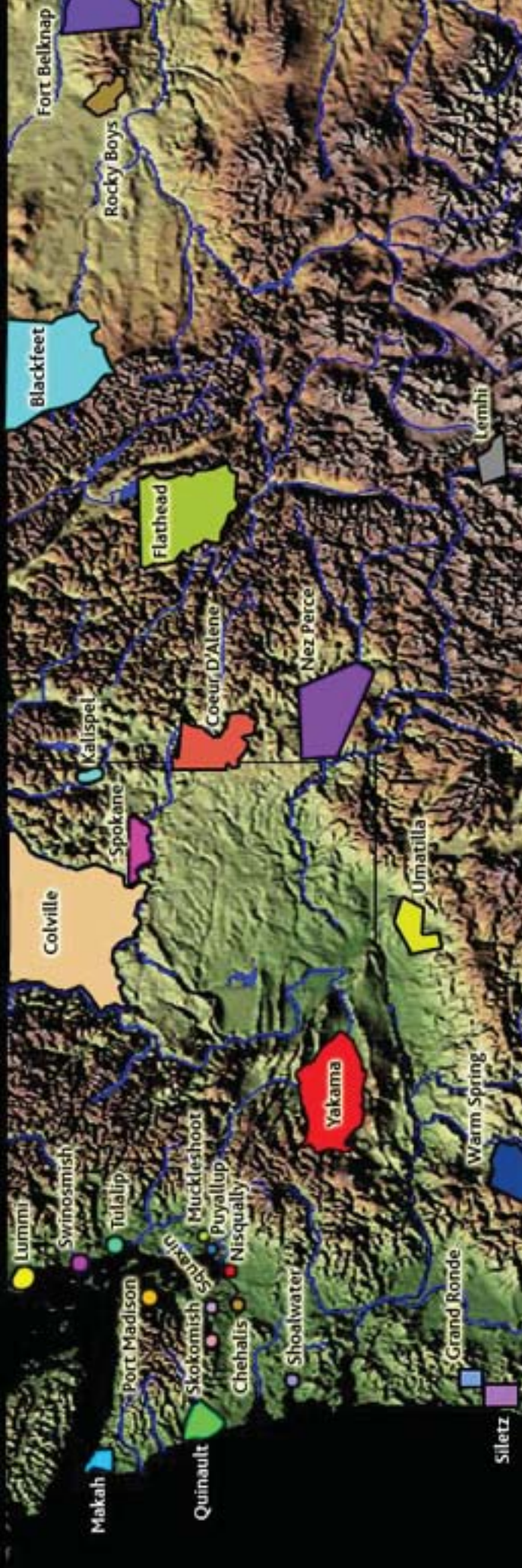
WASHINGTON TERRITORY INDIAN NATIONS AND TRIBES adapted from 1854 Lambert Census Map



The Treaty Trail:

U.S. - Indian Treaty Councils in the Northwest

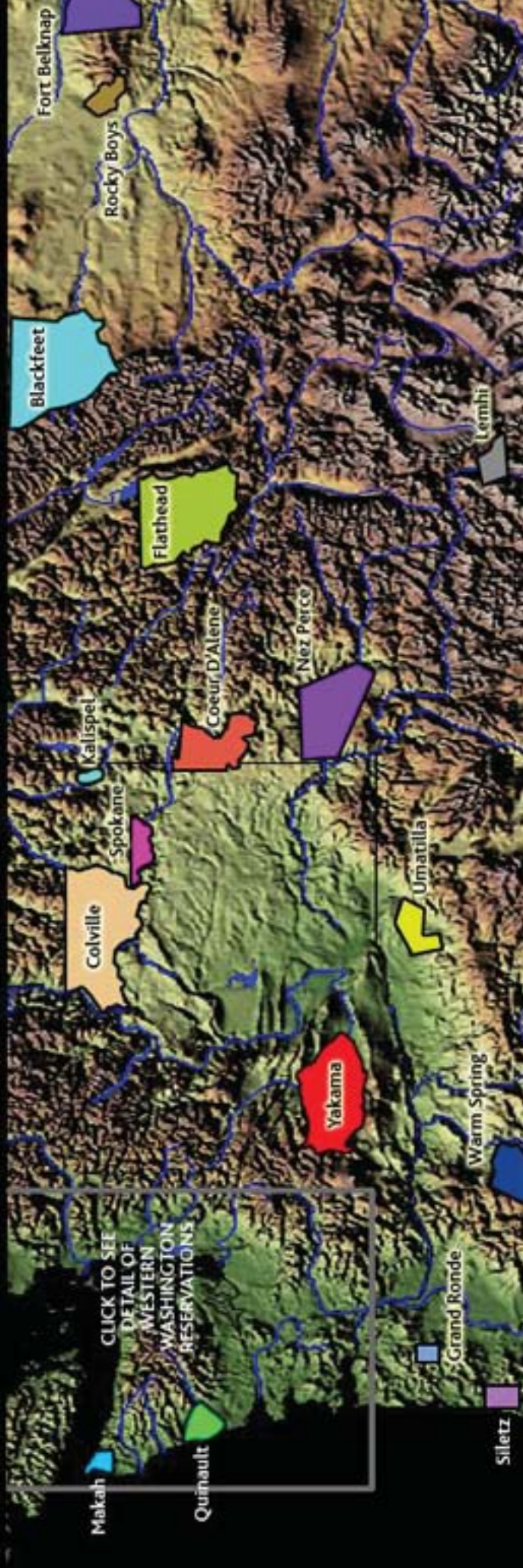
NORTHWEST INDIAN RESERVATIONS adapted from U. S. Census Office Map, 1890



