

Indian Education for All Units Related to Montana State Parks

Fort Owen State Park

January 2010 (revised)

Title

Fort Owen: Cultural Crossroad of the Bitterroot Valley

Grade Level

9th – 12th

Content Areas

Social Studies; Reading; Speaking and Listening; Writing

Duration

Two class periods (not consecutive) and one week (or longer) for independent research.

Class Period 1 is for introduction, selection of topics for research, and paper guidelines.

Class Period 2 (one week later) is for oral presentations of papers and papers due.

At the teacher's discretion, the class periods during the intervening week can be used for in-class research; you may want to schedule these periods at your school library and/or computer lab.

Overview and Objectives

Fort Owen State Park near Stevensville, Montana, marks the site of St. Mary's Mission and Fort Owen, which was built by Major John Owen after he purchased the original St. Mary's Mission in 1850. Between 1841, when the mission was established, and 1891, when the remaining band of Bitterroot Salish were forced to leave their ancestral homeland and resettle on the Flathead Reservation, the Salish, white settlers, U.S. government officials, and other tribes (such as the Blackfeet and Nez Perce) interacted with one another in ways that reveal the variety of rapid changes going on in the West at this time and the resultant difficulties for indigenous peoples.

Indian Nations located in Montana Territory prior to the passage of the Montana Constitution in 1889, held large land bases negotiated through their treaties with the United States. The treaties assigned tribes to certain areas and obligated them to respect the land of their neighbors. However, in the 1860s, as miners and others rushed into the prime gold fields that often lay along or within the designated tribal lands, tribal life was disrupted, [as it was by settlers, ranchers, farmers, railroad companies, homesteaders, etc,... from the late 1850's through about 1917] The new inhabitants demanded federal protection. These demands resulted in the garrisoning of Montana and the eventual relocation of the tribes to smaller and smaller reservations.



The federal government and many Montana citizens did not understand the lifestyles of Montana's Indian tribes. Consequently, the tribes were often dealt with from non-Indian expectations and points-of-view. (*From: Background to Essential Understanding 4, Essential Understandings Regarding Montana's Indians, Montana Office of Public Instruction, revised 2008. Information in brackets added for clarification.*)

In this lesson, students will use information gathered about the Salish and euro-American settlers from a variety of primary and secondary sources, in order to learn about the peoples whose lives and histories intertwined in the Bitterroot Valley. Through examination of these resources, student will explore the impacts of white settlement and American colonization of the Salish homeland on the indigenous inhabitants. The purpose of this lesson is to enable students to discover through their own efforts the complex and inter-related histories of the Salish, Pend d'Oreille, white settlers, (and other tribes) in the Bitterroot Valley between 1840 and 1891, when the remaining Salish band was forced to leave and resettle on the Flathead reservation. This lesson is designed to develop students' research, writing and presentation skills

Suggestion for Incorporating this Lesson

If you are using the related curriculum on Council Grove State Park, follow with this lesson. If you are using the Montana history textbook, *Montana, Stories of the Land*, this lesson fits in very well with Chapter 7 and can be done as an extension activity to that Chapter.

Montana Education Standards & Benchmarks

Indian Education for All Essential Understandings Regarding Montana Indians

Essential Understanding 1 There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

Essential Understanding 5 There were many federal policies, put into place throughout American history that have affected Indian people and still shape who they are today....

Essential Understanding 6 History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.

Montana Content Standards

Social Studies Content Standard 1 Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Rationale: Every discipline has a process by which knowledge is gained or inquiry is made. In the social studies, the information inquiry process is applied to locate and evaluate a variety of primary and secondary sources of information [which is] then used to draw conclusions in order to make decisions, solve problems and negotiate conflicts....

Benchmark 1.1 Students will analyze and adapt and inquiry process....

Benchmark 1.2 Students will apply criteria to evaluate information (origin, accuracy, bias...).

Social Studies Content Standard 2 Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Rationale: The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens.

Benchmark 2.3 Students will identify representative political leaders and philosophies from selected historical and contemporary settings.

Benchmark 2.6 Students will analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations....

Social Studies Content Standard 3 Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement and regions).

Rationale: Students gain geographical perspectives on Montana and the world by studying the Earth and how people interact with places. Knowledge of geography helps students address cultural, economic, social and civic implications of living in various environments.

Benchmark 3.1 Students will interpret, use, and synthesize information from various representations of the Earth....

