

# TEACHING NOTES

## War Cry: Will Crossing Historical Boundaries in Indian Wars help Yakama

### Women?

By

Emily Washines

#### Learning Objectives

1. Learn about Native American post-war reconciliation
2. Understand history regarding war policies
3. Learn about the Yakama War
4. Ability to discuss the benefits of including Native American historical accounts of war(s)
5. Understand the connection of war and missing and murdered Indigenous women
6. Understand limitations in media and history when discussing Natives
7. Explore the opportunities for post-war reconciliation projects
8. Examine multi-generational connections in post-war reconciliation

**Audience:** This case can be used for college students either at the undergraduate or graduate level. In some instances, it could be used in high school or conference settings. Due to the nature of the content, there should be a trigger warning regarding violence against women and war. Adequate resources and options should be available for students that may not want to participate due to the nature of the content.

The academic disciplines this case would be most useful for are the following: American Indian Law, American Indian Studies, Anthropology, Communications, History, Law and Justice, Political Science, Psychology, Philosophy, and Public Administration.

**Related Cases:** Peltier and Washines, Traditional Knowledge and Natural Restoration of the Yakama Nation

**Implementation:** This case can be taught in numerous ways. 1. Teach in a single class session by assigning students to read it as homework and then discussing the questions in class, 2. Present the case in class and then have a discussion. 3. Follow either 1 or 2 with the in-class activities. Depending on time availability this lesson can be one day to a week. For example, Monday, read the case, Tuesday, have a discussion, Wednesday: Option A: Thursday: Option B, Friday: Option C for activities. For Option A and Option B: this can be assigned as homework or in-class work. Option C: give the groups their instructions and inform them of the timeline. Allow the students to read their group's role. Each group will elect a spokesperson, drawer,

writer, and timekeeper. Groups will create a picture to visually tell the story of their group. In the end, each group will share their storyboards by reading the caption and share their drawing. During the presentations, the timekeeper will let their group know when time is up. Drawings may be posted to the wall for classroom-wide observation. After group presentations, the instructor will reiterate the groups' important points.

## **DISCUSSION QUESTIONS:**

Begin discussion centering on how to cross historical boundaries through multi-generational post-Indian War reconciliation.

### **Level 1:**

*Emphasizing facts:*

- How are Natives portrayed in history? Describe how State leaders addressed this.
- Define post-war reconciliation.
- What happened when they found gold in California?
- How did this prepare other tribes if they found gold or their people had violence towards them in Washington?
- Before the treaty signing what did Yakama leaders warn about?
- How many descendants of Yakama War does Emily share about?
- What did Emily and Glen write about?

### **Level 2:**

*Analytical questions:*

- If we think of the moments in our lives when we face danger, then compare it to historical tragedies of Native people what do we notice?
- How did we get to the place where we are called blood-thirsty in history books?
- Are we able to face this historical violence against Natives in the Northwest?
- How are youth adding to this effort?
- Why should we research and reconcile war?
- Who would you ask to help you find descendants of Indian Wars?
- How do you start a conversation with someone when our great-grandparents were historic enemies?
- What is possible in post-war reconciliation?

### Level 3

#### *Missing and Murdered Indigenous Women*

- Can we have a movement with historical and present cases of missing and murdered Native women?
- Is there a time limit on murder cases? For example an 1855 case.
- What are some of the available MMIW numbers?
- List some of the MMIW organizations.
- With 20 missing Native women in Yakima County and 56 missing Native Women in Washington State, why does Yakima County have nearly half of the state's missing population of Native women?
- If the point is to find these Native women, why are the names of the 56 missing Native women withheld from the communities and tribal members?
- When do organizations, the federal government, tribes, and the press give updates on their MMIW numbers?
- Can you think of schools, elected officials, or news that have addressed historical accounts of violence towards tribes?

### **ACTIVITIES:**

These are additional ways to teach the case by utilizing different homework or in-class activities.

#### **Option A: Research**

Supplies: Research space/materials/internet/library.

1. Have students conduct an audit about an "Indian War." They should find at least five sources. They will count how many times an enrolled tribal member/citizen is quoted on the history. Sources may include history books, articles, newspapers.
2. **Classroom Discussion:** What did they notice? How many opportunities to quote in the article or book? How might people get more quotes?

#### **Option B: Art & War**

Supplies: Paper, pen.

The purpose is to connect artistic expression and history that is difficult to revisit. Assignment: Have students read a poem that includes post-war. Students will write a poem or prose regarding a war between tribes and the United States.

- Dakota Homecoming by Gwen Nell Westerman.  
<https://www.poetryfoundation.org/poems/147040/dakota-homecoming>
- 38 by Layli Long Soldier <https://onbeing.org/poetry/38/>

Recommended Reading: Both of the poems are in the book *New Poets of Native Nations*.

Erdrich, H. E. (Ed.). (2018). *New Poets of Native Nations*. Minneapolis, MN: Graywolf Press.

## Option C: Role-Play scenario

Supplies: Poster board or paper and markers.