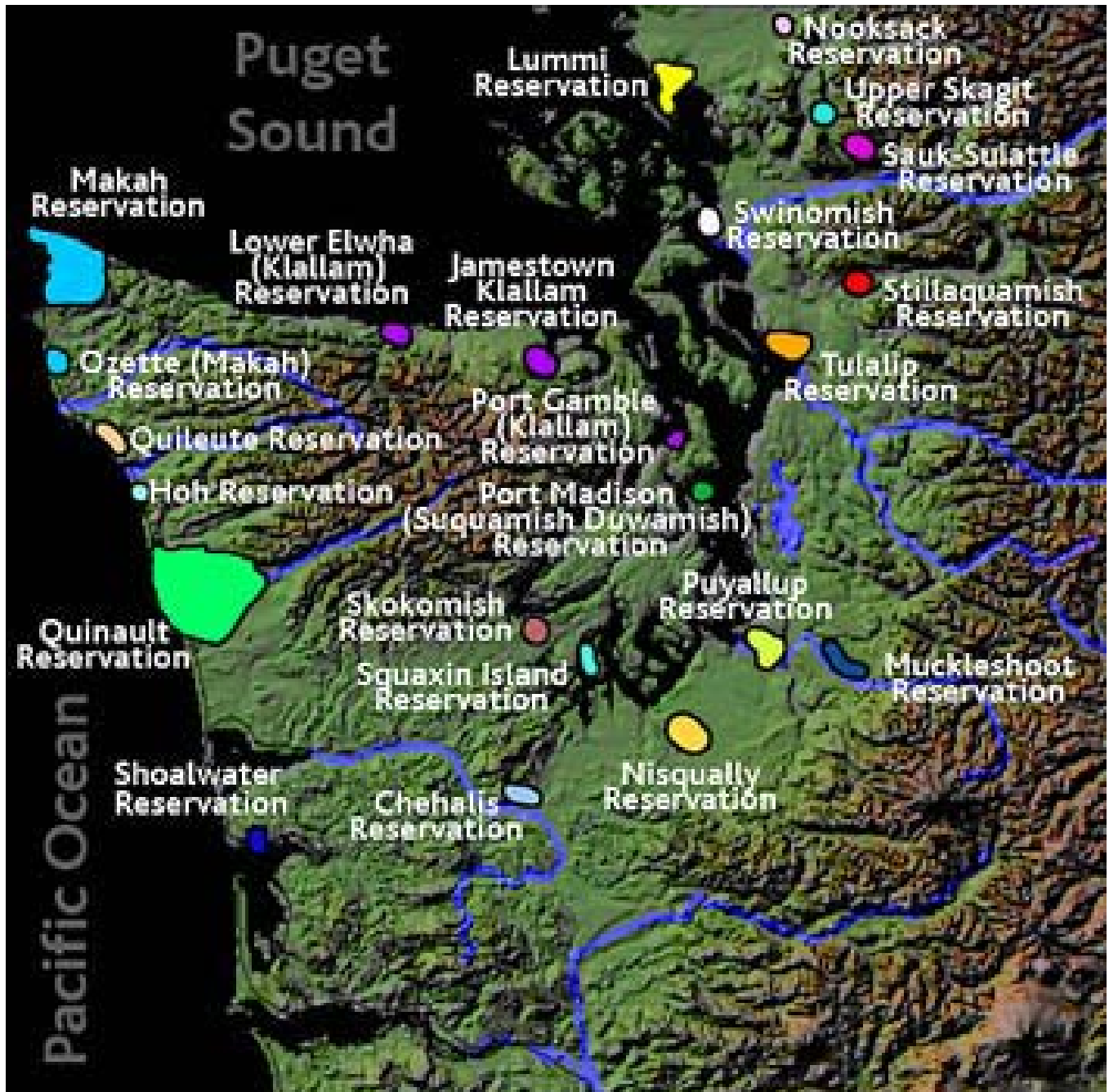
The Treaty Trail:

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CURRENT NORTHWEST INDIAN RESERVATIONS



The Treaty Trail:
U. S. - Indian Treaty Councils in the Northwest



This map shows detail of Western Washington reservations.
Courtesy Washington State Historical Society.

The Treaty Trail: U. S. - Indian Treaty Councils in the Northwest

TEACHER AND STUDENT READING BIOGRAPHY OF GUSTAV SOHON



Photograph of artist Gustav Sohon. As an artist, Sohon was a product of his time and his depictions of treaty events reflect this. His drawings and watercolor paintings allow everyone who views them to see, through his eyes, the treaty councils between the United States Government and Indian tribes of the Pacific Northwest. Courtesy of the Sohon Private Collection.

Born in 1825 in Belgium, Gustav Sohon was educated in Tilsit, Germany. He immigrated to the United States in 1842, and in the early 1850s, he enlisted in the U.S. Army. Upon his enlistment he was stationed in the west, and eventually found his way to Fort Steilacoom, Washington Territory. One of his first assignments was with Lieutenant John Mullan, who was surveying the country between the Rocky and Bitterroot Mountains for the railroad survey led by Isaac Stevens.

Sohon Reaches the Northwest

From that moment on, Sohon witnessed and contributed to some of the most important events in the history of the Northwest. As an army private, he served with the Stevens railroad survey for over a year before Washington Territorial Governor Isaac Stevens noticed his artistic ability. Sohon traveled with Governor Isaac Stevens on his historic campaign of 1855: the Treaty Trail, where he documented events of the journey

and treaty councils with Native American tribes. Sohon proved to have a flair for languages, and was soon fluent in the Flathead and Pend d'Oreille languages. He could communicate with the Native peoples, and many allowed him to draw pictures of them.

Sohon was also a talented painter, who produced accurate landscapes and vivid scenes from native life, including the first panoramic view of the Rocky Mountains and the earliest-known sketch of the Great Falls of the Missouri.

What is a landscape?

To an artist, a **landscape** is art that represents a place in the natural environment.



