Mapping the Nez Perce War
Created by cartographer Margaret Pearce
and Nez Perce Cultural Resources Program Director Nakia Williamson

SUMMARY
Students analyze maps of the Nez Perce War by an American soldier, two Nez Perce War veterans and a Cheyenne soldier. Students compare the similarities and differences between the maps and consider what the distinctions have to do with the way the stories/histories of the war are understood.

LOCATIONS: Western United States
TIME PERIOD: 1870s-1880s
GRADE LEVEL: 5–9
KEYWORDS: cartography, Nez Perce, Nimipuu, Cheyenne, Indigenous, map symbols, viewing angle, scale
SUBJECTS: 1) Differences between Indigenous and Euro-American cartographic traditions; 2) Contrasting representations of battle scenes and routes; 3) Influence of viewing angle, scale and direction on map content; 4) How maps create narratives

ESSENTIAL QUESTIONS
How can maps help us explore different perspectives on the same event and help us consider how different people think the facts of an event should be told and remembered?

What can we learn about military conflicts from reading maps that we can’t learn from words?

What can’t we learn about military conflicts from reading maps?

OBJECTIVES
Students will gain an appreciation for how cultural differences are reflected in the language of map symbols and their resulting narratives.

Students will explore Nez Perce and Cheyenne writing systems.

Students will develop confidence to read and interpret old maps by tracing routes, marking locations, and redrawing map symbols.

Students will consider the importance of listening to different peoples’ perspectives and experiences of events.

Students will learn that Nez Perce people continue to visit and honor their battle sites today.

TIME COMMITMENT: 4 class periods
LESSON PLAN MATERIALS

MAPS

Accessible at the Leventhal Map Center Digital Collections website

Accessible at the Washington State University Libraries Digital Collections website, the Lucullus V. McWhorter Collection
Map: Battle of Big Hole / Nez Perce Camp [1877], by Peopeotaalikt, 1927
Map: Bear Paw combat / Capture of cannon at Big Hole [1877], by Peopeotaalikt, ca. 1927
Map: Big Hole village sketch map [1877], Many Wounds, 1927

Accessible via the Leventhal Map Center by permission of the Joslyn Art Museum, Omaha, Nebraska
Map: Pictographic Map by John Crazy Mule

WORKSHEETS

Worksheets are linked here and are also included at the end of this document
Worksheet 1: An American soldier’s map of the Nez Perce War
Worksheet 2: Two Niimíipu veterans’ maps of the Nez Perce War
Worksheet 3: A Cheyenne soldier’s map of the Nez Perce War
Worksheet 4: Comparing Fletcher and Crazy Mule’s maps
GENERAL INTRODUCTION

The traditional homelands of the Nez Perce Nation, or Nimíipuu in their language, include a large swath of what is now Washington, Oregon, and Idaho. Nimíipuu people have lived in these lands for over 16,000 years. In the Treaty of 1855, they were forced to cede a majority of these lands to the United States, while reserving rights to a large land area at the heart of their homeland, including the Wallowa Valley in Oregon. But in 1860, gold was discovered within the boundaries of that reservation, in Pierce, Idaho. To obtain that land and other potential mining sites for whites, including in the Wallowa Valley, a second treaty was forced on Nez Perce people in 1863, reducing their lands from about 20 million acres to 770,000 acres. But many Nez Perce refused to acknowledge the 1863 treaty, known as the “thief” treaty, as legal, and continued to live on the lands they had negotiated for in 1855. Among those living on the 1855 treaty lands were the villages of hínmató.wyalhtqít, led by Young Joseph (known as Chief Joseph to whites) in the Wallowa Valley, and piyó.piyo xa.yxá.yx, led by White Bird, on the Salmon River.

Then, in 1877, President Ulysses S. Grant decided to force Nez Perce people to move to the smaller reservation and open up the rest of their territory to gold prospecting by white settlers. Gen. Oliver Otis Howard and his soldiers were sent to evict the Nez Perce people from their homes, giving them 30 days to travel to a new, smaller reservation in Idaho by horse. Just as the people were preparing for the journey, a skirmish broke out, and what had begun as a march now turned into a war. The Nez Perce decided to join together and travel across the Rockies to the kuséeëne, the Montana-Wyoming plains, a place they knew well from before the arrival of the horse. There they expected assistance from the Crow, who had pledged “eternal friendship” to Nez Perce for helping them defeat Sioux, Cheyenne, and Arapaho people five years earlier.

