

**Western Literature Association and Charles Redd Center  
Teaching Western American Literature K-12 Teaching Prize  
Instructional Plan Format**

Instructional plan title: Shoshone-Bannock History and Native American Policy

Duration, Grade Level, Number of Students	<p>15-25 Students Shoshone-Bannock history and Native American Policy Grades 6-8 Day 1: Myths and Legends Day 2: Hunter-Gatherer Societies and the Lands of the Shoshone-Bannock Day 3: Native American Sovereignty and European Territorial Expansion Days 4-5: Permanent White Settlement Days 6-7 Bear River Massacre DBQ Days 8-9 Shoshone-Bannock Treaty History Day 10: Indian Boarding Schools and the History of Education at Fort Hall Day 11: Assessment</p>
Instructional Materials	<p>Lewis and Clark National Historic Trail Tribal Legacy Project Digital Archive (<a href="https://lc-triballegacy.org/video/tribe/northern-shoshone-and-bannock/">https://lc-triballegacy.org/video/tribe/northern-shoshone-and-bannock/</a>)</p> <p>Outdoor Idaho: A Trip to the Moon (Serpent Legend  <a href="https://web.archive.org/web/20130409045207/http://www.idahoptv.org/outdoors/shows/triptothemoon/serpentlegend.cfm">https://web.archive.org/web/20130409045207/http://www.idahoptv.org/outdoors/shows/triptothemoon/serpentlegend.cfm</a>) (The Wolf, the Fox, the Bobcat and the Cougar  <a href="https://web.archive.org/web/20120504123354/http://www.idahoptv.org/outdoors/shows/triptothemoon/wolffox.cfm">https://web.archive.org/web/20120504123354/http://www.idahoptv.org/outdoors/shows/triptothemoon/wolffox.cfm</a>)</p> <p>Mythology worksheets</p> <p>Map (Encyclopedia Britannica)</p> <p>Explanation of Tribal Lands (<a href="https://www.nwbshoshone.com/history/">https://www.nwbshoshone.com/history/</a>)</p> <p>Wiki Article, “Territorial Evolution of North America since 1763”  <a href="https://en.wikipedia.org/wiki/Territorial_evolution_of_North_America_since_1763">https://en.wikipedia.org/wiki/Territorial_evolution_of_North_America_since_1763</a>)</p> <p>Native American Sovereignty Stations (adapted from Thrive125 and The Utah Education Network)</p> <p>Violence on the Bear River Lesson Plan with Primary Sources by Dr. Jeffrey D. Nokes, BYU, 2020)</p> <p>Treaty History Power Point</p> <p>Residential Schools Power Point</p>
Key Vocabulary and Concepts	Shoshone-Bannock, Hunter-Gatherer Societies, Native American Sovereignty, Treaty, Indian Boarding Schools, government policy, survivance, culture

Enduring Understanding	<p>Through this instructional plan on Shoshone-Bannock history and Native American Policy, students in grades 6-8 will develop a lifelong understanding of the rich cultural heritage, historical struggles, and resilience of the Shoshone-Bannock people. They will gain a deep appreciation for the importance of Native American sovereignty, the impact of European territorial expansion, and the consequences of permanent white settlement.</p>
Essential Question(s)	<p>How have Native American policies evolved over time, and what are the ongoing challenges and opportunities for Native American tribes, including the Shoshone-Bannock?</p> <p>. How can we apply the lessons learned from Shoshone-Bannock history and Native American Policy to promote understanding, respect, and advocacy for Native American communities today?</p>
Learning Objectives	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the historical experiences, cultural heritage, and resilience of the Shoshone-Bannock people.</li> <li>2. Analyze the impact of European territorial expansion on Native American tribes, specifically the Shoshone-Bannock, and evaluate the consequences of permanent white settlement.</li> <li>3. Examine primary and secondary sources to investigate the Bear River Massacre and its significance in Shoshone-Bannock history.</li> <li>4. Evaluate the provisions and implications of the Shoshone-Bannock treaties and their effects on Native American sovereignty.</li> <li>5. Analyze the history and impact of Indian Boarding Schools on Native American children, particularly those at Fort Hall.</li> <li>6. Reflect on the importance of cultural preservation and its role in maintaining the identity and traditions of the Shoshone-Bannock people.</li> <li>7. Understand the evolution of Native American policies and their ongoing challenges and opportunities for Native American tribes, including the Shoshone-Bannock.</li> <li>8. Apply critical thinking skills to connect historical events and policies to contemporary issues and advocate for understanding and respect for Native American communities.</li> </ol>
Standards	<p>6-12.USH1.1.1.1 Compare and contrast early cultures and settlements that existed in North America prior to European contact.</p> <p>6-12.USH1.1.1.2 Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies.</p> <p>6-12.USH1.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment that have impacted American Indians historically and currently.</p> <p>6-12.USH1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.</p> <p>6-12.USH1.1.3.3 Identify the impact termination practices such as removal policies, boarding schools, and forced assimilation had on American Indians.</p>
Background	<p>Teacher need:</p> <ol style="list-style-type: none"> <li>1. Knowledge of Shoshone-Bannock History: Familiarity with the history, culture, and traditions of the Shoshone-Bannock people is essential. This includes understanding their hunter-gatherer societies, myths and legends, historical events, and their interactions with European settlers and the U.S. government.</li> <li>2. Understanding of Native American Policy: A solid understanding of the historical context and key policies that impacted Native American tribes, including the Shoshone-Bannock, is</li> </ol>

	<p>crucial. This includes knowledge of treaties, Indian Boarding Schools, and the broader impact of European territorial expansion on Native American sovereignty.</p> <p>3. Familiarity with Primary and Secondary Sources: The ability to identify, analyze, and interpret primary and secondary sources is important for guiding students' exploration of historical events and perspectives. This includes being able to select appropriate sources, evaluate their reliability, and guide students in analyzing their content.</p> <p>4. Knowledge of Historical Thinking Skills: Familiarity with historical thinking skills, such as sourcing, contextualization, corroboration, and close reading, will enable the teacher to guide students in critically analyzing historical events and developing historical interpretations.</p> <p>5. Cultural Sensitivity and Respect: A teacher should approach the topic with cultural sensitivity and respect for the experiences and perspectives of the Shoshone-Bannock people. This includes understanding the importance of cultural preservation and the potential impact of historical events on Native American communities today.</p> <p>Students need:</p> <ol style="list-style-type: none"> <li>1. Knowledge of Shoshone-Bannock History: Familiarity with the history, culture, and traditions of the Shoshone-Bannock people is essential. This includes understanding their hunter-gatherer societies, myths and legends, historical events, and their interactions with European settlers and the U.S. government.</li> <li>2. Understanding of Native American Policy: A solid understanding of the historical context and key policies that impacted Native American tribes, including the Shoshone-Bannock, is crucial. This includes knowledge of treaties, Indian Boarding Schools, and the broader impact of European territorial expansion on Native American sovereignty.</li> <li>3. Familiarity with Primary and Secondary Sources: The ability to identify, analyze, and interpret primary and secondary sources is important for guiding students' exploration of historical events and perspectives. This includes being able to select appropriate sources, evaluate their reliability, and guide students in analyzing their content.</li> <li>4. Knowledge of Historical Thinking Skills: Familiarity with historical thinking skills, such as sourcing, contextualization, corroboration, and close reading, will enable the teacher to guide students in critically analyzing historical events and developing historical interpretations.</li> <li>5. Cultural Sensitivity and Respect: A teacher should approach the topic with cultural sensitivity and respect for the experiences and perspectives of the Shoshone-Bannock people. This includes understanding the importance of cultural preservation and the potential impact of historical events on Native American communities today.</li> </ol>
Evaluations (Assessment)	Rubrics attached
Extension	<ol style="list-style-type: none"> <li>1. Research Project: Assign students a research project where they delve deeper into a specific aspect of Shoshone-Bannock history or Native American Policy. They can explore topics such as the impact of Indian Boarding Schools, the role of Native American activists, or the contemporary issues faced by the Shoshone-Bannock people. Students can present their findings through a written report, a multimedia presentation, or a poster display.</li> <li>2. Oral History Interviews: Invite a guest speaker from the Shoshone-Bannock community or a local Native American organization to share their personal experiences and perspectives. Students can prepare interview questions and conduct oral history interviews to document and preserve the stories of the Shoshone-Bannock people. This activity promotes cultural understanding and empathy.</li> </ol>

3. Art and Culture Showcase: Encourage students to explore Shoshone-Bannock art, music, dance, and traditional practices. They can create their own artwork inspired by Shoshone-Bannock culture, compose music or songs, or learn traditional dances. Organize a class showcase where students can present their creations and discuss the cultural significance behind them.
4. Field Trip or Virtual Tour: Arrange a field trip to a local museum or cultural center that showcases Native American history and artifacts. Alternatively, if physical field trips are not possible, organize a virtual tour of a museum or a virtual guest speaker session with a Native American expert. This allows students to engage with authentic artifacts and gain a deeper understanding of Native American history and culture.
5. Community Engagement: Encourage students to connect with the local Native American community or organizations. They can volunteer, participate in cultural events, or collaborate on community service projects that support Native American causes. This hands-on experience fosters empathy, cultural appreciation, and a sense of civic responsibility.
6. Reflective Writing: Assign reflective writing prompts where students can express their thoughts, feelings, and insights about the instructional plan. They can reflect on their understanding of Shoshone-Bannock history, the impact of historical events on Native American communities, and their own personal growth in cultural awareness.