The detail of the painting "Crossing the Bitter Roots, Nov. 1855" by Gustav Sohon depicts his 1855 journey with the Stevens party through the Bitterroot Mountains. Two men and several horses or mules are following a steep trail through a snow-covered landscape. Courtesy of the Washington State Historical Society.

The End of Army Life

Sohon's five-year enlistment ended in July 1857. He then sought out his earlier friend and mentor, Lieutenant John Mullan. Mullan was leading the construction of a military road from Walla Walla to Fort Benton, and Sohon surveyed routes and kept track of the construction progress. In 1860 Sohon guided the first wagon party to cross the Rocky and Bitterroot Mountains to the Columbia Plateau by a route other than the more commonly used Overland Trail. When Mullan's Road was complete, Sohon went with him to Washington, DC, to assist in the preparation of topographical data, maps, and illustrations for a report on the road's construction. He never returned to the Northwest.

Marriage and Family

In April 1863, Gustav Sohon and Julianna Groh were married. For a brief time they lived in San Francisco, where Sohon ran a photography studio. Several years later, they returned to Washington, DC, where Sohon disappeared from public life, running a shoe business and raising a large family with Julianna. He died on September 9, 1903.

As an artist, Sohon was a product of his time and his depictions of treaty events reflect this. His drawings and watercolor paintings allow everyone who views them to see, through his eyes, the treaty councils

between the United States Government and Indian tribes of the Pacific Northwest.



This painting by Sohon, "Bloods Come into Council, Blackfoot Country, 1855", portrays the artist's perspective of a scene at the Blackfeet Council with four Blood Indians riding into camp on horseback. Two men in the foreground, one carrying a large American flag and shooting a gun into the air. The other man also has a firearm and is holding the bottom corner of the flag. In the background are two women on horseback. One horse is pulling a travois. Both women's horses have decorated collars or martingales. Courtesy of the Washington State Historical Society.

Sources:

- Buerge, David M. "Big Little Man: Isaac Stevens (1818-1861)," *Washingtonians: A biographical Portrait of the State*. Seattle: Sasquatch Books, 1988.
- McDermott, Paul D. and Ronald E. Grim "The Artistic Views of Gustavus Sohon: Images of Colonel Wright's Campaign of 1858" *Columbia: The Magazine of Northwest History*, 2002, Vol. 16, No.2
- Nicandri, David L. *Northwest Chiefs: Gustav Sohon's View of the 1855 Stevens Treaty Councils*. Tacoma: Washington State Historical Society, 1986.

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BIOGRAPHY OF ISAAC INGALLS STEVENS



Portrait of Isaac Stevens, first Governor of Washington Territory (March 25, 1818—September 1, 1862). Courtesy Washington State Historical Society.

A small man of large ambition and keen intelligence, Isaac Stevens made a large

impact on the military and political institutions of the 19th century. Although his family was among the earliest settlers of Andover and the Massachusetts Bay Colony, and played a prominent role in colonial society, Stevens insisted that "he rose from humble but honest circumstances to win education, forge a career, and emerge as a figure of national prominence."

Education and Early Military Experience

Following his education at Phillips Academy in Massachusetts, Stevens attended West Point Academy, where he graduated in 1839, first in his class. His skills in mathematics, engineering, surveying, military strategy, and politics earned him a job in the prestigious Corps of Engineers, a government agency responsible at that time for the largest public works projects.

As an officer in the War with Mexico (1846-48), he had his first taste of combat. He returned home with a commission promoting him to the rank of major, and convinced of his country's

"manifest destiny." Stevens returned to the Corps of Engineers for a time, later

joining the newly established U.S. Coast and Geodetic Survey. This was the agency destined to map the nation and its newly acquired territories.

Stevens' Political Career Begins

His active support of Democrat Franklin Pierce's 1852 candidacy for President launched his own political career. In 1853 Stevens successfully applied to President Pierce for the governorship of the new Washington Territory, a post that also carried the title of Superintendent of Indian Affairs. Not content with just two jobs, Stevens also lobbied for a position with the proposed transcontinental railroad survey. Secretary of War Jefferson Davis placed him in command of the survey of the northern route.

Stevens's survey expedition left Minnesota in June 1853. The expedition was responsible for documenting the potential route of the railroad, and recording information about the flora, fauna, and the Native American tribes whose homelands were being surveyed.

Wasting no time, Governor Stevens quickly organized a territorial government, settled claims by the British-owned Hudson's Bay Company, expended \$5,000 for books to set up a territorial library, and petitioned Congress for land on which to build a university. However, it would be his duties as Superintendent of Indian Affairs that would truly define his long-term impact on the future State of Washington.

In June of 1854, leaving acting Governor Charles Mason and the new legislature in charge, Stevens returned to the nation's

capital to lobby for money to cover the remaining debts from the railroad survey expedition, and to secure funding for the Indian treaty councils. He returned home with money to build military roads and funding for the treaty councils.

Stevens immediately plunged into the task of organizing the councils. He intended to make treaties with the Indians to secure the necessary resources for building the railroad and to obtain land sought by the ever-increasing stream of settlers flowing into the region. His agents had already been visiting the various Indian villages, selecting individuals to represent each tribe.

The Medicine Creek Council

On the day after Christmas in 1854, Stevens held his first treaty council at Medicine Creek in the Nisqually Delta. The Nisqually, Puyallup, Steilacoom, Squaxin, and other tribes, were informed in advance of the upcoming negotiations. They were anticipating fair payment for land settlers had already appropriated, and a reservation of land that would sustain their families and future generations.

What the tribes received were several widely separated small reservations. These brought different tribal bands together, but allowed the tribes to continue to fish, hunt, and gather food and other supplies in their usual accustomed places outside the reservations. The government also pledged to provide schools, blacksmith

shops, carpenters, and medical care. In return, the United States acquired 2.5 million acres of tribal land.