The Nez Perce took flight in June 1877, with the Army in pursuit. When they reached the Crow Reservation, Crow leadership refused to grant them refuge. They decided on a new strategy, to turn north and aim for the border, in hopes of crossing into Canada before the Army caught up. Forty miles from that border, Colonel Nelson Miles cut them off in the Bear Paw Mountains, where they fought each other for a week. About 200 Nez Perce people made it across the border during that fight. Those who remained negotiated a surrender with Miles. The battles along this 1,170-mile chase are known today as the Nez Perce War.
The Nez Perce War through a U.S. Army lieutenant’s eyes
This activity requires access to a map image for full group and individual exploration, either projected at the front of the room or on a shared screen for remote teaching, and printed copies of the map for students to draw on or individual computers for students to annotate a digital copy of the map.

Background for students
One person who mapped the events was Lieutenant Robert H. Fletcher. Fletcher had served as General Howard’s personal assistant during the war. In his “Map of the Nez Perce Indian Campaign,” Fletcher documented the entire chase and battle locations in the context of other U.S. Army attacks on Indigenous Nations in the region. The map itself isn’t dated but it is listed at the Map Center as being drawn in 1877.

Student Activity and Class Discussion
A. Students pair up. Give each pair access to the printed Fletcher map or to the digital version on a computer where they can annotate the image: https://collections.leventhalmap.org/search/commonwealth:1257bc34.

Begin with a full group orientation to the map using the following questions

*What do you notice about the overall layout of the map?*
Examples: partial, unlabeled grid; sketches along the bottom

*How many territories, reservations, and states are included?*
4 states, 1 reservation, 5 territories

Hand out copies of *Worksheet 1: An American soldier’s map of the Nez Perce war*. Students complete Part One of the worksheet, tracing the war route and battle sites on the map, then come back together for discussion.

Ask a representative from each team to point out different locations of the trail and battles on the projected or shared group map, so everyone can check their work together.

After the group agrees on the answers, ask:

*What was the most challenging part of reading this map?*
The map might be intimidating for some students. This question is intended to let them talk about how they figured out how to read it.
The Nez Perce War through a U.S. Army lieutenant’s eyes, continued

B. Students return to their partners to complete Part Two of the worksheet, drawing the map symbols they find, then come back together as a group. Go over Part Two together, letting students take turns sharing the symbols they found by drawing them on the board or showing them on the screen.

After going over the symbols as a group, discuss the idea of viewing angle, or the perspective from which each symbol is drawn. There is a combination of aerial (overhead), profile (side-view), and oblique (at an angle) views in use.

*What is the viewing angle for each symbol?*

*Why might the viewing angle change in the close-up battle maps?*

C. Wrap up discussion.

*Who do you think is the intended reader of this map, and why do you think so?*

*What do you think is the intended purpose of this map, and why do you think so?*

*What is missing from this map? What are some possible reasons why it might be missing?*

Examples: bar scale, Nimipuu reservation, colors, shading
The Nez Perce War through Nimipuu eyes
This activity requires access to map images for full group and individual exploration, either projected at the front of the room or on a shared screen for remote teaching, and printed copies of the maps for students to draw on or individual computers for students to annotate digital map images.

Background for students
Nimiipuu warriors also mapped their experiences of the war, including detailed maps of the battles. Two veterans, Many Wounds and Peopeotaalikt, mapped the Battle of Big Hole and the Battle of the Bear Paw Mountains.