Benchmark 3.4 Students will analyze how human settlement patterns create cooperation and conflict which influence the division and control of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights, [etc.]).

Benchmark 3.7 Students will describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas....

Social Studies Content Standard 4 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Rationale: Students need to understand their historical roots and how events shape the past, present, and future of the world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Students gain historical understanding through inquiry of history by researching and interpreting historical events affecting personal, local, tribal, Montana, United States, and world history.

Benchmark 4.1 Students will select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.

Benchmark 4.2 Students will interpret how selected cultures, historical events, periods, and patterns of change influence each other.

Benchmark 4.6 Students will investigate, interpret, and analyze the impact[s] of multiple historical and contemporary viewpoints concerning events within and across cultures...and political systems....

Benchmark 4.7 Students will analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States....

Social Studies Content Standard 6 Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Rationale: Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures and societies. This understanding allows students to relate to people in Montana, tribes, the United States and throughout the world.

Benchmark 6.1 Students will analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns ... and contribute to personal identity.

Benchmark 6.4 Students will evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana’s history and contemporary life....

Speaking and Listening Content Standard 3 Students apply a range of skills and strategies to speaking and listening.

Rationale: Speakers carefully select a topic organization, development, language, and deliver techniques appropriate to the audience and situation. Listeners choose strategies to draw conclusions as they monitor understanding, evaluate information, etc. Good listening is active, learned, and developed through practice.

Benchmark 3.1 Students will communicate with an identifiable thesis, logically developed points with appropriate supporting resources, and clear sequencing of ideas and transitions.

Benchmark 3.2 Students will monitor understanding by identifying and using strategies (e.g., questions, paraphrasing, interpreting, etc.).

Reading Content Standard 5 Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Rationale: Readers depend on their ability to critically investigate text and analyze information in order to elaborate their understanding from various sources. They evaluate the author’s use

of language, style, purpose, and perspective. Readers then select and synthesize important information.

Benchmark 5.1 Students will compare and contrast information and broad themes within and among a variety of information sources.

Benchmark 5.2 Students will logically synthesize information from a complex range of print and non-print sources.

Writing Content Standard 1 Students write clearly and effectively.

Rationale: The goal of writing instruction at all grade levels is to enable all students to write clearly and effectively. While final drafts should be mechanically correct, good writing includes much more: organization, development of ideas with supporting detail, sentence fluency, word choice, and voice. Writers need many opportunities to write and revise their writing. As writers gain control of language, they discover the power of writing to communicate.

Benchmarks—All benchmarks for Writing Content Standard 1 apply.

Materials and Resources Needed

See the **Attachments** to this lesson plan and the lists therein for materials and research resources. Students will need access to the school library, computers with internet and the internet sites listed in Attachment F. You may want to coordinate this lesson with your librarian so he or she can gather additional resources and assist students in doing historical research.

Activities and Procedures

Teacher Preparation: Please read the background information in Attachment E. Read through the list of research topics on Attachment F and the suggested source materials for research and guidelines for this lesson (Attachment G). Some of these materials may need to be acquired through interlibrary loan prior to this lesson. You will also want to meet with your school's librarian, who may be able to suggest additional research materials.

Class Period 1: Introduction, Selection of Topics, Research and Paper Guidelines.

For this period, you will need the Background Information on Fort Owen and the Bitterroot Salish (see Attachment E) as well as the Attachments listing paper topics, research resources and paper guidelines. Please make all of the attachments available to your students as they undertake their research.

Students should be assigned to read "Who Are the Salish?" in *From Time Immemorial: Traditional Life, Pre-1800* of Unit I of the series *Challenge to Survive, History of the Salish Tribes of the Flathead Indian Reservation* AND pages 7-9 of *The Salish People and the Lewis and Clark Expedition*. If your class has already done the companion lesson on Council Grove State Park, they will be sufficiently introduced to the Salish and will not have to re-read these materials.

Students will be assigned research topics on which they will write a six-eight page paper and give a five-minute presentation to the class. As long as every topic has someone researching, more than one student can (will) choose the same topic but perhaps focus on different specific sub-topic(s). (Suggestion: best friends should do different topics, so they will be encouraged to do independent work.) Paper and research guidelines are given (see attachments), but students will need instruction on presentations. Papers do not have to be all-encompassing, but the research needs to be thorough enough for the topic, accurately cited, and should use a variety of sources (from tribal and non-tribal materials). Use of secondary source material is necessary in this assignment, but each paper should include at least one primary source. Please provide students with appropriate formatting requirements and citation requirements and remind them that any plagiarism will result in a failing grade.