Understandably pleased at the positive outcome of the Medicine Creek Treaty, Stevens prematurely speculated that if the whole treaty program proceeded as smoothly, all the tribes would soon be on reservations. However, his lack of understanding of native culture led him to make some serious mistakes. He did not understand that Indian leaders had limited powers to represent their tribes, nor did he recognize that there would be resistance to moving tribes, who had traditionally been enemies, onto a single reservation.

News of the western treaties had quickly passed to the eastern Washington tribes, along with sad tales from the nation's interior and eastern states concerning the plight of the tribes in those regions. The Indians were aware that their lands had been ceded, and that just compensation and the promised services had

not been received from the "Great Father" in Washington, DC. They were understandably wary of Stevens and the treaty proceedings.

The Walla Walla Council

Although the Nez Perce, traditionally friendly to the whites, readily agreed to attend the Walla Walla Council, the Yakama, Walla Walla, and Cayuse bands were initially very reluctant to participate. Despite their misgivings, however, the Council formally convened on May 29,



This pair of epaulets in a metal case once belonged to Isaac Stevens. The epaulets are made of board covered with fabric and leather. A fringe made of coils of gold wire is attached around the outer edges. At the center of each epaulet is the symbol of the U.S. Army Corps of Engineers in the shape of a castle. Courtesy Washington State Historical Society.

1855, with thousands of tribal members in attendance.

Nicandri, David L. *Northwest Chiefs: Gustav Sohon's View of the 1855 Stevens Treaty Councils*. Tacoma: Washington State Historical Society, 1986.

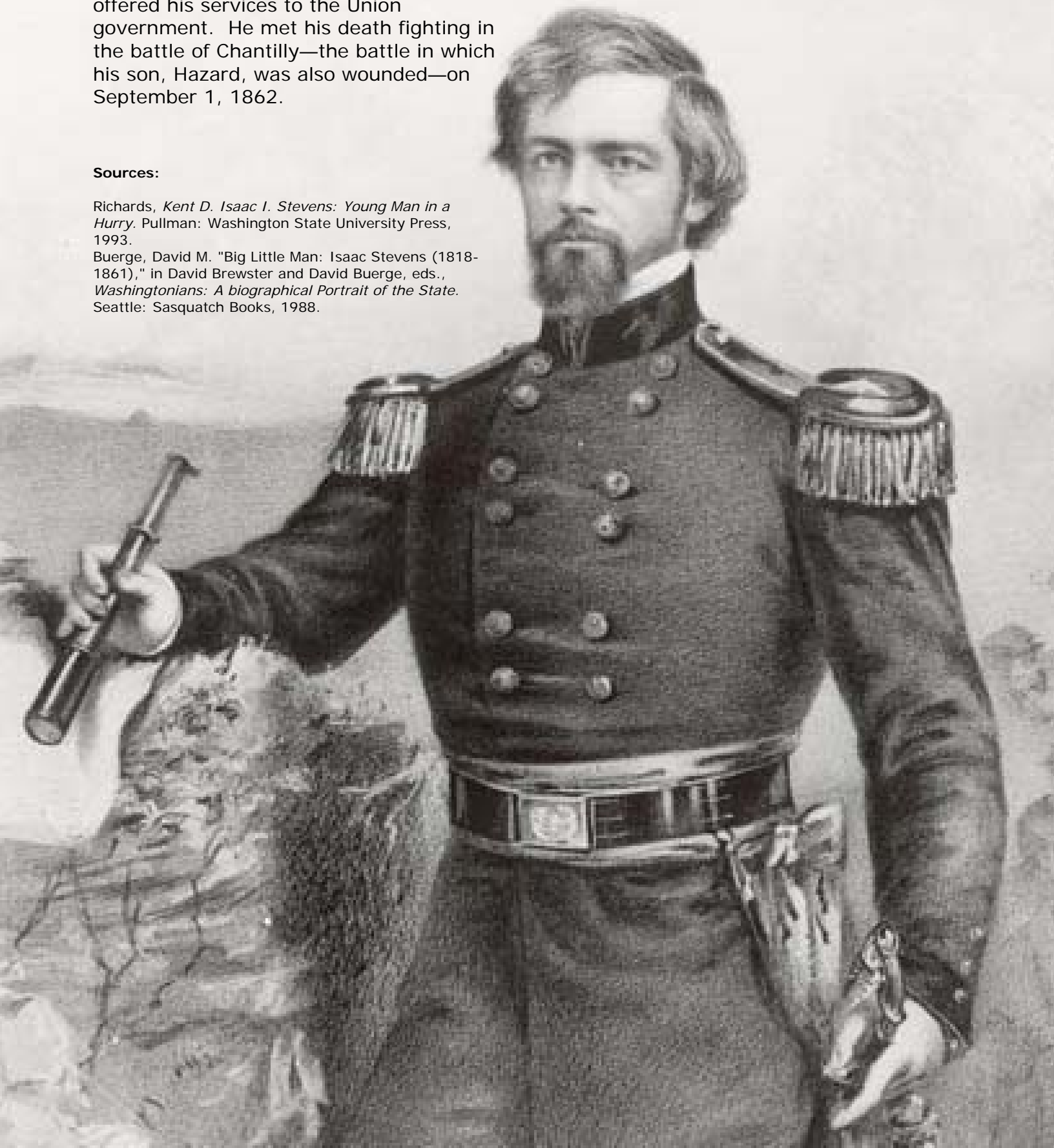
The Civil War

When the Civil War broke out, Stevens offered his services to the Union government. He met his death fighting in the battle of Chantilly—the battle in which his son, Hazard, was also wounded—on September 1, 1862.

Sources:

Richards, Kent D. *Isaac I. Stevens: Young Man in a Hurry*. Pullman: Washington State University Press, 1993.