On August 10, American soldiers launched a surprise attack on the Nimiipuu village camp on a plain beside the Big Hole River at a place called ?ıckumcilé.Ikpe, “Buffalo Calf.” The soldiers descended on the village, killing men, women, and children, chasing out the warriors, and burning the camp. White Bird yelled to the warriors, “Why are we running? ...,” inspiring the warriors to charge the soldiers, pushing them up to a wooded area where the soldiers dug into circular rifle pits. Then five of the warriors attacked the soldiers guarding a howitzer, killing them and gaining control of the gun. Unable to turn the gun onto the soldiers because the fuse was missing, they decided to dismantle it. The other warriors charged and re-took the soldiers’ camp, enabling Nimiipuu people to escape to the east.

On October 5, Colonel Nelson Miles and his soldiers, accompanied by Cheyenne and Lakota scouts, caught up with and attacked the Nimiipuu at a place called C’Aynnim ‘Alikinwaaspa, “Place of the Manure Fire,” in the region known as the Bear Paw Mountains. After a week of fighting, White Bird and over 250 others, including the warriors Peopeotaalikt and Many Wounds, were able to escape into Canada to join Sitting Bull at his camp. Meanwhile, Young Joseph and more than 400 Nimipuu people stayed to surrender.

Student Activity and Class Discussion

A. Students pair up. Give each pair access to printed or digital versions of the two Peopeotaalikt maps so that they can annotate the image and use a projector to project the map images on the wall or screen for everyone to view. Begin making sense of the maps together as a group.

What are some things you notice about these two maps?
Examples: pictures, profile drawings, lines and prints connecting events, color

B. Hand out copies of Worksheet 2: Two Nimipuu veterans’ maps of the Nez Perce War. Students complete Part One of the worksheet, interpreting the map symbols, then come back together for discussion.

What was the most challenging part of reading this map?
Interpreting requires rotating the drawings to read from different directions, writing is hard to read, lots of small details. This question is intended to let them talk about how they figured out how to read it.
The Nez Perce War through Nimiipuu eyes, continued

C. After checking in about their experience, discuss the answers to the questions in Part One as a group.

D. Students return to their partners to complete Part Two of the worksheet, interpreting the second map by Peopeotaalikt.

As in Part One, come together for discussion when they finish this section, beginning with sharing about their experience of figuring out how to interpret the map.

E. Give each pair access to a printed or digital version of Many Wounds’ map of Big Hole to discuss together and use a projector to project the map images on the wall or screen for everyone to view.

Background for students: In July 1928, a white man named L.V. McWhorter returned to the site of the Battle of Big Hole with the Nimiipuu veterans Many Wounds and Yellow Wolf. Many Wounds explained the locations of key events from the battle, sketching it as he spoke so McWhorter could understand the layout of the battle, too. This map is the sketch he made that day, with written labels added by McWhorter.

Does Many Wounds map the same events at Big Hole as Peopeotaalikt? What is different?
Many Wounds’ map shows the general outline of the battle area, then focuses on the story of the warrior Wal’litits and his wife. When Wal’litits was killed, his wife picked up his gun and shot the soldier who shot him, and was then herself killed in return.

Does Many Wounds draw the same kinds of features in his map, compared to Peopeotaalikt’s drawings? Why do you think this is?
Many Wounds is sketching on-site, so his marks are roughly drawn. He uses the map as a tool to explain in words where the events occurred. There are no depictions of people; instead, Many Wounds tells about the people in his words, marking the map as he speaks.

F. Now project Fletcher’s map, for the class to view together. Zoom in on the area of the Big Hole inset illustration on the bottom of Fletcher’s map.

What is the difference between what Fletcher thinks was important about Big Hole in this inset, and what was important to Many Wounds and Peopeotaalikt?
Many Wounds and Peopeotaalikt focus on individuals and their locations, Fletcher focuses on group movements; Fletcher includes no specific events while the Nimiipuu mapmakers depict detailed events.

Is anything the same between Fletcher’s map of Big Hole and the maps by Many Wounds and Peopeotaalikt?
Some elements of the setting are the same—river, willows, forested siege area, tepees.

What differences do you see between the way the Nimiipuu cartographers symbolize the howitzer and the tepees, and the way Fletcher symbolizes them?
Students can draw the different symbols on the board if an in-person class.
The Nez Perce War through a Cheyenne soldier’s eyes

This activity requires access to an image of Crazy Mule’s map for full group and individual exploration, either projected at the front of the room or on a shared screen for remote teaching, and printed copies of the map for students to draw on or individual computers for students to annotate a digital map image.