Resources	<p>Briere, Laura Lynne. "More than meets the eye: the Shoshone-Bannock response to education at Fort Hall, Idaho 1904-1946." Master's thesis, Washington State University, 2018. Accessed at <a href="https://rex.libraries.wsu.edu/esploro/outputs/graduate/More-than-meets-the-eye-the/99900525111101842">https://rex.libraries.wsu.edu/esploro/outputs/graduate/More-than-meets-the-eye-the/99900525111101842</a></p> <p>Idaho Public Television - Trip to the Moon. "The Serpent Legend." [Archived Website] [Online] Available at: <a href="https://web.archive.org/web/20130409045207/http://www.idahoptv.org/outdoors/shows/triptothemoon/serpentlegend.cfm">https://web.archive.org/web/20130409045207/http://www.idahoptv.org/outdoors/shows/triptothemoon/serpentlegend.cfm</a></p> <p>Idaho Public Television - Trip to the Moon. "Wolf and Fox." [Archived Website] [Online] Available at: <a href="https://web.archive.org/web/20120504123354/http://www.idahoptv.org/outdoors/shows/triptothemoon/wolffox.cfm">https://web.archive.org/web/20120504123354/http://www.idahoptv.org/outdoors/shows/triptothemoon/wolffox.cfm</a></p> <p>Idaho Supreme Court - Tribal-State Relations. "Tribal History." [Online] Available at: <a href="https://isc.idaho.gov/tribal-state/tribalhistory#:~:text=Shoshone%2DBannock%20Tribes,Idaho%20and%20extended%20into%20Wyoming">https://isc.idaho.gov/tribal-state/tribalhistory#:~:text=Shoshone%2DBannock%20Tribes,Idaho%20and%20extended%20into%20Wyoming</a>.</p> <p>Northwestern Band of Shoshone Nation. "Shoshone-Bannock Tribes History." [Online] Available at: <a href="https://www.nwbshoshone.com/history/">https://www.nwbshoshone.com/history/</a></p> <p>Shoshone-Bannock Tribes. "About the Shoshone-Bannock Tribes." [Online] Available at: <a href="https://www.sbtribes.com/about/#:~:text=The%20Shoshone%2DBannock%20Tribes%20of,%2C%20Montana%2C%20and%20into%20Canada">https://www.sbtribes.com/about/#:~:text=The%20Shoshone%2DBannock%20Tribes%20of,%2C%20Montana%2C%20and%20into%20Canada</a>.</p> <p>Tribal Legacy Project. "Northern Shoshone and Bannock." [Online] Available at: <a href="https://lc-triballegacy.org/video/tribe/northern-shoshone-and-bannock/">https://lc-triballegacy.org/video/tribe/northern-shoshone-and-bannock/</a></p> <p>Utah Education Network - American Indian Tribes of Utah. "Shoshone Tribe." [Online] Available at: <a href="https://www.uen.org/americanindian/tribes/shoshone.shtml">https://www.uen.org/americanindian/tribes/shoshone.shtml</a></p> <p>Utah Education Network - Lesson Plans. "Shoshone-Bannock Tribes." [Online] Available at: <a href="https://www.uen.org/lessonplan/view/12002">https://www.uen.org/lessonplan/view/12002</a></p>
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	<p>Utah Education Network - Teaching Utah History. "Bear River Massacre." [Online] Available at: <a href="https://www.uen.org/teachingutah/downloads/BearRiverMassacreLessonPlan.pdf">https://www.uen.org/teachingutah/downloads/BearRiverMassacreLessonPlan.pdf</a></p> <p>Wikipedia. "Territorial evolution of the United States." [Online] Available at: <a href="https://en.wikipedia.org/wiki/Territorial_evolution_of_the_United_States">https://en.wikipedia.org/wiki/Territorial_evolution_of_the_United_States</a></p>
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## Lesson Plan: Shoshone-Bannock Myths and Legends

Objective: Students will be able to compare and contrast the cultural differences between Shoshone-Bannock peoples and Western Christians, predicting potential conflicts.

Assessment:

- Students will create a Venn diagram comparing a Shoshone-Bannock myth with a myth or legend from Western Christian culture, highlighting similarities and differences.

Key Points:

- Definition of myths and legends and their purpose in a culture
- Analysis and inference of information about the Shoshone-Bannock people based on their myths and legends
- Cultural differences between Shoshone-Bannock peoples and Western Christians
- Predicting potential conflicts that can arise from the cultural differences
- Importance of studying myths and legends from different cultures

Opening:

- Show a video of Shoshone-Bannock myths and discuss what can be inferred about cultural values.

Introduction to New Material:

- Explain the definition of myths and legends and their purpose in a culture.
- Present a short excerpt from a Shoshone-Bannock myth and ask students to identify key elements and themes.
- Anticipated misconception: Myths and legends are just fictional stories with no real significance.

Guided Practice:

- Divide students into pairs and provide them with a Shoshone-Bannock myth and a myth or legend from Western Christian culture.
- Instruct them to compare the two using a Venn diagram, highlighting similarities and differences.
- Scaffold questioning from easy to hard to guide their analysis and understanding.
- Monitor student performance through observation and provide support as needed.

Independent Practice:

- In small groups, have students role-play scenarios depicting potential conflicts between Shoshone-Bannock peoples and Western Christians based on their cultural differences.
- Students will discuss the implications and possible resolutions for these conflicts.
- Write a short essay addressing the following questions:
  1. How do myths and legends help us understand a culture's beliefs and values?
  2. What are some potential conflicts that can arise when different cultures with contrasting myths and legends interact?
  3. How can studying myths and legends from different cultures promote cultural understanding and appreciation?
  4. Why is it important to preserve and pass down myths and legends from generation to generation?

5. How do the myths and legends of the Shoshone-Bannock people reflect their connection to the natural world?

Closing:

- Students will share their Venn diagrams and discuss the cultural differences between Shoshone-Bannock peoples and Western Christians, focusing on potential conflicts.

Extension Activity:

- Students who finish early can research and compare myths and legends from other cultures, analyzing their cultural significance and potential conflicts.

Standards Addressed:

- 6-12.USH1.1.1 Compare and contrast early cultures and settlements that existed in North America prior to European contact.

- 6-12.USH1.1.2 Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies.

#### **Rubric Title: Myth Exploration: Introduction to Shoshone-Bannock History**

Criteria	4 Points	3 Points	2 Points	1 Point
Knowledge of Shoshone-Bannock History	Fully demonstrates familiarity with the history, culture, and traditions of the Shoshone-Bannock people, including hunter-gatherer societies, myths and legends, historical events, and interactions with European settlers and the U.S. government.	Shows good understanding of the history, culture, and traditions of the Shoshone-Bannock people, including some aspects of hunter-gatherer societies, myths and legends, historical events, and interactions with European settlers and the U.S. government.	Displays limited understanding of the history, culture, and traditions of the Shoshone-Bannock people, with only basic knowledge of hunter-gatherer societies, myths and legends, historical events, and interactions with European settlers and the U.S. government.	Shows little to no understanding of the history, culture, and traditions of the Shoshone-Bannock people, including hunter-gatherer societies, myths and legends, historical events, and interactions with European settlers and the U.S. government.
Understanding of Native American Policy	Demonstrates a thorough understanding of the historical context and key policies that impacted Native American tribes, including the Shoshone-Bannock, such as treaties, Indian Boarding	Shows a good understanding of the historical context and key policies that impacted Native American tribes, including the Shoshone-Bannock, but may lack some depth in discussing treaties, Indian	Displays limited understanding of the historical context and key policies that impacted Native American tribes, including the Shoshone-Bannock, with only basic knowledge of treaties, Indian	Shows little to no understanding of the historical context and key policies that impacted Native American tribes, including the Shoshone-Bannock, such as treaties, Indian Boarding Schools, and the

	Schools, and the broader impact of European territorial expansion on Native American sovereignty.	Boarding Schools, and the broader impact of European territorial expansion on Native American sovereignty.	Boarding Schools, and the broader impact of European territorial expansion on Native American sovereignty.	broader impact of European territorial expansion on Native American sovereignty.
Familiarity with Primary and Secondary Sources	Demonstrates the ability to effectively identify, analyze, and interpret primary and secondary sources, selecting appropriate sources, evaluating their reliability, and guiding students in analyzing their content.	Shows a good ability to identify, analyze, and interpret primary and secondary sources, but may have some limitations in selecting appropriate sources, evaluating their reliability, or guiding students in analyzing their content.	Displays limited ability to identify, analyze, and interpret primary and secondary sources, with only basic skills in selecting appropriate sources, evaluating their reliability, or guiding students in analyzing their content.	Shows little to no ability to identify, analyze, and interpret primary and secondary sources, and lacks skills in selecting appropriate sources, evaluating their reliability, or guiding students in analyzing their content.
Knowledge of Historical Thinking Skills	Fully demonstrates familiarity with historical thinking skills, such as sourcing, contextualization, corroboration, and close reading, enabling effective guidance for students in critically analyzing historical events and developing historical interpretations.	Shows good familiarity with historical thinking skills, such as sourcing, contextualization, corroboration, and close reading, but may have some limitations in effectively guiding students in critically analyzing historical events and developing historical interpretations.	Displays limited familiarity with historical thinking skills, such as sourcing, contextualization, corroboration, and close reading, with only basic ability to guide students in critically analyzing historical events and developing historical interpretations.	Shows little to no familiarity with historical thinking skills, such as sourcing, contextualization, corroboration, and close reading, and lacks ability to guide students in critically analyzing historical events and developing historical interpretations.
Cultural Sensitivity and Respect	Approaches the topic with exceptional cultural sensitivity and respect for the experiences and perspectives of the Shoshone-Bannock people, demonstrating an understanding of the importance of cultural preservation	Approaches the topic with cultural sensitivity and respect for the experiences and perspectives of the Shoshone-Bannock people, showing understanding of the importance of cultural preservation and the potential impact of historical	Displays limited cultural sensitivity and respect for the experiences and perspectives of the Shoshone-Bannock people, with only basic understanding of the importance of cultural preservation and the potential impact of historical events on Native	Shows little to no cultural sensitivity and respect for the experiences and perspectives of the Shoshone-Bannock people, and lacks understanding of the importance of cultural preservation and the potential impact of historical events on Native

	and the potential impact of historical events on Native American communities today.	events on Native American communities today, but with slight limitations.	American communities today.	American communities today.
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## Lesson Plan: Shoshone Bannock Hunter Gatherer Lands and Habits

Objective: Students will be able to compare and contrast early cultures and settlements that existed in North America prior to European contact, specifically focusing on the history of Shoshone-Bannock tribes pre-contact.