Buerge, David M. "Big Little Man: Isaac Stevens (1818-1861)," in David Brewster and David Buerge, eds., *Washingtonians: A biographical Portrait of the State*. Seattle: Sasquatch Books, 1988.



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STUDENT READING: BIOGRAPHY OF "CHIEF LAWYER" OR HALLALHOTSOOT



Portrait of "Chief Lawyer" or Hallalhotsoot, portrayed as the Nez Perce leader of the Walla Walla Council by artist Gustav Sohon. Lawyer is pictured here wearing a silk top hat, decorated with ostrich plumes held in place by colored bands.
Courtesy of the Washington State Historical Society.

Hallalhotsoot was the son of a Salish-speaking Flathead woman and Twisted Hair, the Nez Perce man who welcomed and befriended Lewis and Clark in the fall of 1805. His father's positive experiences with the white explorers greatly influenced the boy. He firmly believed that the best prospect for the future of the Nez Perce was through friendship with non-native peoples.

"Lawyer" was a nickname given to Hallalhotsoot by the mountain men of the early 1830s. He was known as "the talker," and his speaking abilities and wisdom enabled him to influence both native and non-native peoples.

The Nez Perce and Christianity

In 1831, six Nez Perce embarked on a journey through the Rocky Mountains to invite Christian teachers to come to the tribes. Two of the party turned back at the mountains, but four proceeded on to St. Louis. The story was reprinted widely

in American newspapers, and set off a frenetic missionary movement to the West, one that changed the course not only of the Nez Perce people, but of the entire Northwest.

What is a missionary?

A **missionary** is a person sent out on a mission; specifically, a person sent out by his or her church to preach, teach and convert, especially those who practice a different religion.

One of these missionaries, Marcus Whitman, hired Lawyer to live at his mission and teach him the Salish and Nez Perce languages. Whitman provided food and clothing to Lawyer's family in return. It was here that Lawyer, once a buffalo hunter, began to adapt to the culture and religion of the white man. Lawyer emerged as a leader of the Nez Perce following the Whitman tragedy on November 29, 1847. He traveled to Salem to meet Joseph Lane, Governor of the Oregon Territory, and requested aid in the capture of the Whitmans' murderers.

The Walla Walla Treaty Council of 1855

Lawyer's friendly attitude toward white culture led Isaac Stevens to select him as the designated leader of the Nez Perce at the Walla Walla Treaty Council of 1855. Lawyer was one of the first chiefs to be sketched by the artist Gustav Sohon at that council, an indication of his importance among non-Native observers. Sohon's inscription describes Lawyer as Head Chief of the Nez Perce Tribe, but some observers believe he only became

the main spokesman after being selected by Isaac Stevens.

"My people, while I was gone, you have sold my country. I have come home, and there is not left me a place on which to pitch my lodge."

- Looking Glass, Nez Perce chief

After the Council

In the years that followed the Walla Walla Council, Lawyer was widely ridiculed by anti-treaty groups within the Nez Perce tribe after the terms of the treaties failed to be honored by the U.S. government. When the promised payments began arriving in the early 1860s, cynical observers would note that they seemed timed to coincide with the government's desire for more land from the Nez Perce. The second treaty, signed by Lawyer in 1863, reduced the area of the tribe's reservation by 90 percent, transferring away the homelands of many Nez Perce bands. This was done without their consent.

Lawyer defended his actions by arguing that resisting white encroachment was useless and that the wise and practical course was to simply adapt to changing circumstances.

Despite his trust that Governor Stevens and the American government had good intentions, Lawyer experienced great disappointment when promises made in the treaties were not honored. In a speech delivered in the goldrush boomtown of Lewiston, Idaho, in 1864, Lawyer spoke eloquently to the failure of the government to live up to its promises:

If [Stevens] had told us that the reservation was to be flooded with white settlers, or that the saw mill was to be used for the exclusive benefit of the Whites, we would never have consented to the treaty. That flour mill and saw mill were pledged to me and my people. All the stipulations of that treaty were pledged to us for our benefit. Nine years

have passed and those stipulations are unfulfilled. [W]e have no church as promised; no schoolhouse as promised; no doctor as promised; no gunsmith as promised; no blacksmith as promised.

Lawyer devoted his life to making peace with the white population and following the terms of the treaties he signed. Nevertheless, in 1870—after holding his post for twenty-five years—he voluntarily stepped down from the leadership of the Nez Perce. His descendants tell the tale of his death on January 3, 1876, in this manner:



On the back of this photograph, possibly taken in 1864, was handwritten the following inscription: "This picture of Lawyer was taken at Walla Walla by Castleman, I think. [signed] E. Evans."

Courtesy of the Washington State Historical Society.

It was Lawyer's custom to fly his American flag from a pole in front of his lodge or house. On the day that he died, knowing that his end was near, he instructed some member to gradually pull down the flag. The flag would be lowered a bit and then Lawyer, after a time would say: "Pull it down a little more." So the flag was lowered a little more. This was repeated several times and when the flag touched the ground, Lawyer died.

Today many Nez Perce people continue to live in their homeland- some on and some off the reservation. Others have moved to cities around the country.

Sources:

Drury, Clifford M. *Chief Lawyer of the Nez Perce Indians*. Glendale, CA: The Arthur H. Clark Company, 1979.
Josephy, Alvin M. *The Nez Perce Indians and the Opening of the Northwest*. New York: Houghton Mifflin Company, 1997.
Nicandri, David L. *Northwest Chiefs: Gustav Sohon's View of the 1855 Stevens Treaty Councils*. Tacoma: Washington State Historical Society, 1986.