Background for students

Another person who mapped his experience in the Nez Perce War was the Northern Cheyenne scout and soldier John Crazy Mule. Crazy Mule was one of the Northern Cheyenne leaders imprisoned at Fort Keogh in April 1877, who then became scouts and soldiers for the U.S. Army, assisting General Nelson Miles with attacks on other Indigenous peoples in the region, including the Nez Perce.

After the Nez Perce War, Crazy Mule drew a map showing the route of the chase, battle locations, and surrender of Young Joseph. Like Lieutenant Fletcher, he also placed these events in the context of other battles in the region. But he did so with a Cheyenne way of mapping.

Student Activity and Class Discussion

A. Students pair up. Give each pair access to printed or digital versions of Crazy Mule’s map so that they can annotate the image and use a projector to project the map image on the wall or screen for everyone to view. Begin making sense of the map together as a group.

What are some things you notice about this map?
Examples: shading, pictures, no English words

B. Hand out copies of Worksheet 3: A Cheyenne soldier’s map of the Nez Perce War. Students complete Part One of the worksheet, interpreting the map symbols, then come back together for discussion.

What was the most challenging part of reading this map?
This map might be intimidating for some students. This question is intended to let them talk about how they figured out how to read it.

C. After checking in about their experience, discuss the answers to the questions in Part One as a group. For each symbol on the worksheet, ask one of the students to draw the symbol on the board or/and point out on the projected map image where they and their partner found each of these symbols.

D. Students return to their partners to complete Part Two of the worksheet, interpreting the place names and translating the pictographic names into English words.

As in Part One, come together for discussion when they finish this section, beginning with sharing about their experience figuring out the place names.

E. Students return to their partners to do parts Three and Four, to wrap up the worksheet.

As before, come together for discussion of parts Three and Four when they are ready.
Comparing Fletcher and Crazy Mule’s Maps

This activity requires access to an image of Crazy Mule’s map and to an image of Fletcher’s map for full group and small group or individual exploration. Students can use printed maps or digital images they can zoom in and out of but they must be able to easily look back and forth between them. For step B, the two maps need to be projected on a screen at the front of the room or in a screen share for remote teaching, either side by side or in a way to easily flip between them.

Student Activity and Class Discussion

A. Symbols

Students pair up or work individually. Give each pair access to printed or digital versions of Fletcher and Crazy Mule’s map and printed or digital copies of Worksheet 4: Comparing Fletcher and Crazy Mule’s maps. Students complete Worksheet 4 and come back to the full group to share their findings.

For the question on arrows, Crazy Mule’s arrows indicate direction of river flow while Fletcher’s arrows indicate direction and route of chase.

B. Story

In a full group, students discuss the following questions.

Which section of the Fletcher map is covered by the Crazy Mule map?
Mark the Fletcher map, or ask a student pair to trace with their finger on the projected image, the portion of the map that Crazy Mule also mapped.

Do both cartographers show the same route for the Nez Perce families, between the headwaters of the Yellowstone River and the Bear Paw Mountains?
No: Fletcher shows the Nez Perce taking Clark’s Fork to the Yellowstone River, then up through the Judith Mountains to the Judith River, before crossing the Musselshell River. Crazy Mule shows the Nez Perce traveling east of the Big Horn River, along Rosebud Creek, to the Yellowstone, before continuing north to the Musselshell River.