See Attachment F for list of research paper topics and specific sub-topics. Within each topic students do not have to research all of the suggested sub-topics, but should consider the sub-topics while conducting research and should include those sub-topics which will make their papers complete and substantive.

Research Timeframe One week from Class Period 1 until papers and presentations are due. Please allow for in-class research during as many of these intervening class periods as possible. You may wish to schedule these class periods to meet in the school library or computer lab, so students can access research materials and computers. Also encourage out-of-class research and writing time so students will be able to complete their papers in the designated timeframe.

Class Period 2* (at least one week after Class period 1): Presentations to class. Papers due.
(* You may need more than one class period for the presentations if you have more than 15 students.)

Prior to this class, you will need to obtain notecards for peer evaluation of presentations. You will need four notecards per student.

On one side of these notecards, each student should write “Evaluated by” and his or her own name. Each student will conduct four evaluations and each speaker will receive four peer evaluations. (One simple way to do this is to have the students present in alphabetical order by their names. Have the class stand in a circle in the order in which they are to present, and have each student write down the four people to his or her right — those will be the students whose presentations he/she will evaluate.) On the other side of each note card, students should write down the name of the presenter, the main topic of the presentation, and a *brief* list of points made by the speaker. Teacher may want to use a scale of points for delivery, content, detail, thoroughness, accuracy of information, whether or not tribal perspective was represented, etc. The main point of these evaluations is for students to focus on one another’s presentations and glean information from them and demonstrate comprehension.

Each student should be allowed three-five minutes for his or her presentation. Presentations should not be a reading of students' papers, but a synopsis of their research and paper. Students may wish to read a particular segment of their papers — for example, a quote taken from a primary source document — that shed light on their topic or clearly illustrates the focus of their research.

Evaluation

Written work (research papers), presentations, and listening/peer-evaluation.

Papers should be graded primarily on their content, with minimal points taken for formatting, spelling errors, etc. However, full citation of source materials is mandatory, as an important aspect of this lesson is students need to learn that accurately citing sources is important. Students should use a variety of sources, including at least two secondary and one primary source, for their papers. Papers should count for 80% of the overall grade for this lesson.

Presentations should be graded for clarity, accuracy, and delivery, as well as other students' feedback. Points should be taken from presentation grade of any students who deliberately or carelessly disrupt another class member's presentation. Presentations should count for 20% of the overall grade for this lesson.

Attachment A

The Blackfeet at Fort Owen

Selected journal entries from: The Journals and Letters of Major John Owen, Pioneer of the Northwest, 1850-1871. Dunbar, Seymour, Paul C. Phillips ed. Edward Eberstadt New York 1927; p. 1

September 15, 1852 Horses stolen- Dodson killed (John F. Dodson came to FO in the spring of 1853 from Buffalo Grove, Illinois. He was putting up hay when killed by the Blackfeet. According to Duncan McDonald a Métis who was with him.)

October 3, 1853My old Nez Perce friend leaves me this morning. I made some small presents by way of keeping on the fair side for some time may need his services. The grass here is excellent and it would make a fine summering ground for stock out of reach of Blackfeet and I think I shall adopt it in future as best course to come together another good band of animals....

July 15, 1854 My animals taking advantage of the liberty I gave them last night went far. The horse guard returned after an hour or two's hunt without them. My suspicions were aroused.... The Blackfeet may have during the night entered into camp and run them off.

November 8, 1854.. trade slow alarm of Blackfeet

November 20, 1854 Last night we were again alarmed by something stirring around the camp which the women and Manual swore it was Blackfeet.. we sat up watching and scouting around until we became satisfied that the alarm was false

February 28, 1855 ... saw no Blackfeet except the last day they were fired upon by a war party some 15 miles up Hells gate defile.. they were following the camp, no doubt.

May 11, 1856 ... The Blackfeet came down this morning on their way home. I was surprised by at the present I received from Keitse Pem Sa which was a fine English Double Barrel gun with some 18 balls for the same.. I took it but had nothing to give him in return but gave him to understand I would not forget.....

May 18, 1856 Late last evening had another arrival of Blackfeet, two men and two women, one of the men was dressed in the most fantastic manner and wore an English medal..

