



Population 11,594 (1860)



Key



Wheat



Mountains



Columbia Plateau



Rivers



Livestock—cattle

Population 11,594 (1860)

Transportation



Horseback



Walking,
by foot



Wagon



Wilderness
trails



The name and locations of tribes on this map are based on *A Guide to the Indian Tribes of the Pacific Northwest* by Robert H. Ruby, John A. Brown, and Cary C. Collins.



Using the map provided, answer the following questions about Washington in the 1840's:

Map Questions:

1. How are people getting from place to place?
2. How many people lived here at this time?
3. What types of agriculture could be found?



STORY 1: Explorers and Fur Traders

The first white men to visit the Pacific Northwest came to explore, map, and trade. The English, Spanish, Russians, and Americans all had economic designs on the region. Meriwether Lewis, William Clark, and their Corps of Discovery explored the Columbia Plateau in 1805-1806, making note of many natural resources and stating that the area would be ideal for American settlement. They reported on the wealth of peltries in the mountains and along the Pacific Coast. The possibility of making substantial economic gain from the fur trade enticed non-Indians to the region. While the Russians exploited the resources of Alaska, the British and Americans formed companies to take furs in the Northwest. The Northwest Company, American Fur Company, and Hudson's Bay Company operated across the Columbia Plateau, establishing trading posts that brought manufactured goods into the hands of Plateau Indians. Native Americans adopted guns, ammunition, knives, cloth, beads, and many other items, and some grew dependent on manufactured material items (Scheurman & Trafzer, 2015, p 29).

Attribution

Excerpt from *River Song Naxiyamtama (Snake River-Palouse) Oral Traditions from Mary Jim, Andrew George, Gordon Fisher, and Emily Peione*, collected and edited by Dr. Richard D. Scheurman & Clifford E. Trafzer. Copyright © 2015 [Washington State University Press](#). All rights reserved. Used here pursuant to fair use.



STORY 2: Pioneer Viewpoint

It is a long tiresome trip from the states to this country, but the company of emigrants came through safely this season—to the number of one thousand persons, with something over one hundred wagons—to this place, which is 250 miles east of the Willamette Valley and, with the exception of myself and a few others, they have all gone on down, intending to go through this winter if possible.

About half of them have traded off their stock at Walla Walla, 25 miles below here, and are going by water; the balance went on by land to the Methodist Mission, 175 miles below this, intending to take water there. I have stopped here in the Walla Walla Valley to spend the winter in order to save my stock. This is a fine valley of land, excellent water, good climate, and the finest kind of timber on the surrounding mountains; and above all a first rate range for stock both winter and summer. The Indians are friendly and have plenty of grain and potatoes, and a good many hogs and cattle. The missionaries are this and the other Missions have raised fine crops of wheat, corn, potatoes, etc., so that provisions can be procured here upon as good or better terms than in the lower settlements at present. Cattle are valuable here, especially American cattle. Things induced me to stop here for the winter, save my stock and take them down in the spring (Looney).

Attribution

Excerpt from [Letter By One of the Immigrants of 1843](#) written by Jesse Looney. Taken from oregonpioneers.com. All rights reserved. Used here pursuant to fair use.



STORY 3: Salmon Run told by Native Peoples

The water was “remarkably clear and crowded with salmon,” and in customary fashion we had feasted inside a tule-mate lodge on “boiled fish which was delicious,” courteously offered to newcomers. William Clark and two men had left the main exploring party at the mouth of the Snake River on October 17, 1805, and were among the first Euro-Americans to witness of the Pacific Northwest’s mysteries—the train of immense numbers of fall salmon to the precise place of their origin. Evading a host of ocean predators, jumping towering cataracts, and escaping Indian spears, nets, and baskets these majestic creatures now ended one of nature’s epic quests by scattering their eggs and milt to birth a new generation (Scheuerman & Finley, 2008, p. 5). Salmon was a principal staple of all the Plateau peoples and supplies at least a third of their nutritional needs. But, in addition to the essential root harvests, the gathering of other foods also was important. Numerous varieties of wild berries abounded along the Yakima River in autumn, while others were prevalent at a higher elevation in the eastern Cascades. . . .Skilled Yakama country game such as mountain goat and elk. Smaller animals hunted throughout the year included beaver, marmot, and rabbit, as well as geese, ducks, grouse, and sage hens (Scheuerman & Finley, 2008, p. 12).

