

**In-depth Study Unit Topic or Title:** Hellgate Treaty of July 16, 1855

**Essential Question(s):** What was the purpose of the Hellgate Treaty of July 16, 1855?  
 Who were the tribes of Indians involved in the Hellgate Treaty?  
 What effects did the Hellgate Treaty have on the Indians?

**Curriculum written by:** Shawn D. Orr – Arlee Elementary Indian Studies  
**Content area:** Native American Studies, Language Arts (Reading and Writing), Social Studies  
**Grade level:** 5

**Description, Purpose and Summary of Outcomes:** Students will be introduced to primary documents (Hellgate Treaty) by inquiry of reading lines from document and its purpose. Students will engage in different comprehension strategies to explore the Hellgate Treaty. Students will understand why the Flathead Indian Reservation is here in the state of Montana. Students will work in small groups to read and summarize the Hellgate Treaty and create a new Hellgate Treaty version that fits the students. The students will discuss how the Hellgate Treaty affected the Salish, Pend d’Oreille, and Kootenai Indians in a Socratic circle. The students will peer evaluate the small groups and the Socratic circle. The students will also self-assess themselves on how they worked in a small group setting and self-reflect on the unit itself.

<p align="center"><b>Content Standards Addressed</b>                      Using Reading, Writing, and Social Studies                      Standards &amp; Montana Essential Understandings                      On Indian Education</p>	<p align="center"><b>Long Term and Supporting                      Learning Targets</b></p> <ul style="list-style-type: none"> <li>▪ <i>Content knowledge, reasoning and skills</i></li> <li>▪ <i>Literacy skills: Reading, Writing, Speaking</i></li> <li>▪ <i>Citizenship</i></li> </ul>	<p align="center"><b>Assessments</b></p> <ul style="list-style-type: none"> <li>▪ <i>Possible sources of assessment information</i></li> <li>▪ <i>Communication of understanding</i></li> <li>▪ <i>Final tests and products</i></li> </ul>
<p><b>EU 1</b> – There is great diversity among the 12 tribal Nations of Montana in the languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.  <b>EU 2</b> – There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.  <b>EU 4</b> – Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.  <b>EU 5</b> – Federal policies, put into place throughout American history, have affected Indian people and still shape who they are today.  <b>EU 7</b> – Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.  <b>R 1.1</b> – Make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences.  <b>R 1.2</b> – Compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application.</p>	<ol style="list-style-type: none"> <li>1. I can describe the impact of the Hellgate Treaty to the Confederated Salish and Kootenai Tribes.                         <ul style="list-style-type: none"> <li>➤ I can examine lines from a primary document and discuss what I read with other classmates.</li> <li>➤ I can define “treaty”.</li> <li>➤ I can work collaboratively in a small group.</li> <li>➤ I can summarize articles from the Hellgate Treaty in 25 words or less.</li> <li>➤ I can peer assess everyone in my group on how they contributed to the group.</li> <li>➤ I can self-assess how I contributed to and collaborated with the group.</li> <li>➤ I can describe my understanding of the impacts of the Hellgate Treaty.</li> <li>➤ I can discuss what I learned about the impact of the Hellgate Treaty in a Socratic circle.</li> <li>➤ I can give and receive constructive criticism on participating in a Socratic circle.</li> </ul> </li> </ol>	<p>Admit/Exit Tickets</p> <p>Socratic Circle</p> <p>Self-Reflection</p> <p>Self/Peer Assessment</p> <p>Final Product of new Hellgate Treaty</p>

**R 1.3** – Interpret and provide oral, written, and/or artistic responses to ideas and feeling generated by the reading material and compare responses with peers.