### 1. Read or Present the Case (20-30 min)

### 2. Divide into Small Groups (20 min)

- Each Group gets a printout
- Decide Group Roles: Timekeeper, Recorder, supplies, spokesperson
- Review your group and the summary. Discuss.
- Using Posterboard or paper, draw a picture to share with the group

### 3. Present (5 min each)

- Each group will present.
- If possible, post the drawing on the wall (sticky Post-it paper)
- Each student will introduce themselves within their group, read the prompt, discuss, and draw a picture to share with the rest of the groups.
- When Presenting: Introduce yourselves to the rest of the groups, share the name of your group, show your picture. Bring up a few key points from your group discussion. Hold or put the picture on the wall. By the end, of all the groups' presentations, they will be displayed around the room.

[Title of Group]
Picture

### 4. Exit task – Class (5-10 min)

- Discussion based on group presentations. What are some themes we observed? What should happen next?

## Student worksheets for Option C

After splitting students into groups, assign them a number. Depending on class size, you may have fewer groups. Note: Can cut these into strips to hand to students.

### **Group 1: Casino Event Planners**

You have an upcoming history event about the Yakama War (1855-1858) at the Legends Casino. They want your group to make a flyer. Discuss what your flyer will say and the importance of learning history. Who will you send it to or where will you share it?

- Draw a picture to share with the rest of the groups.
- When Presenting: Introduce yourselves, share the name of your group, show your picture. Bring up a few key points from your group discussion.

### **Group 2: Yakama Nation tribal Members**

You are going to ask if someone knows a descendent of the Yakama War. You find out they do and they can meet you in a few minutes. What do you want to include in the conversation? Think about revisiting history and the voices of the Yakama people. Discuss what you will say.

- Draw a picture to share with the rest of the groups.
- When Presenting: Introduce yourselves, share the name of your group, show your picture. Bring up a few key points from your group discussion.

### **Group 3: Elders**

Words of wisdom. You recall the elders talking about the Treaty of 1855 and the Yakama War. Now the youth are coming to see you. You know the tribe holds historical accounts in written form and oral history. You tell her that she can do it. What other words of encouragement do you share? Decide on a photo of words of wisdom or the youth coming to talk to you.

- Draw a picture to share with the rest of the groups.
- When Presenting: Introduce yourselves, share the name of your group, show your picture. Bring up a few key points from your group discussion.

### **Group 4: Speakers of Ichiskiin**

A Yakama youth is asking your help to narrate a Yakama historical account about the Yakama War in the Ishickiin language. Here is what Alex Saluskin Wrote in a Historical Account: Pa'iyatnanaya ayat ku ayatmiyanash ku iksiks púwani miyanásh Mushiilnan. They have killed the wife and his daughter and the baby in a board of Mushiil. Discuss language and history. Decide on what will go on the picture to share, perhaps the language or the visiting between language speakers.

- Draw a picture to share with the rest of the groups.
- When Presenting: Introduce yourselves, share the name of your group, show your picture. Bring up a few key points from your group discussion.

## **Group 5: Artists**

You are struggling with how to address the dehumanizing terms in the history books like “blood-thirsty” and hostile used to describe Yakamas and other tribes. Remember the case and film addresses this with humor by showing her family in scary Halloween costumes (example: Maleficent, zombie). Discuss examples of Natives gathering, for example, think of times spent with family, Treaty Day Parade, feasts, etc. Decide on an event for Native Americans that most people have not seen.

- Draw a picture to share with the rest of the groups.
- When Presenting: Introduce yourselves, share the name of your group, show your picture. Bring up a few key points from your group discussion.

## **Group 6: Descendants of Military & Militia**

You’re a non-Native listening to the radio and hear a request for descendants in the Yakama War. You remember hearing stories of a relative in the war did not. You decide you will share this information with a Yakama tribal member. Discuss what you might say. Decide if you will draw a photo of your listening to the radio or the meeting.

- Draw a picture to share with the rest of the groups.
- When Presenting: Introduce yourselves, share the name of your group, show your picture. Bring up a few key points from your group discussion.

## **Group 7: Media**

You are about to include a quote and you realize you haven’t quoted a Yakama about the Yakama War. They send you a historical account. You realize the newspaper has not quoted a Yakama either. You’re going to bring this up in a staff meeting and hope to get support. Discuss what you will say to support quoting this Native history.

- Draw a picture to share with the rest of the groups.
- When Presenting: Introduce yourselves, share the name of your group, show your picture. Bring up a few key points from your group discussion.

## **Group 8: School**

You have a Yakama historical account of the Yakama War written with Ichiskiin and English. Think of how to introduce this topic with students. Perhaps it will be during the Treaty of 1855 lesson. Discuss what you will say to the students so they understand its importance.

- Draw a picture to share with the rest of the groups.
- When Presenting: Introduce yourselves, share the name of your group, show your picture. Bring up a few key points from your group discussion.

## **Additional Video Materials:**

Short Video: Yakama War: Ayat. [Native Friends YouTube](#)

- Produced by: Emily Washines

Short Video: The Yakama War: [NATIVE AMERICA KCTS-9 I PBS, 2018](#)

- Produced by: Jen Germaine