### Assessment:

- Chart where the Shoshone-Bannock would travel, when, and what they would eat in each place
- Write a paragraph comparing the lifestyle of the Shoshone-Bannock tribes to that of white settlers in the US

### Key Points:

- The Shoshone-Bannock tribes were semi-nomadic hunter-gatherers
- They traveled extensively to survive in the Great Basin desert
- Horses, guns, white contact, and disease changed their social organization
- The Shoshone-Bannock tribes had a deep connection with Mother Earth
- They relied on fishing, hunting, gathering seeds and berries, and annual gathering of pine nuts for their diet

### Opening:

Introduce the topic by asking students if they know anything about the early cultures and settlements that existed in North America before European contact. Show them a map of North America and discuss how different tribes lived in different regions.

### Introduction to New Material:

Present the key points about the Shoshone-Bannock tribes using visuals, such as pictures and maps. Engage students by asking questions and encouraging them to share their thoughts and prior knowledge. Address the common misconception that all Native American tribes lived in the same way.

#### Guided Practice:

Provide students with a chart template and the attached resources. In pairs or small groups, have them read the resources and fill out the chart, identifying where the Shoshone-Bannock would travel, when, and what they would eat in each place. Monitor their progress and provide support as needed.

#### Independent Practice:

After completing the chart, have students individually write a paragraph comparing the lifestyle of the Shoshone-Bannock tribes to that of white settlers in the US. Remind them to consider the differences in travel, food sources, and overall way of life. Collect and assess their paragraphs for understanding and mastery of the objective.

#### Closing:

To summarize what was learned, have students share their paragraphs with a partner or in small groups. Discuss the similarities and differences between the Shoshone-Bannock tribes and white settlers in the US. Emphasize the importance of understanding and appreciating different cultures and histories.

#### Extension Activity:

For students who finish early, provide additional resources or books about other Native American tribes that existed in North America prior to European contact. Have them research and create a presentation or poster comparing the lifestyles of different tribes.

#### Homework:

As a homework activity suggestion, ask students to interview a family member or friend about their knowledge and perceptions of Native American tribes in North America. Encourage them to discuss any misconceptions and share what they have learned from the lesson.

#### Standards Addressed:

- CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source
- CCSS.ELA-LITERACY.RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic

### Rubric Title: Shoshone-Bannock Hunter-Gatherer Lands and Habits

Criteria	4 Points	3 Points	2 Points	1 Point
Accuracy of Map	The map accurately displays the traditional lands of the Shoshone-Bannock tribe, including correct locations and boundaries.	The map mostly displays the traditional lands of the Shoshone-Bannock tribe, with few minor inaccuracies in locations or boundaries.	The map partially displays the traditional lands of the Shoshone-Bannock tribe, with significant inaccuracies in locations or boundaries.	The map does not accurately display the traditional lands of the Shoshone-Bannock tribe.
Icons for Locations	The map includes appropriate icons to represent each location visited by the Shoshone-Bannock tribe.	The map includes icons for most of the locations visited by the Shoshone-Bannock tribe, with a few minor omissions or inaccuracies.	The map includes icons for some of the locations visited by the Shoshone-Bannock tribe, with significant omissions or inaccuracies.	The map does not include icons for the locations visited by the Shoshone-Bannock tribe.
Accuracy of Food Information	The chart accurately lists the foods eaten by the Shoshone-Bannock tribe in each location, including specific details and examples.	The chart mostly lists the foods eaten by the Shoshone-Bannock tribe in each location, with a few minor inaccuracies or lack of specific details.	The chart partially lists the foods eaten by the Shoshone-Bannock tribe in each location, with significant inaccuracies or lack of specific details.	The chart does not accurately list the foods eaten by the Shoshone-Bannock tribe.
Seasonal Travel Information	The chart accurately indicates the seasons in which the Shoshone-Bannock tribe would travel to each location, with specific details and examples.	The chart mostly indicates the seasons in which the Shoshone-Bannock tribe would travel to each location, with a few minor inaccuracies or lack of specific details.	The chart partially indicates the seasons in which the Shoshone-Bannock tribe would travel to each location, with significant inaccuracies or lack of specific details.	The chart does not accurately indicate the seasons in which the Shoshone-Bannock tribe would travel to each location.
Comparison to White Settlers	The paragraph thoroughly explains the differences between the lifestyle	The paragraph mostly explains the differences between the lifestyle of the	The paragraph partially explains the differences between the lifestyle of the	The paragraph does not adequately explain the differences

	of the Shoshone-Bannock tribe and that of white settlers in the US, providing specific examples and insights.	Shoshone-Bannock tribe and that of white settlers in the US, with a few minor omissions or lack of specific examples.	Shoshone-Bannock tribe and that of white settlers in the US, with significant omissions or lack of specific examples.	between the lifestyle of the Shoshone-Bannock tribe and that of white settlers in the US.
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## Lesson Title Shoshone Bannock and Territorial Expansion

Objective: Students will be able to identify how territorial expansion changed which European powers controlled the lands they live on.

Assessment: Students will create a timeline using a Wikipedia article (Territorial evolution of North America since 1763) to identify the European powers that claimed the land where the Shoshone-Bannock people live and explain when those claims changed and to whom.

Key Points:

1. European powers claimed the land where the Shoshone-Bannock people live.
2. Changes in territorial claims were influenced by historical events and agreements.
3. The Nootka Convention determined claims in the Pacific based on who lived there.
4. The timeline will include key events and changes in territorial claims.
5. The timeline will end with Idaho statehood.

Opening:

Introduce the topic by asking students to think about the land they currently live on and who might have claimed it in the past. Show them a map of North America and point out the area where the Shoshone-Bannock people live. Ask the students if they know which European powers claimed that land.

Introduction to New Material:

Explain to students that they will be creating a timeline to understand how territorial expansion changed which European powers controlled the lands the Shoshone-Bannock people live on. Provide them with the necessary background information about the Shoshone-Bannock people and their minimal contact with Europeans until the Lewis and Clark expedition. Address any common misconceptions, such as the belief that European powers did not claim Native American lands.

### Guided Practice:

Set behavioral expectations for the work time and provide examples of how to create a timeline using the Wikipedia article. Scaffold questioning by starting with simple questions, such as "Which European power claimed the land in 1790?" and gradually increasing the complexity. Monitor student performance by circulating the classroom, providing clarifications, and checking for understanding.

### Independent Practice:

Set behavioral expectations for the work time and assign students to create their own timeline using the Wikipedia article. The timeline should include key events and changes in territorial claims. This assignment will demonstrate their mastery of the objective.

### Closing:

Have students share their timelines with a partner or small group. Ask them to summarize the key changes in territorial claims and discuss the impact of these changes on the Shoshone-Bannock people. Summarize the lesson by highlighting the importance of understanding how territorial expansion affected different cultures and societies.

### Extension Activity:

For students who finish early, they can research and create a visual representation (poster, infographic, etc.) that highlights the cultural, religious, and social influences that emerged in the North American colonies.

### Homework:

As a homework suggestion, students can write a short reflection on the lesson, discussing the challenges faced by culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.

### Standards Addressed:

- 6-12.USH1.1.1.1: Compare and contrast early cultures and settlements that existed in North America prior to European contact.
- 6-12.USH1.1.1.2: Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies.

- 6-12.USH1.1.1.3: Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.

**Rubric Title: Shoshone-Bannock and European Territorial Expansion Timeline**

Criteria	4 Points	3 Points	2 Points	1 Point
Identification of European Powers	Student accurately identifies all European powers that claimed the land where the Shoshone-Bannock people live, including the changes over time and to whom.	Student identifies most European powers that claimed the land where the Shoshone-Bannock people live, but may have some minor inaccuracies in the changes over time and to whom.	Student identifies some European powers that claimed the land where the Shoshone-Bannock people live, but has significant inaccuracies in the changes over time and to whom.	Student fails to identify European powers that claimed the land where the Shoshone-Bannock people live or provides incorrect information.
Explanation of Changes in Claims	Student provides a clear and detailed explanation of when and how the claims of European powers changed over time, including the reasons for the changes.	Student provides a somewhat clear explanation of when and how the claims of European powers changed over time, but may lack some detail or clarity in the reasons for the changes.	Student provides a limited or unclear explanation of when and how the claims of European powers changed over time, and may not address the reasons for the changes.	Student fails to provide an explanation of when and how the claims of European powers changed over time or provides incorrect information.
Timeline Accuracy	The timeline accurately and clearly represents key events and changes in territorial claims related to the Shoshone-Bannock people, with correct dates and labels.	The timeline mostly represents key events and changes in territorial claims related to the Shoshone-Bannock people, but may have minor errors in dates or labels.	The timeline partially represents key events and changes in territorial claims related to the Shoshone-Bannock people, with noticeable errors in dates or labels.	The timeline does not accurately represent key events and changes in territorial claims related to the Shoshone-Bannock people or is incomplete.
Organization and Presentation	The timeline is well-organized, visually appealing, and easy to understand, with clear headings, appropriate use of color or visuals, and	The timeline is mostly organized and visually appealing, but may have some minor issues with headings, use of color or visuals, or citation of sources.	The timeline is somewhat disorganized or lacks visual appeal, with noticeable issues in headings, use of color or visuals, or citation of sources.	The timeline is poorly organized, visually unappealing, or lacks headings, use of color or visuals, or proper citation of sources.

	proper citation of sources.			
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## **Lesson Plan: First Permanent White Settlement**

**Objective:** Students will be able to compare and contrast the development of the first permanent white settlement in the traditional lands of the Shoshone-Bannock with other early cultures and settlements in North America prior to European contact.

**Assessment:** Students will create a historical report poster that answers the following questions: Who made the settlement? Why were they there? What was the impact of the settlement on the Shoshone-Bannock's lands, lifestyle, and culture? How did the settlement impact sovereignty?

### **Key Points:**

1. The development of the first permanent white settlement on the Shoshone-Bannock lands.
2. Comparison of the settlement with other early cultures and settlements in North America.
3. Understanding the reasons behind the settlement and its impact on the Shoshone-Bannock.
4. Exploring the relationship between the settlement and sovereignty.
5. Effective communication and visual representation through the creation of a historical report poster.