**R 1.4** – Demonstrate understanding of main ideas and select important supporting facts and details.

**R 1.5** – Provide accurate, detailed summaries using key elements of appropriate reading material.

**R 2.1** – Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.

**R 2.6** – Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology.

**R 2.7** – Use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate.

**R 2.8** – Ask questions, check predictions, and summarize information prior to, during, and after reading.

**R 4.1** – Establish and adjust the purposes for reading (e.g. sharing and reflecting upon their reading).

**R 4.2** – Read to organize and understand information, and to use material to investigate a topic (e.g. documents).

**R 4.4** – Read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature.

**R 4.7** – Identify, locate, read, and interpret information from a variety of documents and sources (e.g. graphs, tables, policy statements).

**R 5.2** – Make connections, explain relationships among a variety of sources, and integrate similar information.

**R 5.3** – Recognize authors' points of view and purposes.

**R 5.5** – Recognize, express, and defend a point of view.

**W 1.3** – Demonstrate some control of personal voice, sentence structure, and word choice.

**W 1.4** – Apply conventions of standard written English (e.g. spelling, punctuation, usage) appropriate for grade level and purpose.

**W 2.1** – Plan writing by generating and organizing ideas through a variety of strategies and by considering purpose and audience.

**W 2.2** – Write one or more drafts that capture and organize ideas.

**W 2.3** – Revise writing at the word, sentence, and paragraph levels using feedback from others.

**W 2.4** – Edit, with some assistance, by correcting errors (e.g. grammar, capitalization, punctuation, spelling, usage).

**W 2.5** – Share/publish a legible final product

**W 4.1** – Identify and articulate the purpose for their writing and write appropriately.

**W 4.2** – Choose audiences (e.g. self, peers, adults) appropriate to purposes and topics.

**W 4.3** – Experience writing and different genres

**W 6.1** – Pose questions or identify problems.

**W 6.4** – Share information in appropriate ways for intended audiences.

**SS 1.1** – Apply the steps of an inquiry process (i.e. identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).

**SS 1.2** – Assess the quality of information (e.g. primary or secondary sources, point of view and embedded values of the author).

**SS 3.2** – Locate on a map or globe physical features (e.g. continents, oceans, mountain ranges, land forms) natural features (e.g. flora, fauna) and human features (e.g. cities, states, national borders) and explain their relationships within the ecosystem.

**SS 3.3** – Analyze diverse land use and explain the historical and

<p>contemporary effects of this use on the environment, with an emphasis on Montana.</p> <p><b>SS 3.7</b> – Describe major changes in a local area that have been caused by human beings (e.g. a new highway, a fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment.</p> <p><b>SS 4.1</b> – Interpret the past using a variety of sources (e.g. biographies, documents, diaries, eye-witnesses, interviews, internet, primary source material) and evaluate the credibility of sources used.</p> <p><b>SS 4.2</b> – Describe how history can be organized and analyzed using various criteria to group people and events.</p> <p><b>SS 4.3</b> – Use historical facts and concepts and apply methods of inquiry (e.g. primary documents) to make informed decisions as responsible citizens.</p> <p><b>SS 4.7</b> – Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.</p> <p><b>SS 5.2</b> – Apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.</p> <p><b>SS 5.4</b> – Analyze how various personal and cultural points of view influence economic decisions (e.g. land ownership, taxation, unemployment).</p> <p><b>SS 6.3</b> – Identify and differentiate ways regional, ethnic, and national cultures influence individual's daily lives and personal choices.</p>		
<p><b>EU 4</b> – Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</p> <p><b>EU 5</b> – Federal policies, put into place throughout American history, have affected Indian people and still shape who they are today.</p> <p><b>R 4.3</b> – Read, interpret, and apply information to perform special tasks (e.g. maps)</p> <p><b>SS 5.4</b> – Analyze how various personal and cultural points of view influence economic decisions (e.g. land ownership, taxation, unemployment).</p>	<p>2. I can analyze the impact of allotment and homesteading of tribal land.</p> <ul style="list-style-type: none"> <li>➤ I can compare and contrast Land Status maps to show change of ownership of land over time.</li> <li>➤ I can explain the Allotment Act (Dawes).</li> <li>➤ I can explain the Homestead Act.</li> </ul>	<p>Map Synthesizing (before and after)</p> <ul style="list-style-type: none"> <li>➤ Synthesize Land Status maps at beginning of unit to see what students know.</li> <li>➤ Synthesize Land Status maps at end of unit to see what students learned.</li> </ul>