June 1, 1856 Some Blackfeet here this morning about starting home, exchanged a horse with one his being thin and tenderfooted Made them some trifling presents for the road

March 1, 1868 News from the Flathead camp.. they are coming in.. Buffalo close and plenty. Had some skirmishes with Blackfeet

Attachment B

Agriculture in the Bitterroot Valley

Selected entries from the Journals of Thomas W. Harris, Bitterroot Valley, Montana, 1860-1868

May 1860

Frid, 25 Today clere and warm. Potatoes coming up and a few onions, the last planted. Today I finished shed in front of house and made table and shelves in milk house.

Sat, 26 Today cool south wind and part of day cloudy. This evening a light shower of rain. Today I have not felt well, having caught a cold

Sund, 27 Today clere and pleasant. Irvine down from above. Today [Chief] Victor drove his cows down for Lisette to milk

Mond, 28 To day warm and pleasant. Indians moved camp for Camash ground. Today irrigated garden.

Tues, 29 Warm and looks like rain. Today irrigating. Wheat & Potatoes begin to look well.

Thur, 31 Warm & cloudy. This evening west wind. To day watering of wheat. Most of onions not up yet.

June 1860

Wedns, 13 Warm and has been raining quite hard since noon and is still raining and looks very much like it might rain all knight. I hope it will. Today set out sixty cabbage plants.

Thurs. 14 Warm & Cloudy. Rained a little this morning. Irvine went home this morning. Myself and wife took a ride on Burnt fork to day to see the Indians' wheat. It looks well tho I saw none that looked any better than mine.

Frid, 15 Cloudy & showery all day. Last night a hard rain and looks as tho it might rain again to night. Today I transplanted some Beets. The river is falling fast. It has now fell some two feet or more in the last four days.

Mon, 18 This morning clere and warm. This evening cloudy with a good shower of rain. Today ground the last of my wheat. Seven bushels. I have now about five hundred pounds of flour on hand. This evening I set out fifty six Cabbage plants.

October 1860

Wed, 25 Today Cloudy. Put in my wagon tounge & this evening I hauled in my flour from mill & sold to Mr. Owen 1006 pounds at 15 cts per pound.

November 1865

Mon, 6th Clear & pleasant. Today I went to mill & Back. Men husking corn.

Tues, 7th Clear & pleasant. Today Myself & brother loaded Mr. Slack with 250 bushels of Potatoes on freight at five cents per pound to Gold Creek. This evening Mr. Pattee up from Hell Gate for one hundred bushels of Potatoes bought of Bro Ben.

Wed, 8th Clear & pleasant. Today I started four wagons loaded with Potatoes for Gold Creek & will start myself tomorrow with four more loaded with flour & other vegetables.

April 1866

Wed 11th Cloudy & rain. Today I planted 12 twelve large beds of Onions.

Thu 12th Cloudy rain & blustry. Today Stewart plowing. Mr. Valient & myself planting Onions & not done yet. The work is so very tedious.

Attachment C

Selected journal entries of JOHN OWEN

Note: these are not in chronological order in this attachment.

Selected journal entries from: The Journals and Letters of Major John Owen, Pioneer of the Northwest, 1850-1871. Dunbar, Seymour, Paul C. Phillips ed. Edward Eberstadt New York 1927

High Spirits at the Fort

Fort Owen, located some 700 miles from establishment with similar accommodations, provided a slice of Euro-American civilization in a remote and often threatening wilderness. James A. Garfield who became the twentieth president of the United States in 1881, comments on John Owen's lifestyle in this 1872 diary entry. *..”He (referring to John Owen) seems to have lived like a prince here in the wilderness.”* He also noted Owen's *“fine wines and luxurious appointments”* were enjoyed by many army officers who have served in the west.

Father Pallidino, a Jesuit from St. Ignatius, describes Owen in this way: *“Major Owen lived at the Fort like a King. He was a ruler. He had many guests at the Fort, and was famed for his hospitality to his guests and to transient travelers passing through the region. He was a man of very lovable, kindly and generous character, and the most influential pioneer in the country for years. He was esteemed and trusted by the Indians as well as by the whites. His word was always good. When hostile tribes of Indians threatened one another he would interpose, and, if it was possible soothe them, compose the differences and avert the trouble. At the Christmas holiday time it was his custom to give a general feast for many people of the region.”*

Celebrations for such holidays as Christmas and the Fourth of July provided a departure from the usual “fort” routine for the inhabitants and visitors. Owen, who always seemed up for a party, provided detailed comments in his journals related to the nature of these events.