The Treaty Trail: U. S. - Indian Treaty Councils in the Northwest

STUDENT READING: CAUSE AND EFFECT

INDIAN LIFE BEFORE RESERVATIONS

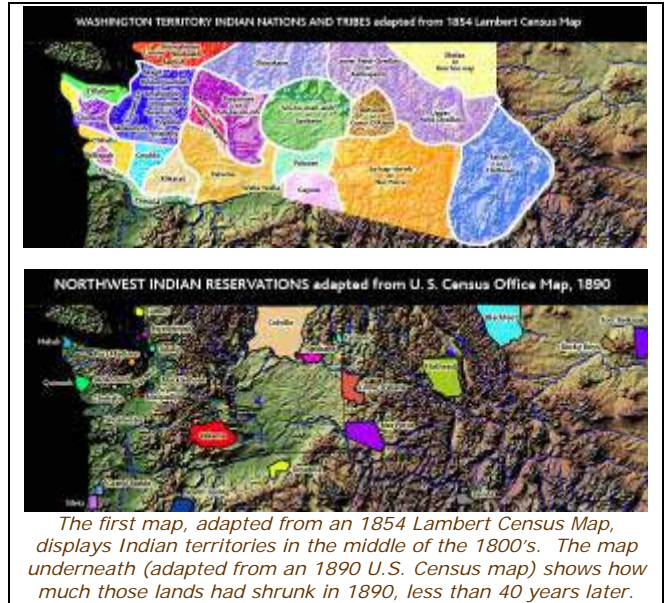
Before European/American arrival in the Northwest, there were no empty lands. The original homelands of native groups covered the entire expanse of lands now known as Washington, Oregon, Idaho, and Montana. These lands were places where Indians lived, traveled, hunted, fished, and gathered food. Sacred places where ancestors were buried and religious rites and ceremonies performed also were a part of these lands.

However, the U.S.-Indian treaties of 1854 through 1856 left Indian tribes with only a small part of their former homelands. Tribes gave up millions of acres in Washington Territory alone, in exchange for a guarantee or promise that their rights would be protected, that some lands would be reserved, and that many goods and services would be provided for them by the U.S. Government.



This picture of the Dalles, taken by Asahel Curtis in 1916, shows the Dalles as it was before the Dalles Dam. It was once a series of waterfalls twelve miles long, with its head, Celilo Falls having a 20 foot drop. Courtesy Washington State Historical Society.

Some of the richest natural resources of the region were shared among different tribes and brought different people together.



The first map, adapted from an 1854 Lambert Census Map, displays Indian territories in the middle of the 1800's. The map underneath (adapted from an 1890 U.S. Census map) shows how much those lands had shrunk in 1890, less than 40 years later.

For example, the fisheries around The Dalles and Celilo Falls provided an important food source for many native groups from different tribes. The gatherings at these important places were times for different tribes to trade, share information, and develop relationships with each other. Because many native people spoke multiple languages, they could communicate with other groups.

Native people used plants, animals, and other resources carefully so that their children and grandchildren would be able to use them as well. Caring for these resources was a way of respecting the land and treating what it had to offer as gifts. Each Indian community had responsibilities and obligations to care for the natural resources. These responsibilities and relationships with the land were different from the European idea of private property and ownership of land.

EARLY SETTLERS

In the 1820s, Congressmen and others urged Americans to consider the Oregon Country as a new place to live. Beginning in the 1830s and increasing dramatically in the 1840s, a large number of Americans came into the Oregon Country. The Willamette Valley was one of the first places settled.

As the United States continued to explore the western half of the country, the creation of new laws made it easier for settlers to cross the country. Accurate maps, enthusiastic reports, and trail guides helped attract people to the western territory.

Unfavorable living conditions in the rest of the United States also encouraged many people to choose to immigrate to Oregon Territory. In the Mississippi Valley, for example, nearly ten years of hard times began in 1837. Bad weather and widespread sickness worsened living conditions already made difficult by economic depression.



Detail from "Nez Percés" by John Mix Stanley. This picture, created in October of 1853, displays a meeting between Isaac Stevens' railroad survey team and a hunting band of Nez Percé Indians. Courtesy Washington State Historical Society.

THE COMING OF THE RAILROAD

In 1853 Isaac Stevens successfully applied to President Pierce for the governorship of the new Washington Territory, a post that also carried the title of Superintendent of Indian Affairs. Not content with just two jobs, Stevens asked for and was given a job with the proposed transcontinental railroad survey. Washington Territory Governor Isaac

Stevens was placed in command of documenting the northern route by recording information about plants, animals, Indian tribes, and topography of the land. The railroad would bring large numbers of people and economic development to the region.

THE TREATY TRAIL

From 1854 - 1855, Governor Isaac Stevens traveled hundreds of miles across the modern states of Washington and parts of Montana, Oregon and Idaho negotiating ten treaties that would open the territory for future, ongoing white settlement of the region. The American drive for occupation of Western land led to the creation of a reservation system established through the treaty councils.

The treaties attempted to isolate Indian society and remove Native Americans from their traditional land and culture. One of the goals of the Reservation system was to concentrate the Indians upon a few reservations, and encourage them to abandon Indian culture and adopt European types of farming, schooling, and prayer.

This period of United States History was greatly influenced by the vision of "Manifest Destiny", the belief that the United States had a mission to expand freedom and democracy. The term became used to describe expansion of the United States westward from the Atlantic Ocean to the Pacific Ocean.

The Treaty Trail in the Northwest changed how both Native American peoples and non-native peoples have experienced life in the United States since 1854. As a result some of our family histories involve triumphant journeys westward to start a new life; other family histories tell of displacement, survival, and innovation amid discrimination. By opening up the region to the commercial development of natural resources, even the landscape around us is evidence of the Treaty Trail.

The Treaty Trail:
U. S. - Indian Treaty Councils in the Northwest



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This painting, "Arrival of the Nez Perce at Walla Walla Treaty", was created by Gustav Sohon on May 24, 1855. Isaac Stevens stands with a group of other Euro-Americans at the center of the scene. To the left of them, a group of Indians stands next to their horses. The Nez Perce are riding in a long curving line around the central group.