## Sequence of scaffolding lessons

- *What sequence of steps will best engage, support and hold students accountable to reaching the above learning targets?*
- *What student and teacher involved assessment for learning strategies and routines can you build in?*
- *What instructional practices and protocols will you use?*

### Day 1

**Admit** – “How did the Flathead Indian Reservation come about?”

**Map Synthesizing** - Worksheet

- At First I Think – Flathead Reservation Land Status map July 16, 1855
- Now I Think – Flathead Reservation Land Status map – Allotment Period – 1908-1909
- Now I Think – Flathead Reservation Land Status map – Homesteading Period – 1910-1921
- Now I Think – Flathead Reservation Land Status map – 2<sup>nd</sup> Allotment Period – 1922-1935
- Finally, I Think – Flathead Reservation Land Status map – February 2010

**Whole Group Discussion** - Land Status Maps (color representations)

**Exit** – “Why is there more green (tribal land) now then there was in 1935?”

### Day 2

**Tea Party** – Lines from the Hellgate Treaty

“What is a Treaty?” – a formal agreement between two or more states (sovereign nations) with reference to peace, alliance, commerce, or other international relations – the formal document embodying such an international agreement.

**Guided Study:** as a class, read the preamble and Article I of the Hellgate Treaty. Students are to assist in summarizing those 2 sections of the treaty in no more than 25 words. All work is written on Treaty Summaries worksheet.

**Self-Reflection** – Worksheet

### Day 3

**Admit** – “What does it mean to summarize?”

**Jig-Saw** – Split class into 5 groups. First group gets Article 2 of the Hellgate Treaty. Second group gets Articles 3 and 4 of the Hellgate Treaty. Third group gets Article 5 of the Hellgate Treaty. Fourth group gets Articles 6, 7, and 8 of the Hellgate Treaty. Fifth group gets Articles 9, 10, 11, and 12 of the Hellgate Treaty. They are to read articles all the way through first. Read through articles again and pick out words that are unknown to them and write them on an index card (one word per card) and then look word(s) up in dictionary to get the meaning of the word. Those words will become part of the word wall. Discuss as a group what the article is about. Then summarize the article in 25 words or less. Make sure that summary makes sense. Those groups will become the experts of their articles. They need to have everything the same in group for when they share with the other experts of the articles.

**Self-Reflection** – Worksheet (interesting things learned and questions they still have)

**Peer-Assessment** – Rubric of peer involvement of group work

**Self-Assessment** – Rubric of self involvement of group work

### Instructional Practices selected:

#### **Inquiry**

Tea Party

#### **Comprehension**

Jig Saw

Pair/Share

#### **Vocabulary Development**

Word Wall

#### **Oral Participation Protocols**

Socratic Circle

Pair/Share

#### **Represent-to-Learn**

#### **Write-to-learn**

Summaries of Articles

#### **Day 4**

**Admit** – “Pick three words from the word wall and explain the meaning”

Finish up and finalize the **Jig-Saw**

**Pair/Share** – Regroup the class into three groups. There should be at least one student from each first group in the new groups. They are to share what their article was about and share their summary with the rest of the group. Now all the students have summaries of every article.

**Map Synthesizing** – students are again to fill out the synthesizing worksheet about the Flathead Reservation Land Status maps.

