

# The Battle of 1858 Lesson

## Context

This could be taught in a 10th grade class but we recommend an 11th grade class. Students should already have some experience analyzing rhetoric, and this lesson will be a good practice of that. This lesson is also an opportunity to pair analysis of text and images together for practice.

## Objectives

Students will be able to analyze texts and images from the battle of 1858.

Students will be able to use primary sources to further their understanding of research.

## Methods

Image analysis

Group reading with posters

Rhetorical analysis

Individual reading

Class discussion

## Materials

Texts and images linked below

Posters

Markers

Document camera

Paper and pens

## Outline

- 1) First, post drawing depicting the battles on the board. Allow students 5-10 minutes to free write about what they see in the image. Have students share as a class for about 5 minutes. Some starter questions could be as follows:
  - a) What do you see in this image?
  - b) How does the image make you feel?
  - c) What do you think is happening?
- 2) Splitting the class into three groups, pass out the Native American Netroots article to the class (linked below), and assign each group one section of the article. Each group should be given poster paper and markers, and as a group should read their section together. Ask students to make a poster of important information from their section of the text. The information can be facts about the battles, rhetorical choices that they notice, or even mapping how the battle took place. This can be up to them. The poster should take 15- 20 minutes to make, and students should be given time to share their information with the class. The sharing of posters should take about 10 minutes.

- 3) After this, students can either stay in their groups or go back to their seats. Now would be the time to pass out the letter from the Plateau Peoples Portal (linked below). Allow students 10 minutes to read on their own and annotate rhetorical choices of the writer. Ask students to think about word choice, tone, perspective, etc. (Teachers may need to model annotations first and then allow students to finish on their own.)
- 4) After reading independently, come together as a class and talk about the letter. Annotate a copy on a document camera with notes that students share with the class. As you annotate as a class, discuss what effect the letter may have had and what the purpose may have been. Also bring up opportunities to discuss the letter in relation to the article read before. This should in total take about 15-20 minutes.
- 5) For the remainder of class, bring the image back up on the board from the start of class, and have students reflect on what differences they see in the image now. How has their perspective changed? How does the image relate to the lesson? What new details or information do you see?

### **Links to texts/Images**

<http://nativeamericannetroots.net/diary/962>

<https://plateauportal.libraries.wsu.edu/digital-heritage/battle-spokan-plain-05-september-1858-drawing> (picture)

<https://plateauportal.libraries.wsu.edu/digital-heritage/letter-col-wright-father-joset-shooting-til-co-axs-horses> (letter)