December 31, 1855... Another year has closed upon us... We had a pleasant Christmas with some of the good things of this world, sufficient Brandy for punches and Mince pies which were got up in very good style, at least we all thought so, from the demonstrations made when the cook placed them before us at dinner...

January 1, 1857...The year commenced with unusual severity... Capt. Chase and Brother Frank got up a nice pudding for our New years dinner and Mrs. Chase gave a tea party to my old wife and ladies of the fort, about the first one ever having been given here by a lady. The only objection urged was that the gentlemen were excluded entirely, let it pass for we gents spent a

pleasant evening in a game of whist which was beautifully wound up with a lunch and a bowl of hot punch...

January 1, 1861... the Christmas week as passed and we wind up the holidays with a party tonight. In fact, it has been nothing but dancing and feasting for the last past ten nights. Mr. Blake, Irvine, and Harris have reflected much credit on themselves for the very liberal manner in which they contributed to the comfort and amusement of the stranger guests - The one armed fiddler much amused the bleached crowned doctor... In fact, it was a long time to be remembered in the Rocky Mountains. Our grandchildren will have it handed down to them by their ancestors...

December 26, 1862...Christmas is past and gone. The surprise the ladies gave us last evening has sharpened the appetite of Mr. Harris and the rest of the gent here to show on new years eve what Fort Owen could do. So notes of invitation were properly and duly enclosed in handsome medicated enveloped and dispatched at an early hour this morning to sweep the circuit of not less than 70 english miles. The ladies of this country think nothing of riding 100 miles to a dance. They enter the spirit of such things with a true and wholesome whim. Indefatiguable perserverance they can honestly boast of. Mrs. Peters is a pleasant lady of German origin. Like myself is a good judge of crout.

December 25, 1865...The most quiet Christmas I have ever seen at the Fort.... The health and happiness of friends far away was drank [to] by all hands

January 1, 1867...Notwithstanding the severity of the morning, the natives made their usual time honored calls, giving all a hearty shake of the hand. The Old Chief Victor with hair still black as a coal - gave our Philadelphia friends a short recital of things that occurred some 70 odd years ago. Told them that he as a good sized boy when those Transcontinental explorers, Lewis and Clark, passed here, which was in 1805.. How well he holds his own. His agility would astonish anyone. He can jump upon the back of his horse with as much spryness as the youngest of his people....

December 25, 1867...We have spent our Christmas in the mill, while friends in distant lands were spending theirs in the good old way. My cook gave us a very fine dinner. Roast chicken, took the place of turkey. We had nice mince pies, cakes, tarts and doughnuts, all of which was relished hugely. Had no strangers to dinner...

June 27, 1854 Day pleasant and busy casting bullets for trade J.O. birthday, 36 yrs old.

June 27, 1856 Brooks received this morning from the mission having camped a short distance below the fort last night. From the mission I received some papers from below in one of which I find rather a spicy communication between Gov Stevens and General Wool, in which I think his excellency rather slurs him. I also see that Mr. Jas. Sinclair was killed at the Cascades with some

twelve others whom I did not know. Your humble servant Jno Owen is 38 years old this day of the Lord.

June 27, 1862 Victor again visited me. Made him a present. Mr. Harris crops look fine. Jno Owen is 44 years old today. He is on the shady side of the hill of time. Many pleasant winters may yet be in store for him. The sequel will show. The waters that have been high are gradually receding. The river is again within it's banks.

June 27, 1865 This is my 47th birthday. This day, a year ago, I was with some friends in No.54 Pacific House St. Joseph. And if my memory serves me properly we had wine and Juleps.

The day here my 47 year passed off quietly. I have made my usual rounds first at the Miller and then at the farm and so back and on the bolting shaft. Mr. Winds is mortising his driving wheel. Devenpeck work on the main and counter shaft Brooks whitewashing outer walls of the fort It makes things look much better. My last planting of potatoes not all up yet I fear there will be a poor stand of them. 5 o'clock pm, a gentle shower of rain. "Brooks gone home"

June 27, 1865 Ice water is quite acceptable. Grasshoppers again working on my young trees Not being satisfied with having stripped them they are now attempting to girdle them. I am discouraged truly. The author of this record is 47 years old this day. Waters receding some. still too high for good trout fishing There the trout have so fine a harvest of grasshoppers that land in myriads in the streams that they are not eager for the fly. Mosquitoes commenced to make their appearance. Potato bugs cutting potato vines. What next. Time will reveal.