Do both cartographers show the same route for General Miles’ forces, after leaving Fort Keogh?
Yes. Fort Keogh is shown on Fletcher’s map as “Miles Cantonment.” Students can locate it by finding the confluence of the Yellowstone and Tongue rivers.
Comparing Fletcher and Crazy Mule’s Maps, continued

*Who do you think is the intended reader for each cartographer’s map?*

*What do you think is the intended purpose of each cartographer’s map?*

*What is missing from Fletcher’s map, that Crazy Mule includes?*

*What is missing from Crazy Mule’s map, that Fletcher includes?*

C. **Wrap up conversation**

*Why does it matter that we investigate how different people see and represent the same event? What can we learn?*

*In what ways did looking at these five maps help you learn more? What other kinds of sources would you look for to keep investigating?*

**SOME CLOSING THOUGHTS**

Despite these battles, the Nimiipuu found a way to endure and remain a people. They still have their language and their culture today. Every year, they travel to the battle sites to honor their relatives, to remember what happened, and to respect the humanity of the people who died there. These events occurred in the recent past, and Nimiipuu people are directly related to those who fought and died in these battles. If you are lucky enough to travel to these sites, reflect on how you can honor and respect those who died. Remember, they are cemeteries.
An American soldier’s map of the Nez Perce war

Part One: Tracing the route

1. Find White Bird’s village. It’s between the Salmon River and the South Fork of the Clearwater River. This is where two Nimiipuu (Nez Perce) leaders, Joseph and White Bird, joined their villages and began their flight east. You will draw a line tracing the route the Niimipuu took during the war.

2. Lieutenant Fletcher used arrows to show the path of the Niimipuu from White Bird’s village. The arrows pause where he was unsure of their actual route, then pick up again when he feels confident about their trail. On the digital image, trace the entire route of the war, from White Bird’s camp to where it ends in the East.

   Where do the arrows pause (where does Fletcher lose their route)? Mark those places in some way.

   Where do the arrows begin again? Mark those places in some way.

   Where do the arrows end (where is the final battle)? Mark that place in some way.

3. Along the way, find and mark:

   The Battle of Big Hole

   The Battle at Camas Prairie

   The Battle of Cañon Creek

   The Battle of the Bearpaw Mountains
An American soldier’s map of the Nez Perce war, continued

Part Two: Reading the map symbols

Lieutenant Fletcher used map symbols common to U.S. Army maps during that time period. A close reading of these symbols will help us learn the “language” of military cartography.

1. What symbols does Fletcher use for each of the following features? For each one, draw an example.

   large rivers

   small rivers

   battles

   mountains

   U.S. Army forts

   trails

   people

2. Do some of those symbols change in the close-up battle maps along the bottom? Which ones? Draw them:
Two Nimiipuu veterans’ maps of the Nez Perce War

Part One: Peopeotaalikt’s map of Big Hole

Symbols

1. How does Peopeotaalikt symbolize tepees? Draw it:

2. How does he symbolize trees and wooded areas? Draw them:

Battle events

This map depicts key events from the Battle of Big Hole. Look closely for each event in the map, then label each one with the name of the event. They are:

1. Nimiipuu village
The village is depicted by 22 tepees arranged generally in a circle next to the Yellowstone River.

2. Capturing the howitzer
In this scene, four mules are tethered to the howitzer. Peopeotaalikt has dismounted his horse and is dismantling the howitzer.

3. Siege area
This place is drawn with a ring of trees surrounding two red, circular rifle pits.
Two Nimiipuu veterans’ maps of the Nez Perce War, continued

Part Two: Peopeotaalikt’s map of Big Hole and Bear Paw

In Peopeotaalikt’s second map, he includes scenes from two battles, Big Hole and Bear Paw. See if you can find the following battle scenes, and then label each one on the map. They are:

1. *Fight with a Cheyenne soldier at Bear Paw*
   A Cheyenne soldier, with a long headdress, charged Peopeotaalikt, who is wearing a protective otter or fox fur. They both shot each other, and they both missed. Both shot each other again and missed again. Then Peopeotaalikt dismounted and shot the Cheyenne soldier in the head. Meanwhile, other Cheyenne and soldiers came up from behind. Peopeotaalikt just had time to make a second shot before escaping.

2. *Capturing the howitzer at the Battle of Big Hole*
   There are six mules tethered to the howitzer, and a soldier has been killed there.

3. *The Nimiipuu village at Big Hole*
   There are four tepees beside the Big Horn River. The river is lined with willow trees.