### **Opening:**

Introduce the topic by showing a map of North America and highlighting the traditional lands of the Shoshone-Bannock. Ask students if they know about any early cultures or settlements in this area and discuss briefly. Then, present the historical report poster task and explain its purpose and requirements.

### **Introduction to New Material:**

Provide a brief overview of the development of the first permanent white settlement on the Shoshone-Bannock lands. Highlight key points such as the time period, individuals or groups involved, and the reasons for their presence. Anticipate the common misconception that the settlement had only positive impacts on the Shoshone-Bannock and address it by emphasizing the importance of considering both positive and negative consequences.

### Guided Practice:

Divide students into small groups and provide them with research materials such as books, articles, and credible online sources. Instruct them to work together to gather information and answer the questions on the historical report poster. Scaffold the questioning process by providing guiding questions to help students analyze the information they find. Monitor student performance by circulating the classroom, providing guidance, and checking for understanding.

### Independent Practice:

Once students have gathered enough information, allow them time to create their historical report posters. Remind them to use pictures, text, graphs, and other visuals to effectively communicate the information. Set behavioral expectations for the work time, such as working collaboratively, staying on task, and producing high-quality work.

### Closing:

Have each group present their historical report posters to the class. After each presentation, encourage discussion and reflection by asking students to compare and contrast the different settlements and their impacts. Summarize the main points discussed and emphasize the importance of understanding the historical context and its relevance to the present.

### Extension Activity:

For students who finish early, provide additional research materials on the topic and ask them to delve deeper into specific aspects of the first permanent white settlement. They can create an additional section or add more details to their historical report posters.

### Homework:

As a homework activity, suggest that students research and find credible sources related to the impact of the first permanent white settlement on the Shoshone-Bannock's sovereignty. They should write a short reflection on their findings and discuss the significance of sovereignty in relation to the settlement.

### Standards Addressed:

- 6-12.USH1.1.1.1 Compare and contrast early cultures and settlements that existed in North America prior to European contact.
- 6-12.USH1.1.1.2 Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies.

- 6-12.USH1.1.1.3 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.

**Rubric Title: Shoshone-Bannock and Permanent White Settlement Poster**

Criteria	4	3	2	1
Knowledge and Understanding	The poster demonstrates a thorough understanding of the early cultures and settlements that existed in North America prior to European contact, as well as the different cultural, religious, and social influences that emerged in the North American colonies. The experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War are accurately described.	The poster demonstrates a good understanding of the early cultures and settlements that existed in North America prior to European contact, as well as the different cultural, religious, and social influences that emerged in the North American colonies. The experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War are adequately described.	The poster demonstrates some understanding of the early cultures and settlements that existed in North America prior to European contact, as well as the different cultural, religious, and social influences that emerged in the North American colonies. The experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War are partially described.	The poster demonstrates little understanding of the early cultures and settlements that existed in North America prior to European contact, as well as the different cultural, religious, and social influences that emerged in the North American colonies. The experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War are not described.
Research and Analysis	The poster includes accurate and relevant information gathered from a variety of research materials, such as books, articles, and credible online sources. The information is analyzed and effectively used to compare and contrast the different	The poster includes mostly accurate and relevant information gathered from a variety of research materials, such as books, articles, and credible online sources. The information is mostly analyzed and used to compare and contrast the different cultures, settlements,	The poster includes some accurate and relevant information gathered from research materials, but there may be some gaps or inaccuracies. The information is partially analyzed and used to compare and contrast the different cultures,	The poster includes limited or inaccurate information gathered from research materials. The information is not effectively analyzed or used to compare and contrast the different cultures, settlements, and groups of people.

	cultures, settlements, and groups of people.	and groups of people.	settlements, and groups of people.	
Visual Presentation	The poster is visually appealing and effectively uses pictures, text, graphs, and other visuals to communicate the information. The layout is well-organized and enhances the understanding of the content.	The poster is visually appealing and mostly uses pictures, text, graphs, and other visuals to communicate the information. The layout is mostly organized and supports the understanding of the content.	The poster is somewhat visually appealing and uses some pictures, text, graphs, and other visuals to communicate the information. The layout is partially organized and may distract from the understanding of the content.	The poster is not visually appealing and does not effectively use pictures, text, graphs, and other visuals to communicate the information. The layout is disorganized and hinders the understanding of the content.
Collaboration	The group worked collaboratively, stayed on task, and produced high-quality work. Each member contributed to the research, analysis, and visual presentation of the poster.	The group mostly worked collaboratively, stayed on task, and produced good-quality work. Each member contributed to the research, analysis, and visual presentation of the poster.	The group somewhat worked collaboratively, stayed partially on task, and produced satisfactory work. Each member contributed to some extent to the research, analysis, and visual presentation of the poster.	The group did not work collaboratively, did not stay on task, and did not produce high-quality work. Each member did not contribute adequately to the research, analysis, and visual presentation of the poster.

## **Native American Sovereignty**

Objective: Students will be able to define tribal sovereignty and investigate the issues surrounding tribal sovereignty in Utah.

Assessment: Students will complete the station rotation organizer, summarizing their learning about tribal sovereignty and its impact on Utah's tribes.

### **Key Points:**

- Tribal sovereignty refers to the supreme power or authority of Native American tribes to govern themselves.
- Native American tribes have their own governments and are considered self-governing states.
- Changes in tribal sovereignty have impacted Utah's tribes in various ways.
- Despite changes, certain aspects such as land, rights, tradition, culture, power, and government have remained important to Utah's tribes.

### **Opening:**

- Display the word "sovereignty" and ask students if they know what it means. Brainstorm ideas and discuss the concept of ruling or having authority over something.
- Present the definition of sovereignty and explain its relevance to the lesson objective.
- Pose the guiding question: How does tribal sovereignty impact Native Americans today? Encourage students to think about this question throughout the lesson.

### **Introduction to New Material:**

- Introduce the concept of tribal sovereignty and its importance to Native American tribes.
- Emphasize the key points mentioned above.

- Address any common misconceptions, such as the belief that Native American tribes have no governing power.

#### Guided Practice:

- Set behavioral expectations for the learning activities.
- Engage students in an activity called "Is It Sovereignty?" where they analyze various images and determine if they represent sovereignty or not. Allow students to explain their reasoning, clarifying any misconceptions.
- Scaffold questioning from easy to hard, ensuring students understand the concept of sovereignty.

#### Independent Practice:

- Set behavioral expectations for the station rotation activity.
- Provide the Sovereignty Stations materials, either in print or through a Learning Management System.
- Students will rotate through five stations, spending two to three minutes at each station. They will explore different aspects of tribal sovereignty and its impact on Native Americans.
- Monitor student performance and provide support as needed.

#### Closing:

- Allocate 5 minutes for a check for understanding activity.
- Students will complete sentences on the station rotation organizer summarizing their learning about tribal sovereignty.
- Use the word box provided to support student responses.
- Discuss the completed sentences as a whole group, reinforcing key points and addressing any remaining questions.

#### Standards Addressed:

- 6-12.USH1.1.1: Compare and contrast early cultures and settlements that existed in North America prior to European contact.
- 6-12.USH1.1.2: Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies.
- 6-12.USH1.1.3: Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.

Adapted from activity found on <https://thrive125.utah.gov/> Lesson Plan: Native American Sovereignty

# STATION 1

*What is Sovereignty?*

1 - READ the PARAGRAPH BELOW

2 - RECORD THE DEFINITION OF SOVEREIGNTY

3 - THEN DRAW A PICTURE OF WHAT “SUPREME POWER” LOOKS LIKE

## **READ ME:**

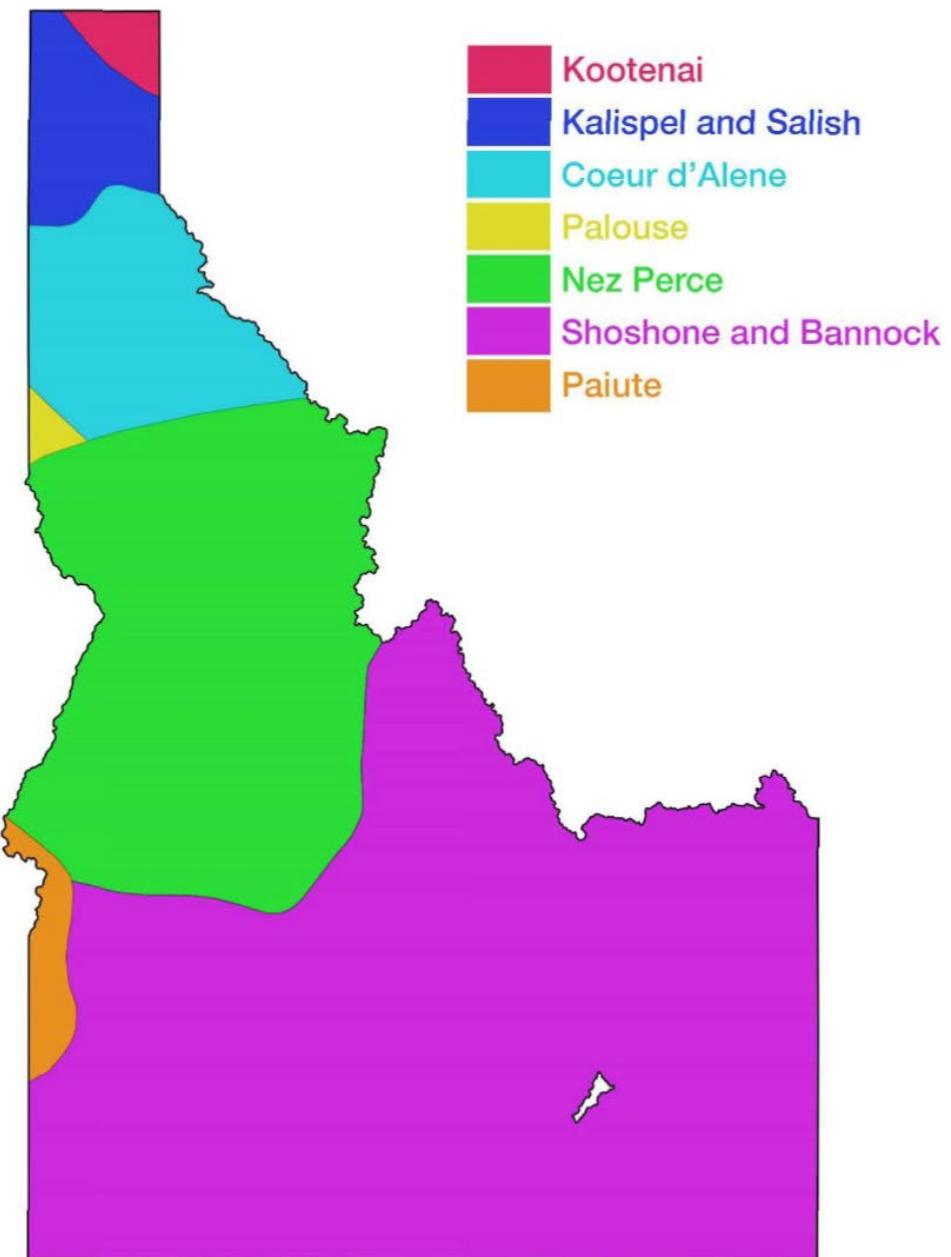
*Sovereignty is the ultimate authority over an area. For example, the president has authority over the government of the United States. The idea of sovereignty is one of the most controversial ideas, or an idea that people fight about. The original Latin term means supreme power.*