June 27, 1868 This is the 50th birthday for the author of this diary. I have spent it in the garden. Maj. Graham very kindly assisted Blake dress his cabbage, we are short handed and have a large garden to attend to. Beside Blake has his hogs, some 100 large and small to look over. It has cleared off and very warm after the rain. Mr. Talbot, the miller, gone below. Mr. Thos Simpson down from Willow Creek. They are making preparations for a picnic for the coming 4th of July. A pleasant time is anticipated. Blake's peas look well, in fact his entire garden is not behind any in the country. Ice water very acceptable. The ice is keeping well, from appearances shall not use one third of amount put up

June 27, 1869 No rain, the country is burnt up. Some crops destroyed with the drought. Things look gloomy. The author of this record is 51 years old today.

Attachment D

Chief Victor of the Bitterroot Salish at Fort Owen

Selected journal entries from: Dunbar, Seymour, Paul C. Phillips ed. *The Journals and Letters of Major John Owen, Pioneer of the Northwest, 1850-1871*. Edward Eberstadt, New York, 1927.

January 14, 1857Chief Victor paid me a visit with a present of buff tongues

Jany 21, 1857 ... The Indians are moving their camp above to be more convenient to the wood... Had a visit from Old Victor. The Indians have lost a good many horses owing to the severity of the weather and snow

April 21, 1857 ...Had a visit from Victor the head chief who came up from the mission yesterday

May 9, 1857 ...Victor and some of the principal men of the camp rode up to have a talk before they left the valley

March 4, 1858 ...had a visit from Victor today the main flathead chief, the camp is short of meat.

Jany 20 1862 Had a visit from old chief victor making complaint against a William Rogers who he had entrusted with \$50 in Gold Dust to take to Hells Gate and invest in sugar and coffee for him/ Rogers, it is true made an investment in groceries. But unfortunately they were wet groceries and produced such a strange effect on the upper story of the aforesaid Rogers that he lost sight of everything, more particularly the old Chief's sugar and coffee

Jany 25, 1862 Had a visit from Old chief victor

Jany 27, 1862 had a visit from old chief victor and a present from Delaware Jim of a fine blk tailed nicely dressed buck skin

Mar 2, 1862 ...had a visit from old chief victor. He was giving me news from the camp at buffalo. He says his people are in most destitute condition. No game to subsist on, the Blackfeet are stealing their horses and some sickness and a few deaths.

Mar 10, 1862 ..had a visit from old chief victor and Delaware Jim both hungry for tobacco which I am very short of myself consequently I dole it out to them but sparingly

Mar 11, 1862 ... had another visit from the old chief.. he seems quite fond of visiting the fort of late

December 13 1862 Men fixing up school room for the children which will commence on Monday morning. Had a visit from Old Chief Victor. I am building him a house close to the fort. This is the first time since I have known him, which has been 12 years, that he has not gone with his camp to buff. I dissuaded him from it last fall. He is quite old and affirm. I told him if he would remain with me, that he should have a good comfortable house to live in and a field to sow and plant for himself. Would that more of them would listen to the same wholesome arguments. But they are Indians and Indians they

will ever remain. To Christianize, civilize and educate the Indian is a farce long since exploded. The dept at Washington knows no more about the management of the Indian tribe than the Indians do about the cause of the present war.

December 24, 1862 Butchered a young steer I purchased of the old chief Victor. Mr. Harris also butchered another fine mutton. Preparations are going on for a family (Christmas) dinner on to morrow. Mrs. Harris sent me a few doz eggs to morrow. The party will certainly will certainly toast her with will filled goblets

Attachment E

Background for Educators

Fort Owen State Park

Fort Owen State Park, in the Bitterroot Valley of Western Montana, is located at the site of the historic trading post Fort Owen. John Owen, a licensed trader for the military, purchased, in 1850, the property of the St. Mary's Mission. It was here that he established Fort Owen and for over 20 years it was an important frontier trading post. During his time in Montana, John Owen traveled over 23,000 miles.