4. *Sopsis Ililp and Five Wounds charge the soldiers*
   Sopsis Ililp, wearing a protective otter or fox fur, charges the soldiers in the rifle pits and is killed. His war partner, Five Wounds, has pledged to die if Sopsis Ililp is killed. Five Wounds also charges the soldiers, and is also killed.
A Cheyenne soldier’s map of the Nez Perce War

Part One: Interpreting the Symbols

Crazy Mule used map symbols common to Cheyenne battle maps during that time period. A close reading of these symbols will help us learn the “language” of Cheyenne cartography.

1. Like Lieutenant Fletcher, Crazy Mule symbolized Indigenous encampments with triangles.

   *Where are the camps in this map? Mark them on your printed copy.*

2. At one of the camps, Crazy Mule drew a crow to indicate it’s a Crow settlement.

   *Can you find it? Label it “Crow settlement.”*

3. Crazy Mule uses a different symbol for forts. There are eight forts on this map.

   *Which symbol do you think represents a fort? Mark them on your printed copy.*

4. There is one fort larger than the others, at the center of the map. This is Fort Keogh, where Crazy Mule was imprisoned before the Northern Cheyenne surrendered to the U.S. Army. General Nelson Miles built Fort Keogh in 1876 to prevent Native people from escaping to Canada. With the other Cheyenne men at Fort Keogh, Crazy Mule was drafted to serve as a scout and soldier in General Miles’ campaigns against Indigenous people.

   *Find Fort Keogh and label it.*

5. How does Crazy Mule symbolize mountains? There are seven mountain ranges on this map.

   *Draw one of the mountain ranges here:*

6. How does he symbolize large rivers and small rivers?

   *Draw these symbols here:*

7. The largest river in this map is the Missouri River. It’s the only one with a steamboat on it.

   *Label it on your printed copy.*

8. In Cheyenne tradition, people signed their names by drawing their head and attaching a pictograph of their name to their head with a thin line. Crazy Mule signed his map. Can you find his signature?

   *Circle Crazy Mule’s signature.*
A Cheyenne soldier’s map of the Nez Perce War, continued

Part Two: Interpreting the place names

Although it includes no writing in English, the map does include place names. Crazy Mule labeled the rivers in Cheyenne tradition, by drawing a picture and connecting the picture to the river with a thin line.

1. The Musselshell River flows into the Missouri River. Crazy Mule drew a mussel shell for this river’s name.

   *Can you find it? Label the river on your copy.*

2. The Yellowstone River also flows into the Missouri River. In Cheyenne language, this river is known as the Elk River. Crazy Mule drew an elk head for this river’s name.

   *Can you find it? Label the river on your copy.*

3. The Big Horn River flows into the Yellowstone, downstream from the Crow settlement; it is named for the many bighorn sheep living there. Crazy Mule labeled it with a glyph of a big horn sheep’s head.

   *Can you find it? Label the river on your copy.*

4. Two rivers away from the Big Horn River is the Tongue River, which also flows into the Yellowstone / Elk River. Crazy Mule labeled it with an upside-down bison head, with two horns curving inward, and a little tongue hanging out of its mouth at the other end. There is also a scribble on this river, indicating an abandoned Native encampment.

   *Can you find the Tongue River? Label it on your copy.*

5. There is a river flowing into the Missouri River at the steamboat, with a Beaver at the headwaters.

   *Find the river and label it Beaver Creek.*

6. The Bearpaw Mountains are labeled with a glyph of a bear with big feet.

   *Can you find it? Label the mountains on your printed copy.*
A Cheyenne soldier’s map of the Nez Perce War, continued

Part Three: The battles

There are three battle scenes in this map. Look closely for each event in the map, then label each one with the name of the battle. They are:

1. Battle of Little Muddy Creek

This scene depicts General Miles’ forces attacking the village of Lame Deer in May, 1877. They traveled up the Tongue River to the site of an abandoned camp, then turned towards Rosebud Creek. In the scene, a Cheyenne soldier and a white soldier fire on tepees on both sides of the river, between two forested mountain ranges.