- At First I Think – Flathead Reservation Land Status map July 16, 1855
- Now I Think – Flathead Reservation Land Status map – Allotment Period – 1908-1909
- Now I Think – Flathead Reservation Land Status map – Homesteading Period – 1910-1921
- Now I Think – Flathead Reservation Land Status map – 2<sup>nd</sup> Allotment Period – 1922-1935
- Finally, I Know – Flathead Reservation Land Status map – February 2010

**Self-Reflection** – Worksheet (interesting things learned and questions they still have)

**Peer-Assessment** – Rubric of peer involvement in pair/share.

**Self-Assessment** – Rubric of self involvement in pair/share.

**Final Product** – Typed up version of 5<sup>th</sup> grade Hellgate Treaty

#### **Day 5**

**Admit** – “What is a Socratic Circle or a sharing/learning circle?”

**Socratic Circle** – try to have controversial topics to keep conversations going.

The basic procedure for a Socratic circle is as follows:

1. On the day before a Socratic circle, the teacher hands out the text to be covered.
2. That night at home, students spend time reading, analyzing, and taking notes on the text.
3. During class the next day, students are randomly divided into two concentric circles: an inner circle and an outer circle.
4. The students in the inner circle read the passage aloud and then engage in a discussion of the text for approximately ten minutes, while students in the outer circle silently observe the behavior and performance of the inner circle.
5. After this discussion of the text, the outer circle assesses the inner circle’s performance and gives ten minutes of feedback for the inner circle.
6. Students in the inner and outer circles now exchange roles and positions.
7. The new inner circle holds a ten-minute discussion and then receives ten minutes of feedback from the new outer circle.
8. Teacher gives questions or statements to start the discussions.

1<sup>st</sup> inner circle discussion will cover these topics:

- “Which article of the treaty was the most helpful for the tribes”
- “The government should not have built schools and businesses on the reservation”

1<sup>st</sup> outer circle then discuss how well the inner circle participated and kept conversation going. Each student in outer circle will also be watching one student and grading them by a pre-made rubric on participation.

2<sup>nd</sup> inner circle discussion will cover these topics:

- “How did the treaty change the lives of the Tribes?”

➤ “Putting Indians on Reservations was a good thing.”  
2<sup>nd</sup> outer circle then discuss how well the inner circle participated and kept conversation going. Each student in outer circle will also be watching one student and grading them by a pre-made rubric on participation.  
**Peer-Assessment** – peer involvement in Socratic circle  
**Self-Reflection** – worksheet (Learned in unit, what was most fun, most hard, any questions)

**Resources:** (e.g. Anchor Texts, District adopted materials, Supplementary resources, Web-sites)

Hellgate Treaty - July 16, 1855

Flathead Indian Reservation Land Status Maps – July 16, 1855 – First Allotment Period 1908-1909 – Homesteading Period 1910-1921 – Second Allotment Period 1922-1935 – Current 2010 and 2011, Confederated Salish and Kootenai Tribes, Natural Resources Dept., Pablo, MT

Treaty of Hellgate  
Treaty of July 16, 1855, 12 Stat. 975  
Ratified March 8, 1859.

JAMES BUCHANAN,  
PRESIDENT OF THE UNITED STATES OF AMERICA.  
TO ALL AND SINGULAR TO WHOM THESE PRESENTS SHALL  
COME,  
GREETINGS:

Articles of agreement and convention made and concluded at the treaty ground at Hell Gate, in the Bitter Root Valley, this sixteenth day of July, in the year on thousand eight hundred and fifty-five, by and between Isaac I. Stevens, governor and superintendent of Indian affairs for the Territory of Washington, on the part of United States, and the undersigned chiefs, headmen, and delegates of the confederated tribes of the Flathead, Kootenay, and Upper Pend d'Oreilles Indians, on behalf of and acting for said confederated tribes, and being duly authorized thereto by them. It being understood and agreed that the said confederated tribes do hereby constitute a nation, under the name of the Flathead Nation, with Victor, the head chief of the Flathead tribe, as the head chief of the said nation, and that the several chiefs, headmen, and delegates, whose names are signed to this treaty, do hereby, in behalf of their respective tribes, recognize Victor as said head chief.