In 1956 the State of Montana acquired the site and it is now administered by Montana State Parks as a State Monument. It was entered into the National Register of Historic Places in 1971. Fort Owen State Park, with its 1860s barracks, homestead cabin, and other on-site interpretive information provides educators a unique opportunity for insights into the natural and cultural history of western Montana.

The Bitterroot Salish

(Information in this introduction is selected from a variety of sources, listed here in parentheses. For additional history, please read "Who Are the Salish?" in *From Time Immemorial: Traditional Life, Pre-1800* of Unit I of the series *Challenge to Survive, History of the Salish Tribes of the Flathead Indian Reservation by the Salish Kootenai College Tribal History Project*, Salish Kootenai College Tribal Press, 2008. Also see pages 7-9 of *The Salish People and the Lewis and Clark Expedition*.)

The Salish people have sometimes been referred to as The Flatheads. This is a misnomer that took shape shortly after Lewis and Clark came through the area. The Salish have also been referred to as Bitterroot Salish, in reference to part of their homeland, the Bitterroot Valley, south of the present day Missoula, Montana. In their own language, the people call themselves the Se'lis (pronounced Se'-lish). Salish is the common English rendition of the word and is used in most official tribal documents today (Salish-Pend Oreille Culture Committee, [A Brief History](#) 6).

The Salish are the easternmost tribe of people who traditionally speak a dialect from the Salishan language family, which extends from Montana all the way to the Pacific Coast and generally on the north side of the Columbia River. The sprawling aboriginal territory of the Salish straddles both sides of the Continental Divide in what is now the state of Montana. At around 1750-1800, because of losses from epidemics and pressures from rifle-armed Blackfeet, the Salish focused their population into the Bitterroot Valley and the western portion of their overall aboriginal territory.

Today the Salish people are based on the Flathead Indian Reservation, a 1.2 million acre area north of Missoula, Montana. The reservation is part of the original homeland of the Pend d'Oreille. There are 6,961 enrolled members of the Confederated Salish and Kootenai Tribes, of this population 4,244 live on the reservation. (*Montana Indians: Their History and Location*. Helena, Montana Office of Public Instruction, 2004 p. 28)

Attachment F

List of Possible Topics for Research Papers

Students should select one of the bold-face topics from this list. The sub-topics and points listed following each of these main topics are to help guide their research, and not all subtopics need to be addressed in each student's paper. Students should use both secondary and primary sources in their papers. Works of fiction are not appropriate resources. Papers should be 6-8 pages in length, if double-spaced. Teacher should provide formatting and citation guidelines. Any plagiarism will result in a failing grade.

John Owen (and Fort Owen) 1) who was he; 2) why did he establish a trading post at Fort Owen; 3) relationship with various tribes and individuals; 4) his contemporaries' views of him (see, for instance Peter Ronan, who followed him as Indian Agent on the Flathead); 4) historical portrayals of Owen and biases in them; 5) assessment of his role in what happened to the Salish and other tribes at this time. 6) Other settlers of the Bitterroot who acquired Salish lands or interacted substantially with the Salish (or other tribes who occasioned to be there) are also useful topics for research if they shed light on the overall picture of the condition and lives of the Bitterroot Salish. Is Fort Owen historically significant or not, and why.

St. Mary's Mission and Conversion to Catholicism 1) how and why it happened; 2) Indigenous worldviews and how was Catholicism integrated or not; 3) impacts on tribal culture and future, etc.; 4) Shining shirt prophesy; 4) Salish travels to St Louis and for what purpose; 5) Father DeSmet (**DeSmet** may be a topic alone, as well.)

Chief Victor 1) who was he, why is he important, what did he do for the Salish and why; 2) his views 3) how he interacted with whites or viewed them, specifically Owen, DeSmet and U.S. Government. Chief Charlo and Alexander are also important leaders to research.

Impacts of White American Immigration to the Bitterroot and Socio-cultural changes How did the daily lives and social culture of the Salish change as the Euro-American population in the Bitterroot and neighboring valleys increased between 1840 and 1891? Consider changes in Salish living conditions and the many changes that took place in their day-to-day lives (material culture, social structure, gender roles and responsibilities, transportation, food, clothing, homes, language, health and disease) as white settlement and towns increased, conditions for them in this era. Also, inter-cultural conflicts related to settlement of the Bitterroot area by Euro-Americans.