2. Skirmish with the horse thieves

This scene recounts the event in 1880, when Lakota men captured ponies from a Crow camp on the Big Horn River. Crow and Cheyenne scouts chased the thieves and stolen ponies across the Powder River, where they finally caught them in a standoff. One Lakota man was wounded in the skirmish. Crazy Mule maps the events with Cheyenne and Crow scouts facing an abundance of hoof prints, with the wounded Lakota man at the center.

3. Battle of Bear Paw (Nez Perce surrender)

This scene shows a Cheyenne soldier and a white soldier firing guns at a single Nez Perce warrior, who fires back. Between them are two semi-circles with bullets aimed into them, to indicate ambush. One of the semi-circles has tepees inside it, to indicate that this ambush was at an encampment.

Part Four: Tracing the route

Crazy Mule drew trails, roads, and chase routes with a single, non-wavy line, to differentiate them from rivers. Re-trace the lines that show the routes associated with the Nez Perce War, as described below:

1. This route is the final leg of the Nez Perce flight from Yellowstone park to the Bear Paw Mountains. It leaves the headwaters of the Yellowstone and circles down to the headwaters of Rosebud Creek, up the Rosebud to the Yellowstone, crosses north to the Musselshell River, then crosses the Missouri River upstream from the mouth of the Musselshell, and on to the Bear Paw Mountains.

2. This line is the route General Miles and his soldiers took to chase the Nez Perce. They left Fort Keogh, traveled north to the Musselshell River, then crossed the Missouri just south of the mouth of the Musselshell River, and on to the Bear Paw Mountains.
Comparing Fletcher and Crazy Mule’s maps

Draw the symbols as you see them on each map and underneath write what the viewing angle is for that symbol on each map. Viewing angle examples: aerial/directly overhead, profile/from the side, oblique/overhead at an angle.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Fletcher's map</th>
<th>Crazy Mule’s map</th>
</tr>
</thead>
<tbody>
<tr>
<td>mountains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viewing angle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>forts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viewing angle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rivers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viewing angle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>battles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viewing angle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>place names</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viewing angle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>trails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viewing angle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cartographer’s signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viewing angle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do the arrows show?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did the mapmaker show direction?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did the mapmaker show how far distances are on the map or how big things are (scale)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Here you will find other resources to support learning about Indigenous and Euro-American battle maps

1. In the archives of the Washington State University Libraries, the McWhorter Papers collection includes more battle maps drawn by Niimipuu veterans, as well as photographs from veterans’ visits to the sites decades later with L.V. McWhorter. These documents and images can be found at http://ntserver1.wsulibs.wsu.edu/masc/finders/cg55.htm

2. Research other examples of Cheyenne cartography, for comparison to Crazy Mule. What are some of the elements of map language common to Cheyenne battle maps?


   Black Horse, Soldiers Charging at Powder River. ca. 1877. https://archive.org/details/nby_179596


3. Research other examples of American military cartography. What are some of the elements of map language common to U.S. military maps?


BIBLIOGRAPHY

John Crazy Mule (Tsistsistas), Pictographic Map, c. 1878, graphite and red pencil on paper, Joslyn Art Museum, Omaha, Nebraska, Gift of Mrs. A.H. Richardson, 1984.38


Nez Perce Tribe. History. https://nezperce.org/about/history/


Massachusetts History & Social Studies Standards

Grade 5 Content Standards: Topic 1. Early colonization and growth of colonies [5.T1]

Supporting Question: To what extent was North America a land of opportunity, and for whom?

1. Explain the early relationships of English settlers to Native Peoples in the 1600s and 1700s, including the impact of diseases introduced by Europeans in severely reducing Native populations, the differing views on land ownership or use, property rights, and the conflicts between the two groups (e.g., the Pequot and King Philip's Wars in New England).

2. Compare the different reasons colonies were established and research one of the founders of a colony (e.g., Lord Baltimore in Maryland, William Penn in Pennsylvania, John Smith in Virginia, Roger Williams in Rhode Island, John Winthrop in Massachusetts).

Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research.

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

National Geography Standards

STANDARD 1/4: Properties and Functions of Geographic Representations

Using geographic representations

• Analyze printed and digital maps to observe spatial distributions and patterns to generate and answer geographic questions (8th grade)