**ARTICLE I.** The said confederated tribes of Indians hereby cede, relinquish, and convey to the United States all their right, title, and interest in and to the country occupied or claimed by them, bounded and described as follows, to wit: Commencing on the main ridge of the Rocky Mountains at the forty-ninth (49th) parallel of latitude, thence westwardly on that parallel to the divide between the Flat-bow or Kootenay River and Clarke's Fork; thence southerly and southeasterly along said divide to the one hundred and fifteenth degree of longitude, (115, degree) thence in a southwesterly direction to the divide between the sources of the St. Regis Borgia and the Coeur d'Alene Rivers, thence southeasterly and southerly along the main ridge of the Bitter Root Mountains to the divide between the headwaters of the Koos-koos-kee River and of the southwestern fork of the Bitter Root River, thence easterly along the divide separating the waters of the several tributaries of the Bitter Root River from the waters flowing into the Salmon and Snake Rivers to the main ridge of the Rocky Mountains, and thence northerly along said main ridge to the place of beginning.

Treaty of Hellgate  
Treaty of July 16, 1855, 12 Stat. 975  
Ratified March 8, 1859

JAMES BUCHANAN,  
PRESIDENT OF THE UNITED STATES OF AMERICA.  
TO ALL AND SINGULAR TO WHOM THESE PRESENTS SHALL  
COME,  
GREETINGS:

Agreement made at the meeting ground at Hell Gate, in the Bitter Root Valley between United States and the Flathead, Kootenay, and Upper Pend d'Oreille tribes on the day of July 16, 1855 with Isaac I. Stevens, governor and superintendent of Indian Affairs for the Territory of Washington, in charge.

**ARTICLE I.** The Flathead, Kootenay, and Upper Pend d'Oreille tribes are giving up their traditional homeland of Western Montana to the United States government.

**ARTICLE II.** There is, however, reserved from the lands above ceded, for the use and occupation of the said confederated tribes, and as a general Indian reservation upon which may be placed other friendly tribes and bands of Indians of the Territory of Washington who may agree to be consolidated with the tribes parties to this treaty, under the common designation of the Flathead Nation, with Victor, head of the Flathead tribe, as the head chief of the nation, the tract of land include within the following boundaries to wit: Commencing at the source of the main branch of the Jocko River; thence along the divide separating the water flowing into the Bitter root River from those flowing into the Jocko to a point on Clarke's Fork between the Camas and Horse Prairies; thence northerly to, and along the divide bounding on the west Flathead River, to a point due west from the point halfway in latitude between the northern and southern extremities of the Flathead Lake; thence on a due east course to the divide whence the Crow, the Prune, and So-ni-el-em and the Jocko rivers take their rise, and thence southerly along said divide to the place of beginning. All which tract shall be set apart, and, so far as necessary, surveyed and marked out for the exclusive use and benefit of said confederated tribes as an Indian reservation. Nor shall any white man, excepting those in the employment of the Indian department, be permitted to reside upon the said reservation without permission of the confederated tribes, and the superintendent and agent. And the said confederated tribes agree to remove to and settle upon the same within one year after the ratification of this treaty. In the meantime it shall be lawful for them to reside upon any ground not in the actual claim and occupation of citizens of the United States, and upon any ground claimed or occupied, if with the permission of the owner or claimant. Guaranteeing however the right to all citizens of the United States to enter upon and occupy as settlers any lands not actually occupied and cultivated by said Indians at this time, and not including in the reservation above named. And provided that any substantial improvements heretofore made by any Indian, such as fields enclosed and cultivated and houses erected upon the lands hereby ceded, and which he may be compelled to abandon in consequence of this treaty, shall be valued under the direction of the President of the United States, and payment made therefor in money, or improvements of an equal value be made for said Indian upon the reservation; and no Indian will be required to abandon the improvements aforesaid, now occupied by him until their value in money or improvements of an equal value shall be furnished him as aforesaid.