Courtesy Washington State Historical Society.
Accession ID number 1918.114.9.36.

The Treaty Trail: U. S. - Indian Treaty Councils in the Northwest

Treaties and Councils: What is a Treaty?

Today, all Americans live on what was once Indian land. Treaties transferred that land from Indian to United States control.

Treaties are documents that formalize relationships and understandings between two or more sovereign states. Sovereign states govern themselves, recognizing no superior power. Like the thirteen original states, Indian tribes were originally considered independent nations with established territories and the power of self-governance. Treaties brought Indian tribes into the Union with their inherent sovereignty intact, although federal statutes, court decisions, and administrative policies limited its actual exercise.



Shown here are the "Treaty Trees" at the site of the signing of the Medicine Creek Treaty on December 26, 1854. Photograph by Asahel Curtis and Walter Miller, 1914; Washington State Historical Society Collection.

Long before the American Revolution, Indian tribes formed complex networks of alliances. In 1751, Benjamin Franklin noted the contrast between the masterful alliances within the Iroquois Confederation and the inability of early colonial leaders to do the same:

"It would be a very strange thing if Six Nations of Ignorant Savages should be capable of forming a scheme for such a Union and be able to execute in such a manner, as that it has subsisted for ages, and appears indissoluble, and yet a like Union should be impracticable for ten or a dozen English colonies."

Letter to James Parker, 1751.

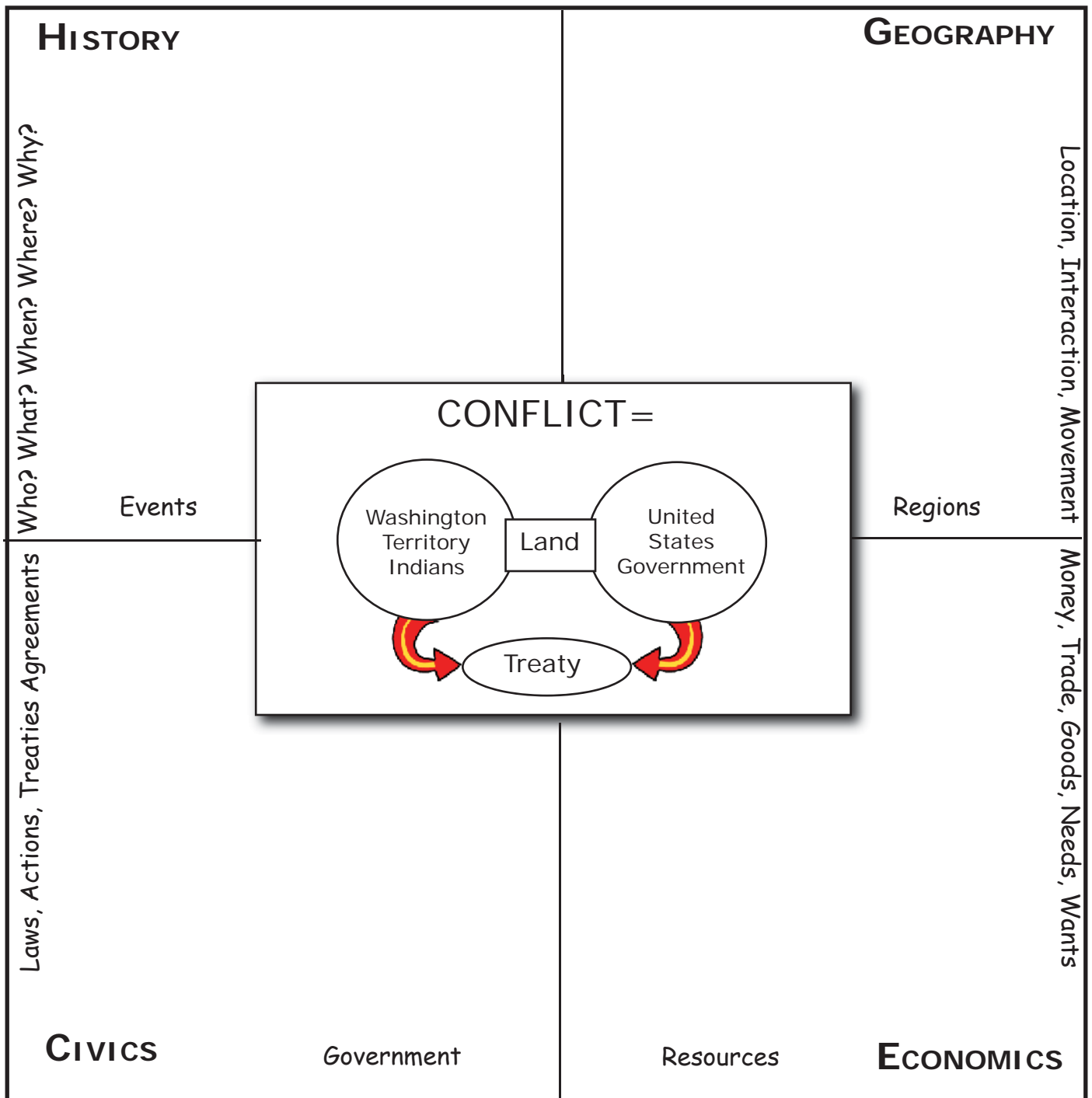
President George Washington signed the first treaties with Indian tribes for the newly independent United States. These first negotiations were between two bargaining equals and were treaties of peace. Both sides were militarily powerful.

Indian tribes believed the treaties became effective when they were signed. But United States law required Congress to approve all treaties after they were negotiated. Between 1789 and 1871, the United States negotiated approximately 800 treaties, but Congress ratified, or approved, fewer than 400-including the ten treaties negotiated by Isaac Stevens between 1854 and 1856.