Changing economics and land-use practices of the tribes 1) why the United States wanted tribal people to become farmers; 2) traditional Salish cultural protocols and practices regarding agricultural activities; 3) clash of opposing land-use values and practices; 4) Salish farm laborers and ironies inherent in that; 5) loss of or diminished access to traditional tribal agricultural, harvest and hunting lands and resources.

White interests in the Bitterroot Valley 1) government perspectives on the remaining Salish band; 2) why government wanted them removed; 3) why no reservation was established there and what interests influenced this decision — was it intended all along or was it a change of mind; 4) role of railroads and other industries

Fort Owen and the Nez Perce Controversy of 1877 Salish and Pend d’Oreille in relation to this “uprising” and how intertribal relations were affected by U.S.-tribal tensions, agreements, and tribes’ own fears of U.S. retaliation. Please do not focus solely on the Nez Perce and Chief Joseph, but on the conditions that the “Nez Perce War” created or revealed about inter-tribal relations between the Nez Perce and the Salish and the ways in which the United States contributed to or caused these kinds of changes and conditions.

Attachment G

Suggested Source Materials for Research and Guidelines

These resources are highly recommended, but other resources may be available at your school or community libraries, historical societies, and on the web. If you use resources not included on this list, be sure to check with your teacher or librarian regarding its appropriateness for this purpose. Fictional works are not considered appropriate resources for this research assignment. Primary source materials — such as journals, letters, diaries, newspaper editorials, personal interviews, etc. — are very useful for this assignment. Secondary source materials such as history books, journal articles, etc. — are useful for gathering information on the historical context of your topic and the broader picture of events at that time. Some source materials will exhibit biases or ethnocentric views, occasionally even racist attitudes, that diminish the experiences of the Bitterroot Salish and other regional tribes at this time. Please be aware of biases and perspectives as you conduct your research and write your papers. Remember that one purpose of this assignment is to help you understand an important era in Montana history from the perspective of the tribes on whose homelands our state was built.

Attachments A, B, C, and D provided in this lesson: (*Note: *The Journals and Letters of Major John Owen, Pioneer of the Northwest, 1850-1871* is available from the Montana Historical Society Research library and other libraries throughout the state. It is highly recommended that you obtain a copy (or copies) of this book by interlibrary loan so students can use it for research.)

Attachment A: The Blackfeet at Fort Owen (selections from journals of John Owen*)

Attachment B: Agriculture in the Bitterroot Valley (selections from diary of Thomas Harris)

Attachment C: Selected Journal Entries from John Owen Journals and Letters (2 pages)

Attachment D: Chief Victor of the Bitterroot Salish at Fort Owen (sel. from John Owen journal)

Suggested BOOKS AND JOURNALS:

Stories From our Elders, Salish Culture Committee Publications.

In the Name of the Salish & Kootenai Nation, Robert Bigart & Clarence Woodcock ed. Salish Kootenai College Press 1996

First Roots: The Story of Stevensville, Montana's Oldest Community, The Discovery Writers, Stoneydale Press 2005 (Note the bias in this source, as it overlooks tribal communities.)

Montana Genesis; a History of the Stevensville area of the Bitterroot Valley, Stevensville Historical Society, Mountain Press Pub. Co. 1971

Challenge to Survive, History of the Salish Tribes of the Flathead Indian Reservation. Unit III: Victor and Alexander Period, 1840-1870. Salish Kootenai College Tribal History Project, Salish Kootenai College Press, Pablo, Montana, 2008. Available from OPI and Salish Kootenai College. Check your school library.

The Salish People and the Lewis and Clark Expedition by the Salish-Pend d'Oreille Culture Committee and Elders Cultural Advisory Council, Confederated Salish and Kootenai Tribes, University of Nebraska Press, 2008.

Montana The Magazine of Western History. MT Historical Society Press. Online searchable index provides volume/issue/page numbers by subject, but not article titles or text. Available in most libraries throughout the state and you can order back issues. See the MHS Research Archives at www.mhs.mt.gov

Suggested WEBSITES:

https://www.fws.gov/pacific/ea/tribal/treaties/flatheads_1855.pdf (*Text of Hellgate Treaty*)

https://www.nps.gov/parkhistory/online_books/biho/greene/chap6.htm (*Fort Owen and the Flight of the Nez Perce – 1877*)

<http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education>

Newspaper Archives.com or another digital newspaper archive, if your library subscribes.

PLUS any relevant primary source material at your local or school libraries or online. ASK YOUR LIBRARIANS!