**ARTICLE II.** There is land reserved from their traditional homeland in Western Montana. Victor will be Head Chief. Reservation may be surveyed for private use of tribes. No white man shall enter the reservation, unless employed to work on reservation or have permission to enter from tribes.

**ARTICLE III.** And provided, That if necessary for the public convenience roads may be run through the said reservation; and, on the other hand, the right of way with free access from the same to the nearest public highway is secured to them, as also the right in common with citizens of the United States to travel upon all public highways. The exclusive right of taking fish in all the streams running through or bordering said reservation is further secured to said Indians; as also the right of taking fish at all usual and accustomed places, in common with citizens of the Territory, and of erecting temporary buildings for curing; together with the privilege of hunting, gathering roots and berries, and pasturing their horses and cattle upon open and unclaimed land.

**ARTICLE IV.** In consideration of the above cession, the United States agree to pay to the said Confederated tribes of Indians, in addition to the goods and provisions distributed to them at the time of signing this treaty the sum of one hundred and twenty thousand dollars in the following manner--that is to say: For the first year after the ratification hereof, thirty-six thousand dollars, to be expended under the direction of the President, in providing for their removal to the reservation, breaking up and fencing farms, building houses for them, and for such other objects as he may deem necessary. For the next four years, six thousand dollars each year; for the next five years, five thousand dollars each year; for the next five years, four thousand dollars each year; and for the next five years, three thousand dollars each year.

All which said sums of money shall be applied to the use and benefit of the said Indians, under the direction of the President of the United States, who may from time to time determine, at his discretion, upon what beneficial objects to expend the same for them, and the superintendent of Indian affairs, or other proper officer, shall each year inform the President of the wishes of the Indians in relation thereto.

**ARTICLE III.** There may be roads built through the reservation. Tribal members may also hunt, gather, fish and take part in any other traditional cultural activity in their traditional homeland, not just on the reservation.

**ARTICLE IV.** The United States will pay the tribes money for the purchase of traditional homeland. The president will also build houses on the reservation for the tribal people.

**ARTICLE V.** The United States further agree to establish at suitable points within said reservation within one year after the ratification hereof, and agriculture and industrial school, erecting the necessary building, keeping the same in repair, and providing it with furniture, books and stationary, to be located the agency, and to be free to the children of the said tribes, and to employ a suitable instructor or instructors. To furnish one black-smith shop; to which shall be attached a tin and gun shop; one carpenter's shop; one wagon and plough maker's shop; and to keep the same in repair, and furnish with the necessary tool. To employ two farmer, one blacksmith, one tanner, one gunsmith, one carpenter, one wagon and plough maker, for the instruction of the Indians in trades, and to assist them in the same. To erect one saw- mill and one flouring-mill, keeping the same in repair and furnished with the necessary tool and fixtures, medicines and furniture, and to employ a physician; and to erect, keep in repair, and provide the necessary establishments to be maintained and kept in repair as aforesaid, and the employees to be kept in service for the period of twenty years. And in view of the fact that the head chiefs of the said confederated tribes of Indians are expected and will be called upon to perform many services of a public character, occupying much of their time, the United States further agree to pay to each of the Flathead, Kootenay, and Upper Pend d'Oreilles tribes five hundred dollars per year, for the term of twenty years after the ratification hereof, as a salary for such persons as the said confederated tribes may select to be their head chiefs, and to build for them at suitable points on the reservation a comfortable house, and properly furnish the same, and to plough and fence for each of them ten acres of land. The salary to be paid to, and the said houses said to be occupied by, such head chiefs so long as they may be elected to that position by their tribes, and no longer. And all the expenditures and expenses contemplated in this article of this treaty shall be defrayed by the United States, and shall not be deducted from the annuities agreed to be paid to said tribes. Nor shall the cost of transporting the goods for the annuity payments be a charge upon the annuities, but shall be defrayed by the United States.