Attribution

Excerpt from *Finding Chief Kamiakin: The Life and Legacy of a Northwest Patriot*, written by Dr. Richard D. Scheuerman & Michael O. Finley. Copyright © 2008 [Washington State University Press](#). All rights reserved. Used here pursuant to fair use.



STORY 4: History told by Kara Rowe

Beginning in the 1840s, more American settlers moved west and settled in the Northwest. Britain gave up its claims to land below the 49th parallel, and the Oregon Territory became an official region of the United States in 1848. As more settlers arrived, Native Americans in the region adopted some of the agricultural practices, plants, and animals the newcomers brought with them. Many members of the Cayuse Tribe began farming near the Whitman Mission at Waiilatpu. They fenced off their fields and planted wheat, corn, peas, and potatoes. They raised cattle, hogs, chickens, and sheep. “In 1842, several went down to the Willamette to trade horses for cattle. Two years later, Narcissa Whitman reported that some were going out eastward along the Oregon Trail as far as Fort Hill to trade their ‘cayuses’ (Cayuse horses) for emigrant cattle” (Stern). Some Native Americans also worked on settlers’ farms both east and west of the mountains as hired help.

But the new settlers’ practices also interfered with land-management techniques that the Indians had long employed. Fire was a tool Native Americans used to cleanse the land, maintain healthy prairie ecosystems, and prepare ground for plating and cultivation of camas, berries, and other crops. For generations, tribes shaped the habitat of the region through low-intensity, controlled burns, usually set in the late summer. But as the settlers built their farms and houses on the land, fire was not welcome. Their reaction was to suppress the management fires that tribespeople set.

Attribution

Excerpt from *Agriculture in Washington 1792 to 1900* written by Kara Rowe. Posted 3/14/2018. Taken from historylink.org, Essay 20523. All rights reserved. Used here pursuant to fair use.



	STORY 1: Explorers and Fur Traders	STORY 2: Pioneer Viewpoint	STORY 3: Salmon Run told by native people	STORY 4: History told by Kara Rowe
What was this story about?				
How does it help to understand this time in Washington history?				
How does it help to understand the perspectives of different groups of people?				
How was the story shaped by the natural resources and geography of that area of Washington?				
What about this story helps you understand why conditions are like they are today in Washington?				



Project 1:

Newspaper Front Page

Design the front page of a newspaper. Your main article will describe the Hudson's Bay Trading Company, how it was established, and what they are doing at the Washington posts.

Project 1a:

Perspective

H1.6-8.4 New people were arriving and life was changing during this time. Write an article about a native people's perspective of the Hudson's Bay Company coming into Washington. Use the video: *The Other Side of the Ledger* as a resource: https://www.nfb.ca/film/other_side_of_the_ledger/.

Project 1b:

Change

H2.6-8.2 Collect images or written evidence about the first newspaper printed in Washington State. How did the arrival of newspapers change and influence local communities, the state, and nation?

Project 1c:

Fashion

H4.6-8.2 Beaver pelts were the fashion icon of the time and people traveled around the world to get them; they even built a fort to get beaver pelts! Discover how important this was to fashion; why they were so valuable; and how this connects to a current trend today. Use pictures and information to compare how the current trend and the beaver pelt trend were similar and contrast how they were different. What is the economic impact that comes from trends like these?



Project 2:

Create a Slideshow

Use Google Docs or PowerPoint to create a short slideshow. Describe field workers at Hudson's Bay Company's Washington posts as well as native peoples, fur traders, and missionaries in the area.

Project 2a:

Geography

H2.6-8.3 Identify geography of the food sources identified within the slideshow; when during the year did native people collect these items (the berries, the roots, etc.)?

Project 2b:

Missionaries

H2.6-8.2 Describe one missionary (or group of missionaries). Tell why they were in Washington and what they were hoping to do.

Project 2c:

Techniques

H4.6-8.2 Create a comparison of preservation techniques (i.e. drying, storing, tanning leather, etc.) then and now.