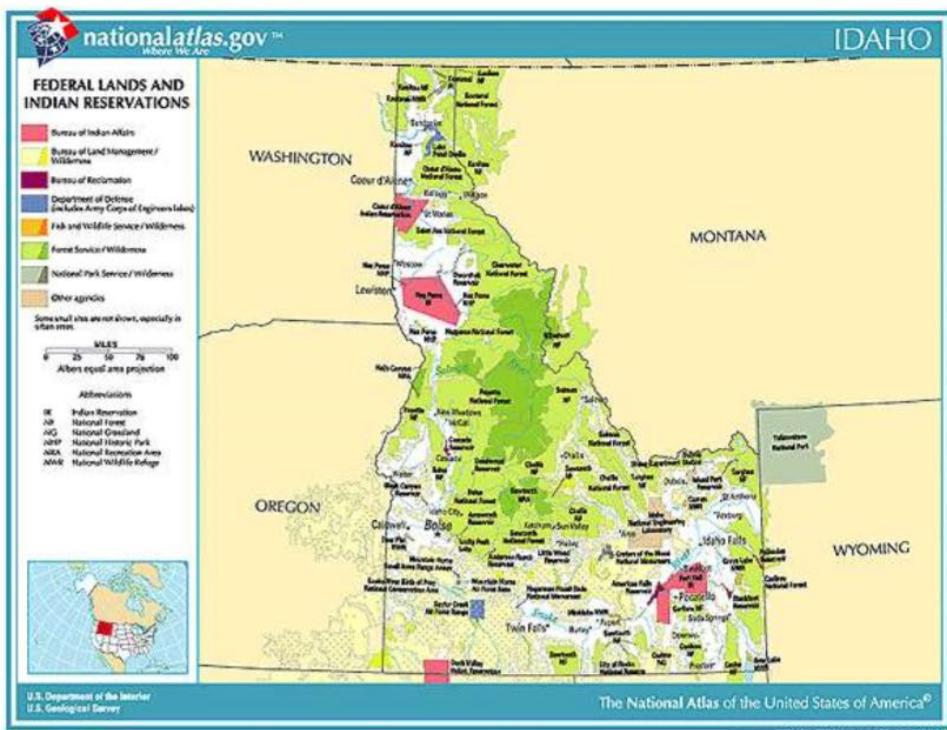
## STATION 2

# What has changed with Idaho lands?

1—compare the maps and write two things that have changed over time.







# STATION 3

## *The Most Difficult Problems*

### **1 - READ the article below**

“One of the most difficult problems that Native Americans face is the lack of public knowledge about Native American legal and political status. Most Americans know about Indian treaties, but do not realize that treaties are made between nations and that Indian tribes are sovereign nations. They do not understand that these treaties are not ancient history, but the law of the land today, and that Indian tribes are sovereign governments. The United States is made up of the federal government, state governments, and tribal governments—three sovereign entities. The U.S. Supreme Court has acknowledged that the tribal governments are the oldest sovereigns on the continent—Native American sovereignty predates the sovereignty of the United States.

After first contact between European nations and Native nations (Indian tribes), the Europeans eventually came to realize that the tribes were nations, if for no other reason than they had the power to make war. The conflicts between European nations and Native nations were often settled through negotiations and treaties—agreements between sovereign nations. This common practice was recognized in the United States Constitution in 1787. Congress was given the power to deal with various sovereign governments: foreign nations, states, and Indian tribes.”

Source: UNDERSTANDING TRIBAL SOVEREIGNTY: THE NATIVE AMERICAN RIGHTS FUND,  
By: [John E. Echohawk](#), [URL Link](#)

### **2 - WRITE the following finished sentence on your notes:**

“The most difficult problems Native Americans face is.....”

# STATION 4

## Observation/Inference

1—use the image below to make two observations and two inferences.

REMEMBER Observation: WHAT DO YOU SEE?  
Inference: WHAT DOES IT MEAN?



# STATION 5

*Where does Tribal Sovereignty come from?*

**1 - READ** the information below:

*"Tribes have sovereignty that is obviously older than the US Constitution. Tribes had their own form of government. They had many legal codes written into their own documents, their own stories, their own practices, and their own memories. Tribal sovereignty comes from the people, the land, and their relationships; tribal sovereignty was not a gift from any outside government. Tribal sovereignty is not defined in the US Constitution. But anyone at all familiar with the history of US Indian Policy knows that many limitations—as well as possibilities—for tribal sovereignty have been defined over time."*

-Indian Country Today, [Link](#)

**2 -FINISH** the sentence starters on your organizer:

*Tribal Sovereignty comes from....*

*Tribal Sovereignty does not come from....*

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

# Sovereignty Stations

<u>Station 1:</u>  <b>DEFINITION:</b>	<u>Station 2:</u>  <b>TWO THINGS THAT HAVE CHANGED</b>	<u>Station 3:</u>
<b>PICTURE:</b>	1.  2...	
<u>Station 4:</u>		<u>Station 5:</u>
1. -		
<b>Exit Ticket:</b>		

## **Lesson Plan: Treaty History of the Shoshone-Bannock**

**Objective:** Students will be able to trace the federal policies and treaties that have impacted the Shoshone Bannock Tribes historically and currently.

**Assessment:** Students will complete a notes page that outlines the key federal policies and treaties that have impacted the Shoshone Bannock Tribes. They will identify the main points of each policy or treaty and explain its impact on the tribes.

**Key Points:**

- Understanding the significance of treaties in Native American history
- Identifying key federal policies and treaties that have impacted the Shoshone Bannock Tribes
- Analyzing the impact of these policies and treaties on the tribes
- Recognizing the importance of different perspectives in interpreting historical events
- Exploring the implications of termination practices on American Indian communities

**Opening:** Show a map of the Shoshone Bannock Tribes' traditional territory and ask students to discuss what they know about the history of Native American treaties. Share a brief anecdote or story about the impact of federal policies on the tribes to capture their interest.

**Introduction to New Material:** Present a PowerPoint detailing the history of federal policies and treaties that have impacted the Shoshone Bannock Tribes. Emphasize the key points mentioned above and address any common misconceptions, such as the idea that treaties were always upheld by the federal government.

**Guided Practice:** Provide students with a notes page that outlines the key federal policies and treaties. Model how to fill in the organizer using one example. Then, guide students through filling in the remaining sections, gradually increasing the complexity of the questions. Monitor student performance and provide support as needed.

**Independent Practice:** Assign students to complete the notes page on their own, using the information from the PowerPoint presentation. This assignment will demonstrate their mastery of the objective. Set behavioral expectations for the work time, such as quiet and focused work, and encourage students to ask questions if needed.

**Closing:** Have students share one key insight they gained from completing the notes. Summarize the main points of the lesson and connect it back to the objective. Encourage students to think about the different perspectives of participants and observers when interpreting historical events.

**Homework:** As a homework activity, students could research and write a short essay on one specific federal policy or treaty that impacted the Shoshone Bannock Tribes. They should explain the main points of the policy or treaty and discuss its long-term effects on the tribes.

**Standards Addressed:**

- 6-12.USH1.1.3.1: Trace federal policies and treaties such as removal, reservations, and allotment that have impacted American Indians historically and currently.
- 6-12.USH1.1.3.2: Explain how and why events may be interpreted differently according to the points of view of participants and observers.
- 6-12.USH1.1.3.3: Identify the impact termination practices such as removal policies, boarding schools, and forced assimilation had on American Indians.

Slide 1



Slide 2

A slide with a white background. On the left, there is a text box with the heading "Moving to current lands". The text discusses the Shoshone's acquisition of horses and their subsequent westward migration. It mentions Sacagawea and the Ute tribes. On the right, there are two black and white photographs. The top one shows several large, conical teepees in a landscape. The bottom one shows a group of people, likely Shoshone or Bannock, standing together in traditional dress. The slide is designed to provide historical context and visual representation of the tribes mentioned in the text.

Read story Warren Ferris

## Slide 3

White settlement in the lands of the Shoshone—  
Fort Lemhi

- Take a look at the poster for Fort Lemhi.
  - Who
  - Why
  - Where
  - Effects



Fort Lemhi, circa 1860.  
From the Library of Congress.

9/3/2022

Presentation Title

3

Fort Lemhi was founded in 1855 by twenty-seven Mormon missionaries, as a mission to the Bannock and Shoshone Indians of the Oregon Territory.

Thomas S. Smith served as the leader of this group, and George Washington Hill as their main Shoshonean language interpreter.

The party reached the Salmon River valley on May 27 and selected a permanent site for its mission on June 15, 1855.

The mission was named Fort Limhi for King Limhi who was one of the kings cited in the Book of Mormon. In Mormon scripture, King Limhi organized an expedition that lasted 22 days, the same duration it required the Mormon missionaries to reach the Salmon River Country. Consequently, they named their mission after King Limhi, and Limhi eventually became "Lemhi".