The Treaty Trail: U. S. - Indian Treaty Councils in the Northwest

Causes of Conflict GRAPHIC ORGANIZER

Use the chart below to help you organize your thoughts and research on the CAUSES OF THE CONFLICT through each of the four social studies strands (history, geography, civics, and economics).



CAUSE AND EFFECT TIMELINE

NAME: _____

Use the timeline below to keep track of the important dates in the history of the Treaty Trail.

Chronology: Chronology is the science of locating events in time. A chronology may be either relative -- that is, locating related events relative to each other -- or absolute -- locating these events to specific dates in a Chronological Era. An arrangement of events, with absolute dates, from either earliest to latest or the reverse, is also called a chronology or a timeline.

May 1855
Gustav Sohon paints
Arrival of the Nez
Perce at Walla Walla.

1810

1820

1830

1840

1850

1860

The Treaty Trail: U. S. - Indian Treaty Councils in the Northwest

CAUSE AND EFFECT STUDENT WORKSHEET RESPONDING TO ART AS A PRIMARY SOURCE



- *Read Gustav Sohon's biography to learn more about the artist who made the art.*
- *Read Chief Lawyer's biography to learn more about one of the leaders of the Nez Perce people.*
- *Use the art vocabulary words and definitions to help you describe, analyze and interpret Gustav Sohon's Arrival of the Nez Perce Indians at Walla Walla Treaty, May 1855.*

Art Vocabulary:

space the illusion that a flat piece of art has three dimensions or depth

texture the characteristic of the surface of a work of art resulting from the way in which an artist uses materials

value lightness or darkness of an area of color or tone

composition the organization of art elements into a unified whole

emphasis use of contrasts (color, size, shapes) to place greater attention on specific parts of a work of art

pattern repeating sequence of lines, shapes or colors

rhythm movement in art created through repetition of elements

atmospheric perspective the illusion of distance created through reducing detail and muting colors as objects or figures recede in space

horizon where earth and sky meet

landscape art representing a place in the natural environment

perspective the illusion of distance created in a 2-dimensional work of art through reducing the size of objects, figures, or environmental features

scale the relative size of objects, figures or features of the environment

NAME: _____

DATE: _____

**Observe and describe:
Create an inventory of what you see...**

<p>Who or what is in the picture? List people, animals, objects...</p>	<p>Where is the place or setting? List buildings, structures, landforms, plants, trees...</p>
<p>What time of day or season is it? What is the weather like? Temperature?</p>	<p>Which art elements did the artist use to create the picture? List colors, lines, shapes, space, texture, values...</p>
<p>How was the picture made? Is it a photograph, a painting, a drawing?</p>	<p>When was the picture made?</p>

NAME: _____

DATE: _____

Question and analyze:
Investigate what you see by examining the details...
Consider the artist's choices in making the art...

Where do you see the most detail or information in the picture? How did the artist create **emphasis** or draw attention to certain parts of the picture?

Who are the people? What clues tell us about their cultural identity? Are there distinct cultural groups represented? How many?

Where are the people and objects in space? How does the artist use **perspective**?

Where do you see **rhythm** in the picture? How does the artist's use of repetition show movement?

Why do you think the artist made this picture?

NAME: _____

DATE: _____

Use observations and clues to develop a historical interpretation of the art:
What is the artist communicating about time, place,
and the interaction of cultures?

What is happening in the picture? Use descriptive words, details and ideas about choices the artist made (documented on this worksheet) to support your interpretation.

What do you think Governor Isaac Stevens is thinking at the moment of this painting? Use one of your secondary readings to support your argument.

What do you think Chief Lawyer was thinking at the moment of this painting? Use one of your secondary readings to support your argument.

How might a Nez Perce artist have drawn this moment in 1855 differently?

Student Checklist

Name: <input style="width: 90%;" type="text"/>
--

Graphic Organizer Rubric:	
Task	Yes or No?
Historical Cause Listed?	
Geographic Cause Listed?	
Economic Cause Listed?	
Civic Cause Listed?	

Timeline Rubric:	
Task	Yes or No?
Event(s) Related to Historical Causes Identified and Labeled?	
Event(s) Related to Geographic Causes Identified and Labeled?	
Event(s) Related to Economic Causes Identified and Labeled?	
Event(s) Related to Civic Causes Identified and Labeled?	

Responding to Art as a Primary Source Rubric:	
Task	Yes or No?
Have you talked about the different details of a historic work of art (what you see and think about the art)?	
Have you discussed what the different people might have been thinking, and supported this with your reading?	

Essay/Presentation Rubric:	
Task	Yes or No?
Historical Cause Explained?	
Geographic Cause Explained?	
Economic Cause Explained?	
Civic Cause Explained?	

WHAT YOU NEED TO KNOW

HISTORY:

History is the who, what, where, when and why of an event. To complete your task, you need to make sure that you either have all of these questions answered in your project or that you have listed a series (at least two) of specific events related to the issue's history.

GEOGRAPHY:

This is the area where you should discuss location, place, human/environmental interaction, movement or regions.

CIVICS:

Here is where you can talk about government, laws, civic actions, treaties, agreements, or rights and responsibilities. Don't forget to be as specific as you can!

ECONOMICS:

For this section, you need to make sure that you have discussed money, trade, goods, or needs and wants.



THE TREATY TRAIL: CAUSE AND EFFECT
Student Self Assessment Checklist

Student	Treaty Trail: Causes and effects		Art as Primary Source: Making inferences		total points 5
	Map Comparison	Have you written in the graphic organizer words or phrases about the causes of the U.S.- Indian treaties?	Have you entered the outcomes (or effects) of the treaties in the graphic organizer?	Have you talked about the different details of a historic work of art (what you see and think about the art)?	
	Have you written down one example of how Indian life changed because of treaties? (1 pt.)	(1 pt.)	(1 pt.)	(1 pt.)	