Project 3:

Create a Diorama

Use a piece of cardstock, cardboard, or a shoebox to create a diorama depicting the scenery, landscape, housing, and types of people of this time period.

Project 3a:

Housing Resources

H2.6-8.3 There were no construction companies or stores to buy food from! Consider the surrounding resources available and explain why you believe the type of buildings they lived in were created and used over other ideas; share resources available for natives' housing.

Project 3b:

West Side

H2.6-8.3 Considering the resources available in one area may be different from another, build a second diorama of a tribe on the west side of the state and contrast the two different geographies; pick a tribe/chief to connect this to a specific tribe; provide photos or drawings from video of housing.

Project 3c:

Connection

H2.6-8.3 Many native people were connected to more than one tribe; they often visited one another. Choose a tribe and describe the geography of where they live, the kind of transportation they would use to visit other tribes, and how they made connections with one another.



Group Project Reflection

Project name:

Project Partners (if any):

1. Why did you choose your project?
2. What stood out to you in these projects? Why?
3. What will you remember about the projects your peers presented?
4. Why is it important to understand what the land looked like in this time period?
5. What significance does that have on today?



EXIT TICKET LESSON 1



Name:

Date:

What are some of the contributions made by native people to agriculture in Washington in the 1840s?



Camas Root	Venison
Rabbit	Beef
Wild Turkey	Pork
Trout	Salmon
Quail	Eel
Bear	Turnips
Raspberry	Radishes
Mustard	Apples
Acorn	Plums
Wild Carrot	Bread



Poster Rubric	4 points	3 points	2 points	1 point
Coverage of Food	The poster includes 1 food type. Also included are three details: the origin of the food, how the food was used then, and how the food is used now.	The poster includes 1 food type. Also included are two of the three following details: the origin of the food, how the food was used then, and how the food is used now.	The poster includes 1 food type. Also included are one of the three following details: the origin of the food, how the food was used then, and how the food is used now.	The poster includes 1 food type. None of the three following details are included: the origin of the food, how the food was used then, and how the food is used now.
Use of graphics	At least 4 graphics are included to support and enhance the poster content.	At least 3 graphics are included to support and enhance the poster content.	At least 2 graphics are included to support and enhance the poster content.	Graphics are not included, or they do not support and enhance the poster content.
Organization	Information is organized like a table setting, with clear titles and subheadings.	Information is organized with clear titles and subheadings, but not as a table setting.	Information is organized like a table setting but lacks clear titles and subheadings.	The information appears disorganized.
Layout and Design	All information on the poster is focused and easily identified.	75% of the information on the poster is focused and easily identified.	50% of the information on the poster is focused and not easily identified.	The majority of the information on the poster is unfocused and not easily identified.
Mechanics	No grammatical, spelling, or convention errors.	1-3 grammatical, spelling, or convention errors.	4-5 grammatical, spelling, or convention errors.	More than 5 grammatical, spelling, or convention errors.



Attribution

This resource was developed by [Vivayic, Inc.](#) for the [Washington Office of Superintendent of Public Instruction](#) Cultivating Washington Ag History Project. Video production was conducted by [Wahoo Films](#).

Thank you to the following groups who contributed to planning, development, and material review:

- Washington agriculture and history teachers
- HistoryLink.org
- Washington State Historical Society
- Dr. Richard Scheuerman, Historian

The [Washington Social Studies Learning Standards](#) by the [Office of Superintendent of Public Instruction](#) are available under a [Creative Commons Attribution 4.0 International License](#).

License



Except where otherwise noted, Cultivating Washington copyright [Office of Superintendent of Public Instruction](#), is available under a [Creative Commons Attribution License](#). All logos, trademarks, and video are property of their respective owners. Sections used under fair use doctrine (17 U.S.C. § 107) are marked.

This resource may contain links to websites operated by third parties. These links are provided for your convenience only and do not constitute or imply any endorsement or monitoring by OSPI.

If lessons in this work are adapted, note the substantive changes and re-title, removing any Washington Office of Superintendent of Public Instruction logos. Provide the following attribution:

“This resource was adapted from original materials developed for the [Office of Superintendent of Public Instruction](#). The original version of this document may be freely accessed [here](#).”



Washington Office of Superintendent of
PUBLIC INSTRUCTION