## Slide 4

White settlement in the lands of the Shoshone—  
Fort Lemhi

- No gun trading, but please do trade and proselytize
- 200 people farming, irrigating, even a little intermarriage.
- Shoo-woo-koo, the Big Rogue, the Bannock Chief, had welcomed the missionaries and given them land for farming and fishing and hunting privileges. They were not, however, to catch fish, kill game, or cut timber, if it was to be taken from the valley.
- The missionaries did not honor their agreement and tension grew
- On February 15, 1858 Bannock and Shoshone Indians raided Ft. Lemhi, driving off their livestock, and the settlers abandoned the fort and returned to Utah.

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Presentation Title

4

The missionaries were prohibited from trading arms and ammunition with the Indians, but were encouraged to live with, feed, and clothe them and to learn their language.

The community grew to over 200 people. The settlers brought stock raising and irrigated farming to the region and dug ditches which are still in use. At least three of the Mormon missionaries at Fort Lemhi married Shoshone women.

Shoo-woo-koo, the Big Rogue, the Bannock Chief, had welcomed the mission. He gave the missionaries land for farming and fishing and hunting privileges. They were not, however, to catch fish, kill game, or cut timber, if it was to be taken from the valley.

Tensions between the Indians and missionaries increased. As a result of a war between the Nez Perce Indians on one side, and the Bannock and Shoshone Indians on the other, in which the missionaries tried to serve as peacemakers, tensions between the Indians and the missionaries came to a head.

On February 25, 1858 Bannock and Shoshone Indians raided Ft. Lemhi, driving off their livestock, and the missionaries were forced to abandoned the fort and return to Utah

## Slide 5

Permanent white settlement

- Take a look at the poster for Franklin, ID
- Brigham Young "feed them rather than fight them"
- Despite the policy, the settlers were consuming significant food resources and taking over areas that pushed the Shoshone toward starvation
- Recommends reservation, but it doesn't happen. The Shoshone-Bannock steal out of desperation.

Brigham Young made the policy that Mormon settlers should establish friendly relations with the surrounding American Indian tribes. He encouraged their helping to "feed them rather than fight them" Despite the policy, the settlers were consuming significant food resources and taking over areas that pushed the Shoshone increasingly into areas of marginal food production. As early as 1859, Jacob Forney, the Superintendent of Indian Affairs for the Territory of Utah, recognized the impact of migrants, writing, "The Indians...have become impoverished by the introduction of a white population". He recommended that an Indian Reservation be established in Cache Valley to protect essential resources for the Shoshone. His superiors at the United States Department of the Interior did not act on his proposal. Desperate and starving, the Shoshone attacked farms and cattle ranches for food, as a matter of not just revenge but also survival.

## Slide 6

### Permanent white settlement –trouble in Fort Hall

1859, settlers on the Oregon Trail were attacked at night. Everyone assumes Shoshone-Bannock to blame.

Several died, and the survivors took refuge along the Portneuf River, where they hid among the bulrushes and willow trees.

Three days later, Lieutenant Livingston of Fort Walla Walla, leading a company of dragoons, met the survivors.

He investigated the incident, and documented what he called the brutality of the attack.

According to the Desert News of 21 December 1859, a detachment of Lieutenant Livingston's dragoons found five bodies at the scene of the massacre who were horribly mangled.

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Presentation Title

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## Slide 7

### Permanent white settlement – trouble with Troops

Recall: What happened at the Bear River Massacre

WHO  
WHAT  
WHERE  
WHEN  
WHY  
EFFECTS

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Presentation Title

7

## Slide 8

### 1851 Indian Appropriations Act

The U.S. Congress passes the Indian Appropriations Act, creating the reservation system. The government forces Native peoples to move to and live on reservations, where it can better subdue them. Native peoples find themselves severely restricted in their ability to hunt and gather traditional foods. For some tribes, the U.S. institutes food rations, introducing wheat flour, grease, and sugar into American Indian diets.

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Presentation Title

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## Slide 9

### Chief Pocatello



- Chief Pocatello and his people had been resisting white incursions.
- With the advance of Custer's forces, Pocatello had to move his people out of harm's way. They escaped the fate of the others at the Bear River Massacre.
- Seeing the power of US forces, Pocatello later asked for peace and agreed to relocate his people to a new and established reservation along the Snake River.
- Four bands of Shoshone and the Bannock band of the Northern Paiute relocated to the reservation, then consisting of 1.8 million acres (7,300 km<sup>2</sup>) of land. As part of the Fort Bridger Treaty of 1868, the US government agreed to supply the Shoshone-Bannock tribes annually with goods and supplies annuities worth \$5,000 dollars.

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Presentation Title  
9

## Slide 10

### Chief Pocatello—Adjusting to Reservation life



- The main goals of Indian reservations were
  - to bring Native Americans under U.S. government control
  - minimize conflict between Indians and settlers
  - encourage Native Americans to take on the ways of the white man
- Part of being sent to the reservation was giving up their nomadic, hunter-gatherer lifestyle.
- The land they were given was not suited to farming.
- The goods they were promised were meant to help them get started farming.
- These goods were often late, bad, or never came at all.
- Chief Pocatello's people suffered from starvation.

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Presentation Title  
10

## Slide 11



### Chief Pocatello

Hoping to relieve his people's suffering, Chief Pocatello took his people to a missionary farm in UT

The entire band was baptized

Despite their baptism, local settlers agitated for the band's removal.

The army removed them back to the reservation.

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Presentation Title  
11

## Slide 12

### Conflicts flare up

A lack of resources drove the normally friendly and inter-married Shoshone and Bannock to fight each other for survival.

Starvation also drove Shoshone-Bannock violence against whites.

• Pe-tape, a Fort Hall Native American, shot and wounded two teamsters in August 1877  
• Agent William Darlington, the government supervisor of the Fort Hall Reservation at the time, pressured the tribal leaders to charge Pe-tape for the crime  
• Agent Darlington asked the nation to capture the killer and turn him over to the US officials, but he was never found  
• According to the US government, Pe-tape had killed the teamsters because they had stolen his horse, not the nation  
• A large number of the Shoshone-Bannock left the reservation, because of the lack of supplies; violence between the Native Americans and the Euroamericans, conflicts between the nations, and Darlington's actions. This sparked the Bannock War of 1878, as the US government ordered the Army to return the people to the reservation to control them. The Bannock were back on the reservation within months.

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Presentation Title

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## Slide 13

### Aftermath of the Bannock war

After the Bannock War of 1878, the American government restricted the movements of the Bannock in and out of the Fort Hall Reservation.

They suffered privation for years. In 1879 the Malheur Reservation was closed, "discontinued" through pressure from settlers.

Other Bannock and Palute prisoners were interned at the Malheur Reservation. General Howard moved about 540 Bannock and Palute prisoners from the Malheur Reservation to internment at Yakama Indian Reservation in southeastern Washington Territory.

Northern Paiutes from Idaho and Nevada were eventually released and returned to their lands, and expanded Duck Valley Indian Reservation with their Western Shoshone brethren in 1886.

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Presentation Title

13

Connections with other tribal groups were restricted, as well as the Bannock freedom to use local resources. Subdued from the battles and lack of resources, the Bannock worked to construct community within the reservation

## Slide 14

### Treaty History—How the Shoshone-Bannock and Lemhi Shoshone got to the Fort Hall Reservation

Treaty History

First, we'll talk about the Treaty History of the Northern Shoshone-Bannock of Fort Hall Reservation, although the Lemhi Shoshone never moved to Fort Hall. Their treaty history is different and is presented on the Lemhi Reservation page.

• While Chief Petocatto asked for a reservation in 1851, the treaty that created Fort Hall was not signed until 1868

• 1851—Fort Laramie Council

• The Shoshone did not sign a treaty at the great gathering near Fort Laramie, Wyoming. They were invited to witness the treaty negotiations and signs with the Plains tribes, and to agree to intertribal peace.

• 1868—Soda Springs Treaty (unratified)

• US newly appointed Superintendent of Indian Affairs in Utah Territory, James Duane Doty set out to negotiate treaties with all of the Shoshone-Bannock tribes in the region. On October 14, 1868, he negotiated a treaty with the mixed bands of Fort Hall Bannock and Shoshone at Soda Springs, Idaho Territory. It was accepted by the Bannock and Shoshone, but the Lemhi Shoshone were not invited. The boundaries were defined as extending from the lower part of Humboldt River and the Salmon Falls of Snake River to the Wind River Mountains.

• Chief Petocatto and the Lemhi Shoshone bands wanted to be part of the treaty but were forced to leave for the fall buffalo hunt in Montana due to lateness of the season.

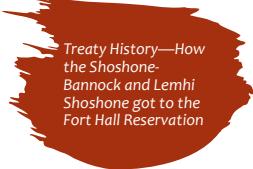
• Due to a technicality concerning an amendment about claims under original Mexican law (irrelevant to the Bannock Shoshone as their lands were outside of the area specified), the treaty was never ratified.

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Presentation Title

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## Slide 15



**Treaty History—How the Shoshone-Bannock and Lemhi Shoshone got to the Fort Hall Reservation**

1866—Long Tom Creek Treaty

- Tahgee, Chief of the Bannocks, met with Governor D. W. Ballard at Long Tom Creek near Camas Prairie (fifty miles from Boise) to hold council about a reservation. The two leaders signed an agreement which agreed the Bannock would move to a reservation in the Snake River and agree to relinquish all claim to their lands from the 42nd to the 45th parallels and from the 113 degree meridian to the Rocky Mountains. By September of 1868, there was still no official word from Washington to acknowledge an agreement.

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## Slide 16

**Treaty History—How the Shoshone-Bannock and Lemhi Shoshone got to the Fort Hall Reservation**

- 1868—Fort Bridger Treaty
  - July 3 1868 (Treaty Day)
  - The Indian Peace Commission sent Gen. C. C. Augur to negotiate a treaty with the Snakes and Bannocks, as well as the Eastern Shoshoni under Washakie. Tahgee responded to the suggestion that his people share a reservation at Wind River with Washakie's band:
    - "As far away as Virginia City our tribe has roamed. But I want the Porte Neuf country and Kamas plains...We are friends with the Shoshones and like to hunt with them, but we want a home for ourselves" (Chief Tahgee as cited in Madsen: 1980).