**ARTICLE VI.** The President may from time to time, at his discretion, cause the whole, or said portion of such reservation as he may think proper, to be surveyed in to lots, and assign the same as such individuals of families of the said confederated tribes as are willing to avail themselves of the privilege, and will locate on the same as a permanent home, on the same terms and subject to the same regulations as are provided in the sixth article of the treaty with the Omahas, so far as the same may be applicable.

**ARTICLE V.** The United States will build schools, shops, saw mill, flour mill, and employ a doctor for the tribes.

**ARTICLE VI.** The president may survey the reservation into lots for tribal individuals and families.

**ARTICLE VII.** The annuities of the afore said confederated tribes of Indians shall not be taken to pay the debts of individuals.

**ARTICLE VIII.** The aforesaid confederated tribes of Indians acknowledge their dependence upon the Government of the United States, and promise to be friendly with all citizens thereof, and pledge themselves to commit no depredations upon the property of such citizens. And should anyone or more of them violate this pledge, and the fact be satisfactorily proved before the agent, the property take shall be returned, or in default thereof, or is injured or destroyed, compensation may be made by the Government out of the annuities. Nor will they make war on any other tribe except in self-defense, but will submit all matters of difference between them and other Indians to the Government of the United States, or its agent, for decision, and abide thereby. And if any of the said Indians commit any depredations on any other Indians within the jurisdiction of the United States, the same rule shall prevail as that prescribed in this article, in case of depredations against citizens. And the said tribes agree not to shelter or conceal offenders against the laws of the United States, but to deliver them up to the authorities for trial.

**ARTICLE IX.** The said confederated tribes desire to exclude from their reservation the use of ardent spirits, and to prevent their people from drinking the same; and therefore it is provided that any Indian belonging to said confederated tribes of Indians who is guilty of bringing liquor into said reservation, or who drinks liquor, may have his or her proportions of the annuities withheld from him or her for such time as the President may determine.

**ARTICLE X.** The United States further agrees to guarantee the exclusive use of the reservation provided for in this treaty, as against any claims which maybe urged by the Hudson Bay Company under the provisions of the treaty between the United States and Great Britain on the fifteenth of June, eighteen hundred and forty-six, in consequence of the occupations of a trading post on the Pro-in River by the servants of that company.

**ARTICLE VII.** The money received by the confederated tribes may not be used to pay the debts of individuals.

**ARTICLE VIII.** The confederated tribes will promise to be friendly with all citizens of the United States. They will also not destroy the land of the citizens as well. Tribes will not make war with other tribes unless it is self-defense.

**ARTICLE IX.** Any Indian that belongs to the tribe cannot drink alcohol or bring alcohol onto the reservation. If they are guilty of these crimes, they will have to pay a fine.

**ARTICLE X.** The United States gets the exclusive use of the reservation, not Great Britain and Hudson Bay Company.

**ARTICLE XI.** It is, moreover, provided that the Bitter Root Valley, above the Loo-lo Fork, shall be carefully surveyed and examined, and if it shall prove, in the judgement of the President, to be better adapted to the wants of the Flathead tribe than the general reservation provided for in this treaty, then such portions of it as may be necessary shall be set apart as a separate reservation for the said tribe. No portion of the Bitter Root Valley, above the Loo-lo fork, shall be opened to the settlement until such examination is had and the decision of the President made known.