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## Slide 17

**Treaty History—How the Shoshone-Bannock and Lemhi Shoshone got to the Fort Hall Reservation**

- Fort Bridger Treaty
  - The treaty negotiations established the Wind River reservation for Washakie's band and a place to refer to as a "home".
    - "It is agreed that whenever the Bannocks desire a reservation to be set apart for their use, or whenever the President of the United States shall deem it advisable for them to be put upon a reservation, he shall cause a suitable one to be selected for them in their present country, which shall embrace reasonable portions of the "Porte Neuf" and "Kansas Prairie" country, and that whenever such is done, the United States shall secure to the Bannocks the same rights and privileges therin..." (G.A.E. Report: 1866-97).
    - "Kansas Prairie", recorded in the treaty in error, referred to Camas Prairie. The Bannock War, ten years later, was partly due to this oversight. The Bannocks understood the Camas Prairie to be their food resource, and when stockmen and settlers had hogs turning up every root in the prairie, their subsistence was threatened.

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## Slide 18

### Treaty History—How the Shoshone-Bannock and Lemhi Shoshone got to the Fort Hall Reservation

- 1869 - July 30  
Executive order - Bannock  
"The president establishes Fort Hall reserve as the one contemplated by treaty of July 3, 1868, bounded as follows: Commencing on the S. bank of Snake river at the junction of Port Neuf river with Snake river; thence S. 25 miles to the summit of the mountains dividing the waters of Bear river from those of Snake river; thence easterly along the summit of said range of mountains 70 miles to a point where Sublette road crosses said divide; thence N. about 50 miles to the Snake river; thence down said stream to its junction with Snake river; thence down Snake river to the place of beginning, embracing about 1,800,000 acres and including Fort Hall in its limits" (B.A.E. Report: 1896-97).

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## Slide 19

### Treaty History—How the Shoshone-Bannock and Lemhi Shoshone got to the Fort Hall Reservation

- In the twenty years from 1855 to '75, the Northern Shoshone and Bannocks struggle to make a living.
- The fur trade era has passed, taking many of the area's resources with it. The old ways are gone like the buffalo from the Snake River Plains.
- By 1855, some Bannocks have joined the group descended from Cameahwait's (Sacagawea's brother) band.
- Leadership falls to Cameahwait's brother, Snagg, after the death of Cameahwait at the hands of the Blackfeet on Bloody Dick Creek, in Horse Prairie, not far from where he had met Lewis and Clark in 1805

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## Slide 20

### Treaty History—How the Shoshone-Bannock and Lemhi Shoshone got to the Fort Hall Reservation

- The Lemhi Shoshone were starving.
- The Indian Agent's letter to the Indian Affairs chair reads:
  - I have just witnessed a delegation of Lemhi & Shoshone fall Indians. They were in the most destitute condition. Charges had been laid against them of stealing cattle belonging to our settlers. They did not deny the charge, and their appearance confirmed the reason they assigned for foraging on the property of another, which was nothing else than in obedience to the first law of Nature. They had done it through sheer starvation. I have just witnessed a delegation of Lemhi & Shoshone fall Indians. They were in the most destitute condition. Charges had been laid against them of stealing cattle belonging to our settlers. They did not deny the charge, and their appearance confirmed the reason they assigned for foraging on the property of another, which was nothing else than in obedience to the first law of Nature. They had done it through sheer starvation. Much good must result from it. But let things remain in the present unsettled Condition and serious results will follow. I am openly accused of being a traitor to my people. The camp of Shoshone are already carrying on White Man. It may not be safe for me to risk them. Still duty prompts me to make the effort.
- Agents acknowledge that the Lemhi Shoshone are allied Bannocks are stealing as a matter of survival—they had always been friendly to white colonizers. Something must be done.
- Once Idaho and Montana become states, Lemhi land straddles the borders between Idaho and Montana. They are further separated from Fort Hall by hundreds of miles.

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## Slide 21

**Treaty History—How the Shoshone-Bannock and Lemhi Shoshone got to the Fort Hall Reservation**

Efforts were made to establish a reservation for the Lemhi Shoshone, but there is no treaty until 1873

1868, agent Danner reflects \$14,126 worth of goods destined for the more affluent Fort Hall to poverty-stricken Lemhi; the Fort Hall agent suggests that tribe be allowed to hunt for part of their treaty goods

Montana Gov. Smith emphasizes to the commissioners that the Lemhi have lost all lands to whites, and if the government does nothing for them, "they must suffer and large numbers of them die." He prompts the commissioners to ask the Secretary of Interior to include appropriation for \$10,000 for the Lemhi to get land

1873 the Lemhi Shoshone with other tribes is a highly successful buffalo hunt in the Custer Hunting Grounds of the Missouri/Yellowstone basin, Territory and the group return to Lemhi Valley in March of 1873. Band members which remained in the Lemhi were hunting, and the previous year's results provide important food supplements to hunting. However, in 1872 grasshoppers wipe out most crops, and the salmon runs are drastically reduced by downstream fisheries.

Per Executive Order a tiny reservation is established in the Lemhi Indian country, approximately twelve by eight miles or approximately one tenth of an acre per person. Fort Hall, by comparison allows approximately one and one half acres per person.

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## Slide 22

**Treaty History—How the Shoshone-Bannock and Lemhi Shoshone got to the Fort Hall Reservation**

- Opposition to the Lemhi reservation began before the ink was dry on the treaty.
- The executive order to close the Lemhi reservation came within four years.
- In 1880, the Lemhi were ordered to move to Fort Hall.
- Not all Lemhi moved—many stayed in and around Salmon, ID
- In 1907, the remaining Lemhi were removed to Fort Hall.
  - They packed their meager belongings on horses, strapped the ends of their wickiup poles to the back of their horses and then dragged them along. They were very sad and passed thru the valley, crying. The ranchers along the way could hear their crying for some distance before they passed their homes.
  - The Lemhi were minorities on the reservation, and not accustomed to life on the river plain.

9/3/2020X Presentation Title 22

## INDIAN POLICY DAY 2

1. HOW DID CHIEF POCATELLO'S BAND AVOID BEING DESTROYED AT THE BEAR RIVER MASSACRE?
2. WHAT WAS HIS RESPONSE TO THE MASSACRE?
3. WHAT CHALLENGES DID THE SHOSHONE-BANNOCK FACE ON THE RESERVATION?
4. WHAT EFFORTS DID CHIEF POCATELLO'S PEOPLE MAKE TO SURVIVE?
5. WHAT WAS THE OUTCOME OF THE BANNOCK WAR?
6. LIST THE THREE TREATIES THAT LED TO THE CURRENT BOUNDS OF THE FORT HALL RESERVATION
  - A. .
  - B. .
  - C. .
7. WHY DID CHIEF TAGHEE WANT TO HAVE A RESERVATION WITH THE SHOSHONE?
8. WHEN DID THE LEMHI SHOSHONE GET A RESERVATION
9. BASED ON WHAT WE'VE LEARNED ABOUT RESERVATIONS AND VIOLENCE SO FAR, WHAT ARE THE PURPOSES OF
10. MAKE A PREDICTION: WHAT CHALLENGES WILL THE TRIBES AT FORT HALL FACE IN THE COMING YEARS?

## **Lesson Plan: Fort Hall Boarding Schools**

Objective: Students will be able to compare and contrast the experiences of Native American children in boarding schools to the cultural, religious, and social influences that emerged in the North American colonies.

Assessment: Students will write a compare and contrast paragraph that answer discussion questions and analyzes the experiences of Native American children in boarding schools and the cultural, religious, and social influences that emerged in the US.

Key Points:

- Native American boarding schools aimed to assimilate Native American children into mainstream American culture.
- Parents in Fort Hall supported the idea of boarding schools to provide education for their children.
- Boarding schools were often located far from parents' homes, leading to challenges in parental involvement and supervision.
- Abuse and neglect were prevalent in some boarding schools, leading to negative experiences for Native American children.
- The boarding school system had long-lasting impacts on Native American communities and culture.

Opening:

- Show students pictures of boarding schools and Native American children from that time period. Ask them to share their thoughts and observations about the pictures. Then, pose the questions
  - What do you see in these photos?
  - What do you think is happening?
  - What questions do you have?
- Show the video on PowerPoint
- Show the photos again
- Ask the questions again

### Introduction to New Material:

Provide a brief overview of Native American boarding schools and their purpose of assimilation. Discuss the context of the Fort Bridger Treaty and the establishment of the first boarding school. Address the challenges faced by Native American children in boarding schools, such as the separation from their families and the lack of support from the government. Anticipate the misconception that boarding schools were beneficial for Native American children's education.

### Guided Practice:

Have students take notes on PowerPoint presentation.

### Independent Practice:

Students answer assessment questions on PowerPoint. Assign students to write a compare and contrast essay that analyzes the experiences of Native American children in boarding schools and the cultural, religious, and social influences on the Fort Hall reservation. Provide a rubric that outlines the criteria for their essay, including evidence-based claims, clear organization, and proper citation of sources. Set behavioral expectations for focused and independent work.

### Closing:

Have students share their essays with a partner and discuss their findings. Then, lead a class discussion to summarize the key points and insights gained from the lesson. Ask students to reflect on the impacts of boarding schools on Shoshone-Bannock culture and the importance of understanding historical contexts.

### Extension Activity:

For students who finish early, provide additional primary sources related to the boarding school system and the cultural, religious, and social influences in the North American colonies. Challenge them to analyze these sources independently and draw connections to their previous findings.

### Standards Addressed:

- 6-12.USH1.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment that have impacted American Indians historically and currently.
- 6-12.USH1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.
- 6-12.USH1.1.3.3 Identify the impact termination practices such as removal policies, boarding schools, and forced assimilation had on American Indians.

Slide 1

**NATIVE AMERICAN  
BOARDING SCHOOLS AND  
SHOSHONE-BANNOCK  
EDUCATION**



Slide 2

**COMPARE AND CONTRAST**

---



WHAT DO YOU SEE  
IN THESE PHOTOS?

WHAT DO YOU THINK  
IS HAPPENING?

WHAT QUESTIONS  
DO YOU HAVE?



Slide 3



Slide 4



Slide 5



Slide 6

**COMPARE AND CONTRAST**



WHAT DO YOU SEE  
IN THESE PHOTOS?

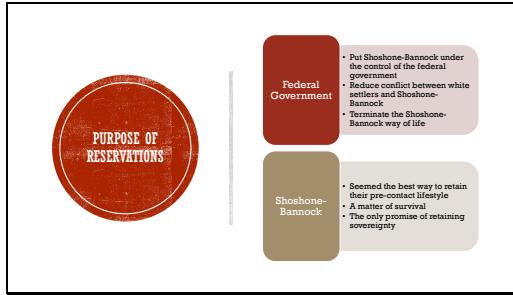


WHAT DO YOU THINK  
IS HAPPENING?

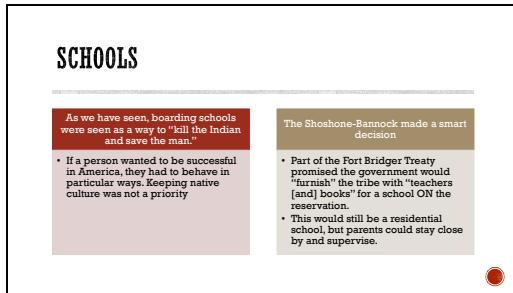


WHAT QUESTIONS  
DO YOU HAVE?

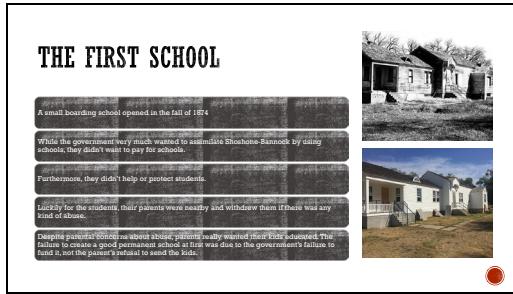
## Slide 7



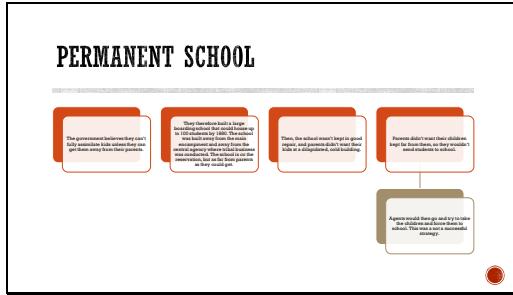
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## Slide 9



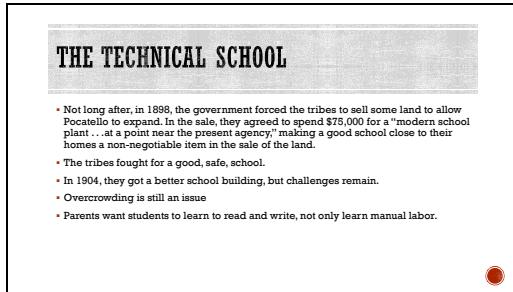
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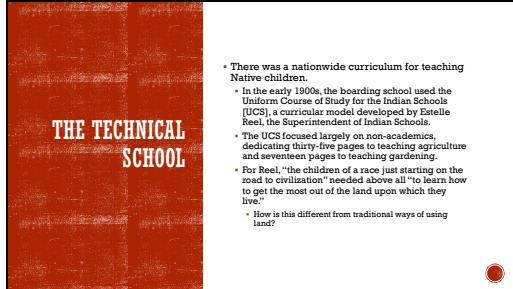
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Slide 12



## Slide 13



**THE TECHNICAL SCHOOL**

• There was a nationwide curriculum for teaching Native children.

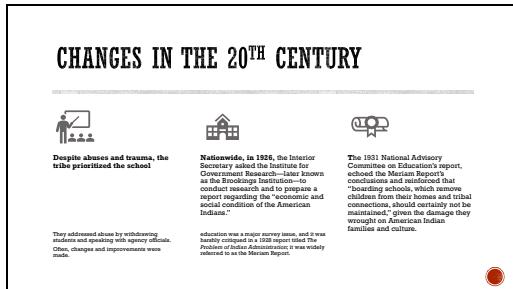
• In the early 1900s, the boarding school used the *Unified Course of Study for Indian Schools* (UCS), a curricular model developed by Estelle Reel, the Superintendent of Indian Schools.

• The UCS focused largely on non-academics, dedicating 175 pages to teaching agriculture and 175 pages to teaching gardening.

• For Reel, "the children of a race just starting on the road to civilization" needed above all "to learn how to get the most out of the land upon which they live."

• How is this different from traditional ways of using land?

## Slide 14



### CHANGES IN THE 20<sup>TH</sup> CENTURY

Despite abuses and trauma, the tribe prioritized the school

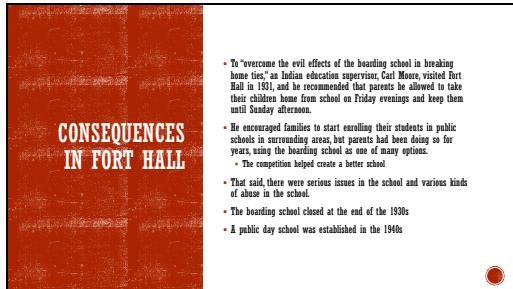
Nationwide, in 1925, the Interior Secretary asked the Institute for Government Research (then known as the Brookings Institution—to conduct a survey and write a report regarding the "economic and social conditions of the American Indian."

They addressed issues by withdrawing students and speaking with agency officials. Other changes and improvements were made.

Nationwide, in 1925, the Interior Secretary asked the Institute for Government Research (then known as the Brookings Institution)—to conduct a survey and write a report regarding the "economic and social conditions of the American Indian."

The 1931 National Advisory Committee on Education's report, echoed the Merriam Report's conclusions and reinforced that "Indian children should not be removed from their homes and tribal communities, as this could not be maintained," given the damage they wrought on American Indian families and culture.

## Slide 15



### CONSEQUENCES IN FORT HALL

• To "overcome the evil effects of the boarding school in breaking family ties," an Indian education supervisor, Carl Moore, visited Fort Hall in 1931, and he recommended that parents be allowed to take their children home from school on Friday evenings and keep them until Sunday afternoon.

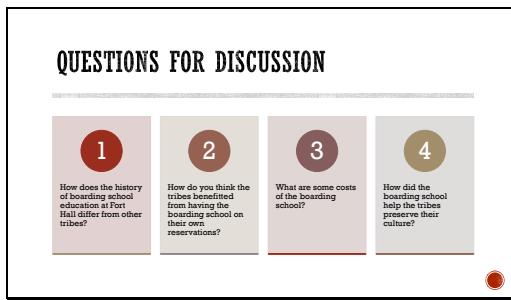
• He encouraged families to start enrolling their students in public schools in surrounding areas, but parents had been doing so for years, using the boarding school as one of many options.

• The competition helped create a better school.

• That said, there were serious issues in the school and various kinds of abuse in the school.

• The boarding school closed at the end of the 1930s.

• A public day school was established in the 1940s.



### Rubric Title: Shoshone Bannock Schools Compare Paragraph

Criteria	4 Points	3 Points	2 Points	1 Point
Content	The paragraph clearly and accurately compares the experiences of Native American children in Fort Hall schools with other boarding schools. It provides detailed examples and evidence to support the comparison.	The paragraph compares the experiences of Native American children in Fort Hall schools with other boarding schools. It provides some examples and evidence to support the comparison.	The paragraph attempts to compare the experiences of Native American children in Fort Hall schools with other boarding schools, but lacks specific examples and evidence.	The paragraph does not effectively compare the experiences of Native American children in Fort Hall schools with other boarding schools.
Organization	The paragraph has a clear and logical structure. Ideas are presented in a cohesive manner, with smooth transitions and appropriate use of compare and contrast language.	The paragraph has a mostly clear and logical structure. Ideas are presented in a somewhat cohesive manner, with some transitions and use of compare and contrast language.	The paragraph has an unclear or inconsistent structure. Ideas are not presented cohesively, and transitions and compare and contrast language are lacking.	The paragraph lacks organization and coherence. Ideas are disjointed and there is no use of compare and contrast language.
Language and Style	The paragraph demonstrates a strong command of language, with accurate and varied vocabulary. It uses appropriate academic language and tone. Sentences are well-	The paragraph demonstrates an adequate command of language, with mostly accurate vocabulary. It uses some academic language and tone. Sentences are	The paragraph demonstrates a limited command of language, with repetitive or imprecise vocabulary. It lacks consistent academic language and tone.	The paragraph demonstrates a weak command of language. Vocabulary is basic and limited. It lacks academic language and tone. Sentences are poorly

	structured and engaging.	generally well-structured.	Sentences may be awkward or unclear.	constructed and difficult to understand.
Analysis	The paragraph provides a thorough analysis of the experiences of Native American children in Fort Hall schools and effectively compares them to other boarding schools. It demonstrates a deep understanding of the cultural, religious, and social influences involved.	The paragraph provides a basic analysis of the experiences of Native American children in Fort Hall schools and compares them to other boarding schools. It demonstrates some understanding of the cultural, religious, and social influences involved.	The paragraph attempts to analyze the experiences of Native American children in Fort Hall schools and compare them to other boarding schools, but the analysis is superficial or lacks understanding of the cultural, religious, and social influences involved.	The paragraph does not effectively analyze the experiences of Native American children in Fort Hall schools or compare them to other boarding schools. It lacks understanding of the cultural, religious, and social influences involved.

## Native American Policy Assessment

1. Describe the traditional lands of the Shoshone and Bannock peoples
2. Describe how the Shoshone and Bannock fed themselves, what they ate.
3. What is one challenge that emerged as white settlers moved through and settled on land?
4. Why did Chief Pocatello approach the government, willing to make a treaty and see
5. What were the purpose of reservations?
6. What challenges existed on the reservation?
7. Describe early schools on the Fort Hall reservation.
8. Describe the purpose of Native American boarding schools.
9. What is one thing that stood out to you during this unit?