**ARTICLE XII.** This treaty shall be obligatory upon the contracting parties as soon as the same shall be ratified by the President and Senate of the United States. In testimony whereof, the said Isaac I. Stevens, governor and superintendent of Indian affairs of the Territory of Washington, and the undersigned head chiefs, chiefs and principal men of the Flathead Kootenay, and Upper Pend d'Oreilles tribes of Indians, have hereunto set their hands and seals, at the place and on the day and year herein before written.  
ISAAC I. STEVENS, Governor and Superintendent Indian Affairs W.T. (L.S.)  
VICTOR, Headchief of the Flathead Nation, his x mark.(L.S.)  
ALEXANDER, Chief of the Upper Pend d'Oreilles his x mark.(L.S.)  
MICHELLE, Chief of the Kootenays, his x mark.(L.S.)  
AMBROSE, his x mark.(L.S.)  
PAH-SOH, his x mark.(L.S.)  
BEAR TRACK, his x mark. (L.S.)  
ADOLPHE, his x mark. (L.S.)  
THUNDER his x mark. (L.S.)  
BIG CANOE, his x mark. (L.S.)  
KOOTEL CHAH, his x mark. (L.S.)  
PAUL, his x mark. (L.S.)  
ANDREW, his x mark. (L.S.)  
MICHELLE, his x mark. (L.S.)  
BATTISTE, his x mark. (L.S.)

KOOTENAYS  
GUNFLINT, his x mark. (L.S.)  
LITTLE MICHELLE, his x mark. (L.S.)  
PAUL SEE, his x mark. (L.S.)  
MOSES, his x mark. (L.S.)

James Doty, Secretary.  
R.H. Landsdale, Indian Agent.  
W.H. Tappan, Sub Indian Agent.  
Henry R. Crosire.  
Gustavus Sobon, Flathead Interpreter.  
A.J. Hoecken, Sp. Mis.  
William Craig.

**ARTICLE XI.** The President shall close the Bitter Root Valley to settlement until he decides to make a reservation for the Flatheads.

**ARTICLE XII.** The Hellgate Treaty shall not be ignored after it is ratified by the President and Congress of the United States.

**People in Attendance and Signing Treaty**

Isaac I. Stevens, Governor and Superintendent Indian Affairs of Washington Territory  
Victor, Head Chief of the Flathead Nation  
Alexander, Chief of the Upper Pend d'Oreille  
Michelle, Chief of the Kootenays  
Ambrose  
Pah-soh  
Bear Track  
Adolphe  
Thunder  
Big Canoe  
Kootel Chah  
Paul  
Andrew  
Michelle  
Battiste  
Gun Flint, Kootenay  
Little Michelle, Kootenay  
Paul See, Kootenay  
Moses, Kootenay  
James Doty, Secretary  
R.H. Landsdale, Indian Agent  
W.H. Tappan, Sub Indian Agent  
Henry R. Crosire,  
Gustavus Sohon, Flathead Interpreter

A.J. Hoecken, Sp. Mis. William Craig

## Self-Assessment on my Small Group Behavior

Name:

1. I perform well in small group work when...
2. I don't perform well in small group work when...
3. In small group work I often...
4. In small group work I get upset when...
5. In small group work I help others by...
6. Things I like to do or learn best in small groups are...
7. One piece of advice I have for the teacher when assigning me to a small group is...

# Small Group Participation

Name:

	<b>Poor 1 point</b>	<b>Fair 2 points</b>	<b>Good 3 points</b>
<b>Contributes to Group</b>	Does not contribute to discussion. Shows little interest.	Sometimes participates during the activity.	Always participates during the activity. Shows interest and is eager to answer questions
<b>Works Cooperatively</b>	Does not cooperate with other group members.	Sometimes cooperates with other group members.	Always cooperates with group members.
<b>Remains on Task</b>	Needed several reminders or redirection to stay on task	Needed few reminders to stay on task	Stayed on task entire time and contributed to the group

**Way to GO!!!**

**Needs to Work On:**

## Hellgate Treaty Reflection

Name:

Three (3) interesting things that I learned in this unit are:

1.

2.

3.

One thing that I am proudest of in my work in this unit:

What I liked about this Hellgate Treaty Unit:

Other Comments: