#### The Point No Point Treaty:

#### A Model Unit for

#### Washington State History Courses &

the Social Studies CBAs

Evergreen Center for Educational Improvement

2005

**The Point No Point Treaty:**

**A CBA Starter Kit for the**

**Middle School CBA “Why History?”**

The following is a 5-lesson unit developed by Llyn De Danaan and the Evergreen Center for Educational Improvement in collaboration with Bruce Miller (Skokomish), Michael Pavel (Skokomish), Denny Hurtado (Skokomish), Karen James, and Dr. Janice Kido. It has been designed to enable your middle school students not only to study primary sources and complete one of the OSPI-developed classroom-based assessments (CBAs) but also come to their own understanding of how the Point No Point Treaty continues to have a profound impact on Washington today.

It is also meant to be a template that could be used to examine the current significance of any treaty, executive order, or issue of sovereignty related to any of the tribes in Washington State.

This unit was organized and written by Llyn De Danaan, Ph.D. with the support and collaboration of staff of the Evergreen Center for Educational Improvement

Thanks to Bruce Miller (Skokomish) Michael Pavel (Skokomish), and Denny Hurtado (Skokomish) for guidance in producing this unit. Thanks to Karen James for content suggestions and editorial support. Thanks to Dr. Janice Kido for suggestions on curriculum design.

**Outline for Unit on Point No Point Treaty**

General Suggestions:

Students should be directed to watch for newspaper articles that mention the Point No Point Treaty Tribes during the lesson period. Newspaper material may be cited in the culminating assessment paper.

Students should be familiarized with the web sites mentioned in the lesson early on and urged to take out of class time to peruse these sites and become familiar with current issues.

Students should be urged to follow one of the Point No Point Treaty tribes closely and keep a notebook on the tribe. This will be valuable for the culminating unit assessment activity.

Unit Goals:

• To develop students’ abilities to seminar, present and justify a point of view on a historical issue.

• To develop students’ abilities to organize, write and illustrate the key elements involved in a historical period or issue.

• To develop students’ ability to interpret historical information and develop hypotheses on why things occurred in history.

• To provide students with ability and knowledge to explain the nature of treaties negotiated by the United States Government and the meaning of tribal sovereignty.

• To provide students with ability and knowledge to explain the basic issues and motivating forces during the treaty period in Washington Territory.

• To provide students with the ability to explain and illustrate the relationships between and among environment, culture, and economics.

• To provide students with the ability to read and analyze current issues that involve treaty tribes, especially the Point No Point Treaty tribes.

Goals Related to the **Why History? Classroom-Based Assessment**

• To help students develop a position on how history helps us understand the present by exploring the background of the Stevens Treaties, specifically the Point No Point Treaty and the culture and society of the tribes’ party to it, then relating that background to current issues.

• To help students cite specific pieces of evidence to justify the relevance of events from the history or background of the Point No Point Treaty to understanding current issues.

**Unit Outline:**

**1. Physical and Cultural Geography of the Olympic Peninsula Pre-Treaty Times**

* **Essential Question**: How does physical geography affect the distribution, culture, and economic life of people who live in a particular area?

**2. Nation Within a Nation**

* **Essential Question**: What is the legal status of Indian Tribes as sovereign nations with respect to the United States Government?

**3. The Point No Point Treaty**

* **Essential Question**: What were the political, economic, and cultural forces consequential to the Point No Point Treaty that led to the movement of people on the Olympic Peninsula from their long-established home sites to reservations?

**4. Repercussions and the Point No Point Treaty**

* **Essential Question**: What are the ways in which people respond to outside pressures including external governments that threaten to extinguish their cultures and independence? What are the ways Indian people of the Olympic Peninsula responded to outside pressures such as encroaching non-Indian settlement, missionaries, boarding schools, and the reservation system?

**5. Enduring Cultures: People of the Olympic Peninsula Today**

* **Essential Question**: What have Point No Point Treaty tribes done to meet the challenge of reservation life? What have these tribes, as sovereign nations, done to meet the economic and cultural needs of their tribal communities?

**Culminating Project and Unit Assessment (Link to the Why History?**

* Students will present a clearly stated position on how history helps us understand the present by exploring the background of the Stevens Treaties, specifically the Point No Point Treaty and the culture and society of the tribes’ party to it, then relating that background to current issues.
* Students will accurately site at least two specific pieces of evidence to justify the relevance of at least two events from the history or background of the Point No Point Treaty to understanding current issues. Why History? CBA
* Possible Extension Activity: Students will provide a plausible and explicitly supported interpretation of the relationship between the geography of the Olympic Peninsula and the events being discussed (above).

**The Lessons**

**Lesson I**

* **Essential Question**: How does physical geography affect the distribution, culture, and economic life of people who inhabit a particular area?

**Physical and Cultural Geography of the Olympic Peninsula Pre-Treaty Times**

History EALR 1.2.2 Identify and analyze major issues, people, and events in Washington State History

History EALR 1.12b Using evidence for support, identify, analyze, and explain possible causal factors contributing to given historical events

Geography EALR 1.2.2b Analyze how human spatial patterns emerge from natural processes and human activities

**Essential Questions: How does physical geography affect the distribution, culture, and economic life of people who inhabit a particular area? How does it affect your life today?**

Overall Objectives:

• Students will learn to provide a plausible and explicitly supported explanation regarding the relationship between geography and time period being explored.

• Students will be able to analyze maps as background to discussing the Point No Point Treaty.

• Students will be able to locate all major physical features on the Olympic peninsula.

• Students will be able to locate original villages (in general) of Point No Point Treaty tribes.

• Students will be able to demonstrate how physical geography impacts cultural and economic geography.

• Students will be able to demonstrate how geography contributes to understanding subsequent historical events and conflicts.

**Teacher Instructional Steps and Materials**

**Materials**

Provide students with three maps of the Olympic Peninsula for study[[1]](#footnote-1)[1]:

1. Topographic map that shows rivers and relationship to other bodies of water and other elements of physical geography. <http://nmviewogc.cr.usgs.gov>

2. Maps of Native Peoples of Olympic Peninsula

* 1. Village sites (*Native Peoples of the Olympic Peninsula,* Page 17 and 67.)
  2. Map of language groups (Native Peoples of the Olympic Peninsula, Page 4)

3.  Treaty Period Map for study of authentic document. – Washington State Department of Ecology *(not yet available in this packet)* OR George Gibbs Map ([Click Here](http://www.k12.wa.us/assessment/WASL/SocialStudies/BridgingDocuments/Gibbs1856map.jpg))

4.   Current location of tribes and reservations (Native Peoples of the Olympic Peninsula, frontispiece). Also available on Northwest Indian Fisheries Commission web site, [www.nwifc.org/tribes/index.asp](http://www.nwifc.org/tribes/index.asp).

5. Linda Mapes’ Series in Seattle Times “Unearthing Tse-whit-zen” <http://seattletimes.nwsource.com/news/local/klallam>

Provide students with a general description of treaty time economic and cultural lives of Indians of Western Washington

*Background: The Point No Point Treaty Tribes* by

Llyn De Danaan

**Activities for Students**

1. Have students study topographic map.
   1. Guide students with probing questions so that they generally analyze the physical characteristics of the Olympic Peninsula
      * What are the major mountain ranges and elevations?
      * What are the major rivers?
      * What characteristics of coastal regions?
      * What are other significant features, including the Strait, Hood Canal, etc.?
   2. Teacher led discussion: Before moving on, what might you deduce about the social and economic lives of people who first populated the peninsula? How might their villages be distributed? Upon what resources might they rely?
2. Have students study pre-treaty village sites and language groups on the Olympic Peninsula (limited to tribes subsequently treated in Point No Point Treaty). Refer to Map 2a.
   1. Guide students with probing questions so that they might analyze the location of village sites and tribal groupings and learn names of major languages found on the Olympic Peninsula.
      * How do village sites relate to topography? To bodies of water?
      * Did your assumptions (above) about village distribution hold?

Teacher led discussion: based upon these questions.

1. Have students study Treaty Period historical map (authentic document) with specific attention to the Tribes treated in the Point No Point Treaty.
   1. Guide students to notice where boundaries were drawn by Stevens. Remind them they will return to this map for reference when the text of the treaty is studied.
   2. Guide students to analyze this document as an original source document:
      * What year was this map produced?
      * Who made this map?
      * What was the purpose of this map? If you don’t know, how would you find out?
   3. How does this map compare with the modern topographic map? I.E. are there indications of limitations of knowledge of the physical characteristics of the Olympic Peninsula in 1854? What do you imagine would contribute to this limitation or lack of information (Hint: see description of topographic map creation on site page - Map #3 or George Gibbs Map)?

Teacher leads discussion with students after they have had opportunity to study the map.

1. Have students study the map of current location of tribes and reservations. (See Map #4 –Native People of the Olympic Peninsula).
   1. How do current reservations compare with the original distribution of village locations? For example, how do they differ with respect to access to resources? Rivers? Saltwater access?
   2. What can you deduce about access to economic resources and cultural/social relationships with movement to reservations? For example, what might you expect to happen to people who were accustomed to using the Straits of Juan de Fuca? What might happen to people’s relationships to one another? To marriage and other kinship ties?
   3. What can you deduce about relationship to historic, culturally significant landscapes after movement to reservations, for example cemeteries or ancient homesteads, or travel to more distant territories and friends and kin? What might happen to religious practices?
2. Have students read the text of *Background of The Point No Point Treaty Tribes*.
   1. How does the description of the economic and cultural lives of Western Washington Indians at treaty time compare with your deductions and assumptions (Including particularly A above)?

**Graphic Organizer**

* What do the maps tell us? (use questions asked during discussions to help you complete this graphic organizer)

|  |  |  |  |
| --- | --- | --- | --- |
| Type of Map | What does the map tell you about the indigenous tribes on the Olympic Peninsula? | | |
| Example #1 | Example #2 | Example #3 |
| Topographic map |  |  |  |
| Maps of Native Peoples of Olympic Peninsula (Village Sites & Language Groups |  |  |  |
| Treaty Period Map |  |  |  |
| Current location of tribes and reservations |  |  |  |

**Mini Practice/Review Session**

* Students will review the essential question: How does physical geography affect the distribution, culture, and economic life of people who inhabit a particular area?
* Students will complete a **graphic organizer** and create an account that organizes and summarizes knowledge gained from the study of these maps.
* Students will use their interpretation and analysis of the maps and the text to form a hypothesis that addresses this question: “Given what I know about the physical geography, village distribution, language groups, and economic and cultural lives of the Olympic Peninsula pre-treaty period and subsequent assigned reservations, I expect that the following issues might cause conflict for the tribes and between the tribes and the Federal Government. What causes conflict today?”
* Group Forum: Students will share their various hypotheses about the causes of conflict as a class.
* Students will create a draft hypothesis in which their statements are supported by at least four specific pieces of information derived from the documents(maps) They will describe what they learned about how people might have lived based upon evidence found in and cited from the maps and *Point No Point Treat Tribes* text*.*
* Practice Related to the **Why History? CBA**: Students will start a journal on one particular tribe and in this journal, they will reflect on newspaper articles that relate to this tribe (Linda Mapes’ article is one possible example). Specifically, students will look for examples of conflict described in these articles and try to explain this conflict using what they have learned thus far.

***Background: The Point No Point Treaty Tribes***by

Llyn De Danaan

The present-day tribes who were signers to the Point No Point Treaty live on the Olympic Peninsula in Western Washington State. The Peninsula is an area rich in resources including plants, insects, fin fish and shellfish, and mammals. For thousands of years before the coming of Americans and the signing of the Treaty, it provided a rich environment for human settlements occupied by the predecessors to the present-day Elwha Klallam, Jamestown S’Klallam, Port Gamble S’Klallam, and Skokomish among others.

The Skokomish are Twana speaking people who occupied the Hood Canal area. Twana is a branch of the Southern Coast Salish or Lushootseed language. Twana was the language of the Hood Canal people and its river drainages.

The Elwha Klallam, Jamestown S’Klallam, and Port Gamble S’Klallam speak a branch of Central Coast Salish called Clallam. They occupied the north slope of the Olympic Peninsula from the Hoko River to Port Discovery Bay.

Because of the varied resources of the Peninsula, the pre-Treaty population was dense compared with other areas of North America. Food was available literally year-round. A predictable, staple of the diet was salmon, among other fish. The salmon that is caught in the waters of the Strait of Juan de Fuca, Hood Canal, and the rivers of the Peninsula are anadromous. That is, these fish live out their adult lives in ocean water but return, predictably, to rivers to spawn. All five species of salmon were present at different places and times. The people developed a variety of techniques for harvesting these fish as they ascended the rivers as well as when they moved through the saltwater. Fishing technology included traps and weirs, seines and gill nets, and hooks and spears. Chinook and Cohoes salmon could be trolled for from late winter through spring. Sockeye and pink salmon arrived in the Strait of Juan de Fuca around mid-July. Because the fish returned yearly, the people had a reliable, bountiful annual food supply (barring ecological catastrophe) that they reaped efficiently. The people used these fish fresh but also preserved the meat in a variety of ways, including wind and sun drying and smoking, so that the harvest could be saved and used throughout the year.

The people of the Olympic Peninsula lived in winter villages along bays, river mouths, along productive coast lines, and near the banks of rivers and streams, that is anywhere that might provide access to their primary means of transportation, i.e., waterways, and food supplies. These village communities were comprised of wood frame plank-houses. These villages were both economic and social units. It was during the winter that most elaborate religious and ceremonial activities took place.

Village exogamy was the general rule. That is, people sought marriage partners from outside the village and even outside their immediate tribe or language group.

The people of the Olympic Peninsula used a variety of canoes depending upon circumstance. Canoe designs were specialized for use in the open sea, in bays, or on rivers. Some were used for travel and the transport of goods. Others were used for hunting or fishing. There was also an extensive network of trails that led to resource laden meadows and foothills or followed ridgelines so that people could cross the rugged terrain. These routes were used for hunting, particularly of elk, deer, bear, marmot, and trade.

Hunters used bows and arrows, often hunting with dogs. But deer and elk were also taken in drives. Other techniques for taking animals included pitfalls, snares, and nets.

During warmer seasons, people traveled away from winter villages to fish or collect shell fish or collect berries, including salmonberry, blackberry, thimbleberry, blackcap, serviceberry, salal berry, red huckleberry, and blueberry, and other seasonal crops such as vegetable shoots and the bulbs of camas and tiger lily on the natural prairies that dotted the Peninsula. Other food species taken included at least twenty species of waterfowl. Shellfish were also abundant and used for food. These included the littleneck clam, butter clam, horse clam, cockle, geoduck, mussel, and tiny native oyster. Some of these were dried for later use and some were traded.

During these collecting trips, travelers set up temporary camps. Small groups ranged widely over the Peninsula and along the coast lines.

Though people savored a rich variety of foods provided by their environment, salmon was inarguably the staple food of the region. Other fish species supplemented this fare. Depending upon season, water conditions, and location, halibut, herring, smelt, flounder, and perch could be found in abundance.

**Bibliography**:

Elmendorf, William, *The Structure of Twana Culture.* Washington State University Press. Pullman: 1992.

Elmendorf, William, *Twana Narratives*. University of Washington Press. Seattle: 1993. (out of print)

Suttles, Wayne*, Handbook of North American Indians*. Volume 7, Northwest Coast. Smithsonian Institution. Washington, D.C.: 1990

Wray, Jacilee, *Native Peoples of the Olympic Peninsula*. University of Oklahoma Press. Norman: 2002.

Lesson II

**Essential Question:** What is the legal status of Indian Tribes as sovereign nations with respect to the United States Government? How does the sovereignty of tribal nations affect our lives today?

**Nation Within a Nation**

History EALR 1.2.2 Identify and analyze major issues, people, and events in Washington State History

History EALR 1.1.2b Using evidence for support, identify, analyze, and explain possible causal factors contributing to given historical events

History EALR Identify and analyze major issues, people and events in Washington State, U.S. and World History

History EALR 2.1.2a Explain the origin and historical context of major ideas and their impact on societies

**Objectives:**

* Overall Objective: Students will learn about sources, policies, and events that contributed to the making of Treaties between the Federal Government and sovereign Indian Tribes and set the stage for the Point No Point Treaty.
* Students will know the legal relationship between the Federal Government and Indian Tribes.
* Students will know the basic reason for and history of treaty making including the ratification process.
* Students will understand the term sovereignty as applied to Indian Tribes.
* Students will understand the historical context of the so called “Stevens Treaties.”
* Students will learn the use and historical implications of the following concepts:
  + Doctrine of Discovery
  + Sovereignty
  + Treaty
  + Ratification
  + Canons of Construction.

**Teacher Instructional Steps and Materials**

**Materials**

Provide students with the following resources:

* 1. Doctrine of Discovery.
     1. Steve Newcomb’s “Five Hundred Years of Injustice: The Legacy of Fifteenth Century Religious Prejudice” *(not yet available in this packet)*
     2. Robert J. Miller’s “Indian Treaties as Contracts” *(not yet available in this packet)*
  2. Johnson v. McIntosh: In Johnson v. McIntosh (21 U.S. (8 Wheat.) 543 (1823)), Chief Justice Marshall ruled for the Court that Indian tribes could not convey land to private parties without the consent of the federal government. The Court reasoned that, after conquest by the Europeans and the establishment of the United States, the rights of the tribes to complete sovereignty were diminished, and the tribes' power to dispose of their land was denied.
  3. Canons of Construction
     1. definition and discussion from Chippewa.
     2. Worcester v. Georgia: In Worcester v. Georgia (31 U.S. (6 Pet.) 515 (1832)), the Court said, "[t]he Cherokee nation...is a distinct community, occupying its own territory, with boundaries accurately described, in which the laws of Georgia can have no force, and which the citizens of Georgia have no right to enter, but with the assent of the Cherokees themselves, or in conformity with treaties, and with the acts of Congress...." In Worcester, the Court established the principle that states are excluded from exercising their regulatory or taxing jurisdiction in Indian country. (SOURCE: American Bar Association: [www.abanet.org/genpractice/lawyer/complete/f95marshall.html](http://www.abanet.org/genpractice/lawyer/complete/f95marshall.html))
  4. Chapter 3 of *Indian Tribes as Sovereign Governments* (Page 33-39) *(not yet available in this packet)*
  5. Chapter 1 of *Indian Tribes as Sovereign Governments* (Page 3-8) *(not yet available in this packet)*
  6. Brief History of US-Tribal Relations
  7. Additional Readings on Treaties: <http://www.senate.gov/artandhistory/common/briefing/Treaties.htm>

**Activities for Students**

1. Have students read a definition of Doctrine of Discovery, perhaps by doing their own research in encyclopedias. Also have students read Chapter 3 of *Indian Tribes as Sovereign Governments*. Provide guiding, probing questions to accompany reading and discussion of the reading:
   1. What are the “central concepts” that underlie sovereignty?
      1. Tribe
      2. Indian
      3. Indian Country
   2. What are the limits to the sovereignty?
   3. What is the “Doctrine of Tribal Sovereignty”?
   4. What are the fundamental powers of Indian Tribes?
      1. Power to establish a form of government
      2. Power to determine membership
      3. Police power
      4. Power to administer justice
      5. Power to regulate and manage natural resources
      6. Power to define the parameters of business activity
      7. Power to exclude persons from the reservation
      8. Power to charter business organizations
      9. Sovereign immunity

Teacher led discussion to review all concepts

* + - Summary Question: What can tribes do in comparison to other nations? What can’t they do?

1. Have students read Chapter 1 of *Indian Tribes as Sovereign Governments.* Provide guiding, probing questions to accompany reading and discussion of the reading:
   1. What did the Indian Commerce Clause of the constitution establish?
   2. What did the Indian Trade and Intercourse Act of 1790 establish?
   3. To what does the phrase “original Indian title” refer?
   4. Treaties further clarified the Federal government’s relationship to Indian Tribes. How?
   5. The Canons of Construction general govern the interpretation of treaties. The canons “provide that treaties are to be construed broadly in determining the existence of Indian rights.” Why do you suppose this is true?
   6. What was “removal”?[[2]](#footnote-2)[2]
   7. What is the “reservation system”?

Have students study the U.S. Senate web page on treaties. This page provides a good background on the constitution authority the Senate has in the approval of treaties made by the executive branch. It also provides the students with a history of treaty making with sovereign governments, including with International governments and Indian tribes and even the Comprehensive Nuclear Test Ban Treaty.

**Graphic Organizer**

|  |  |  |
| --- | --- | --- |
| **Concept** | **Definition** | **Example from Current Issues** |
| Sovereignty |  |  |
| Commerce Clause |  |  |
| Doctrine of Discovery |  |  |
| Canons of Construction |  |  |
| Sovereign Immunity |  |  |
| Tribe |  |  |
| Indian |  |  |
| Indian Country |  |  |
| OTHER? |  |  |

**Compare & Contrast – Tribal Nations v. United States v. Washington State –**

**What does sovereignty mean?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Tribal Nation** | **United States** | **Washington State** |
| **ACTIVITY** | **What can a tribal government do?** | **What can the federal government do?** | **What can the state government do?** |
| Taxation |  |  |  |
| Educating Young People |  |  |  |
| Building a Military |  |  |  |
| Arresting Non-Citizens |  |  |  |
| Enforcing Civil Infractions |  |  |  |
| Enforcing Treaty Compliance |  |  |  |
| Trading with Foreign Nations (outside the borders of the United States) |  |  |  |
| Regulating the Highways |  |  |  |
| Protecting Fishing Rights & Enforcing Regulations |  |  |  |
| Gaming |  |  |  |
| Selling of Fireworks |  |  |  |
| Selling of Alcohol & Tobacco |  |  |  |
| Selling of Gasoline |  |  |  |
| Hunting |  |  |  |

**Mini Practice/Review Session**

**Assessment: Students will write a one-page summary that describes the relationship of treaty tribes to the United States government and define the term sovereignty. Students will create a graphic that describes the treaty making process.**

Practice Related to the **Why History? CBA** **Part 1**: Have students use the first graphic organizer template to define all relevant terms from this unit and, with the aid of the journal on newspaper articles they are keeping, point out one current example of this concept relating to tribes in Washington state.

Practice Related to the **Why History? CBA** **Part 2**: Have students use the second graphic organizer template to determine how tribal, federal, and state governments have different powers in, at least, 3 areas. Again, the journal on newspaper articles they are keeping may assist them in completing this chart.

**Lesson III**

**Essential Question:** What were the political, economic, demographic and cultural consequences of the Point No Point Treaty?

**The Point No Point Treaty**

Social Studies Skills 1.1.f Creates a product that uses Social Studies content to support findings; present products in an appropriate manner to an audience.

Geography 3.2.2a Explain how the physical environment impacts how and where people live and work.

Economics 1.1.2a Provide examples of how groups and individuals face choices and consider price and personal values in making choices in present and historical situations.

Geography 1.1.2b Use data and a variety of symbols and colors to create thematic maps, mental maps, and graphs depicting geographical information.

**Objectives:**

* Students will learn the purpose of the Western Washington treaties between the Federal Government and Indians (i.e. Stevens treaties\*\*\*[[3]](#footnote-3) ).
* Students will become familiar with the names and duties of key Federal negotiators during the Western Washington Treaty period.
* Students will know key articles of the Point No Point Treaty and their provisions.
* Students will know key issues raised by Indian people during Point No Point Treaty negotiations.

**Teacher Instructional Steps and Materials**

**Materials**

Provide students with the following documents:

1.   Background The Treaties of Western Washington by Llyn De Danaan.

2.   Point No Point Treaty. Full text available at [http://www.historylink.org](http://www.historylink.org/) and [http://www.pnptc.org](http://www.pnptc.org/) and Northwest Indian Fisheries Commission web site, [www.nwifc.wa.gov/tribes/treaties/tpnp.asp](http://www.nwifc.wa.gov/tribes/treaties/tpnp.asp). All the Puget Sound Treaties (i.e., “Stevens Treaties”) can be found there. They are also available at University of Washington digital collection site.

3.   Treaty Minutes: Transcription of Commission Journal and negotiations with the Klallam, Skokomish, Twana and Chemakum, George Gibbs, 1855

4.   List of signatories identified as Skokomish

*5.   Native Peoples of the Olympic Peninsula,* Pages 18-19 (S’Klallam) and Pages 68-70 (S’kokomish)

**Activities for Students**

1. Have students read and discuss *The Treaties of Western Washington.* Provide guiding, probing question to direct the reading:
   * + What do you gather was the United States government’s main goal in creating a Treaty Commission and seeking to negotiate treaties with the Indians of Western Washington? What were some secondary reasons for the treaties?
     + Who was involved in drafting the treaties?
     + What year did negotiations begin?
     + What do you know about the language used in most of the treaty negotiations?[[4]](#footnote-4)[3]
     + Who were the signatories to the treaties and how were they chosen?
     + Given what you’ve already learned about the physical geography and cultures of the Olympic Peninsula before the treaty, why do you suppose the treaty language regarding fishing is especially important?
     + What were some of the major issues in negotiating treaties: for the U.S. Government? For the “tribes”? Example: language differences, no precedent for signing legal documents, the assigning of leadership/signatory status, the “non-tribal” political organization of Western Washington bands and villages, many of which became subordinate to larger entities in terms of the signing.

Teacher led classroom discussion based upon these questions.

1. Have students read the Transcript of the Commission journal and Treaty Negotiations. Ask students to read the transcript like a play. Provide guiding, probing questions:
   * + How do you gather the Treaty Commission members were traveling around the Sound to meet with Indian people?
     + Take note of the location of the negotiations on maps.
     + Which major “tribes” were present and assembled and how many individuals representing those tribes?
     + What does Governor Stevens promise the Indians?
     + What are the major concerns and objections raised by the spokespeople for the Indians?
       - Places to find food
       - Wish to stay in own homes, near ancient burial grounds
       - Land is valuable
       - Enmity between and among the people to be assigned to one reservation
     + What does Simmons, the Agent promise?
     + What seems to convince the people to sign the treaty?
     + What is the meaning of the white flag?

Teacher led discussion based upon these questions.

1. Have students read the text of the Point No Point Treaty. Provide guiding, probing questions.
   * + Compare and contrast the topographical map and the treaty map with the description of the ceded territory in the text of the Treaty?
     + Can you find the site of the reservation land reserved for the occupation of the bands and tribes that signed the treaty? Assuming all 1200 people who were present at the negotiations were to move on to this land, how many acres would each have? What are the implications of this reserved land for the economic and cultural lives of the people, Mr. Simmons’ and Gov Stevens’ promises aside for the moment?
     + One of the most controversial articles of the Western Washington Treaties is Article Four. What do you take “usual and accustomed” grounds and stations given what you know about the economic life of the Indians at Treaty time and the distribution of their villages? What is the catch 22 as you see it of promising the Indians that they may hunt and gather on “open and unclaimed lands?”
     + What do the Indians receive in compensation for the lands they have ceded to the United States? Would you be willing to be paid for your land but have the money spent on objects the buyer deems proper for you?
     + What is the implication of Article 7 for the Indians?
     + Why is Article 12 part of the Treaty? What was the status of the abolition movement in the United States at this time? Which states had slaves, and which did not? How soon was the Civil War to begin?
     + Signatory Page – Have students consider the following questions:
     + What can you tell from this list of names? What can’t you tell?

* What names do you recognize?
* How many signed with an “X?”
* How many have both a European and an Indian name?
* What kinds of European names were these Indians using? Why did they have these names?
* What do titles reveal about the tribes?
* Who did Stevens’ people appoint to be there?

Note: For each source, please help your students analyze the information using the “analyzing sources” questions page provided at the end of this lesson.

1. What were the most important issues for Indian people when considering what should be in their treaties?

* Land: continued access to
* Religion
* Right to Gather Traditional Foods or First Foods (fish, roots, berries, elk, deer)
* A reserved homeland within home territory

**Graphic Organizer – Point No Point Treaty & Dislocation**

|  |  |  |
| --- | --- | --- |
| **Factors** | **What were the factors that led to the Point No Point Treaty?** | |
| **What factors led members of the U.S. federal government to sign the treaty?** | **What factors led tribal members to sign the treaty?** |
| **Political Factors (e.g. sovereignty)** |  |  |
| **Economic Factors (e.g. land, gold, fish)** |  |  |
| **Cultural Factors (e.g. attitudes & values)** |  |  |
| **What was the most important factor that led to the signing of the treaty?** | | |

**Mini-Practice/Review**

Create a synthesis paper, map, and graphic presentation that organizes what you have learned about the Treaty of Point No Point and the movement of the Olympic Peninsula Tribes involved in that Treaty.

* Completing the Graphic Organizer:
  + Identify, list, and analyze political factors that related to the dislocation of the people.
  + Identify, list, and analyze the economic factors that related to the dislocation of the people.
  + Identify, list, and analyze the attitudes, values that lead to both their resistance and their ultimate compliance with the treaty and acceptance of its terms.
* Discuss what other choices the Indian people might have had.
  + What other challenges might have led them to accept the treaty and its provisions?
* Create a map that demonstrates the original home villages of Klallam, Skokomish and Chimakum people and the location of the reserved land (Refer to maps from Lesson #1).
* Practice Related to the **Why History? CBA**. Students will keep a journal on one particular tribe and in this journal, they will reflect on newspaper articles that relate to this tribe.

**Support your discussion with references from your reading during this lesson as well as references from previous lessons including maps.**

**Background: Treaty Making in Western Washington**

Oregon Territory included what became the states of Washington, Oregon, Idaho, and western Montana. It was created two years after Britain and the United States signed a treaty in 1846. This treaty established a boundary line at the 49th parallel, a boundary that became the present border between Washington state and Canada.

Congress passed the Donation Land Act in 1850. This provided a process whereby Americans could obtain land in the new territory. American settlers immigrated to the area and staked their claims. In 1853, nearly two thousand colonists “lived among twelve thousand or so indigenous people,” around Puget Sound (Harmon: 1998, p. 61). These new arrivals secured land in the Skokomish River valley as well as Port Gamble and Port Ludlow. They were operating sawmills, farming, and fishing commercially by the mid-1850s.

Indians provided settlers with foods such as fish, shellfish, meat, and a variety of seasonal crops such as berries. Indians also traded farm and produce with the non-Indian farmers and worked in a variety of enterprises as wage laborers.

Indians were assured that they would be compensated for valuable land that was appropriated for non-Indian settlement. In 1853, Washington Territory became a separate entity. Isaac Stevens received the appointment as first governor and arrived in Olympia at the end of 1853. He was also appointed to be the Territory’s Superintendent of Indian Affairs. In this capacity, he reported to George W. Manypenny, the Commissioner of Indian Affairs. As an agent of the United States government, he was concerned to extinguish Indian title to the land in order to avoid any possible conflict between Indians and non-Indians.

Stevens set about the task of negotiating treaties with the Indians of the Territory with the goal of creating enclaves of Indians on a few reservations, purchasing the Indians’ land, and opening the rest of the Territory for non-Indian settlement and development. He had also been in charge of a railroad survey. Though settlers were coming by wagon train to the area in the 1850s, Stevens and others foresaw the time when a railroad would bring thousands across the mountains and, with them, enormous development.

Known as the “Stevens’ Treaties, these documents were written and negotiated with great haste. The Point No Point Treaty was settled on January 26th, 1855.

George Gibbs, an attorney and advisor to Stevens, helped to draft the treaties and assisted in the negotiations.

The treaties provided for reservations and acknowledged the importance of “usual and accustomed” fishing and shell fishing grounds as well as hunting and other resource taking territories for the sustenance of the Indian people. These resources were important not only to Indians but as items of trade with non-Indians.

The treaties were written in English, but translation was provided in Chinook “jargon,” an extremely limited trade language, and then reinterpreted into local languages. Debate continues about how much of the treaty was understood, given the limitations of Chinook and the translations. Particularly in debate has been the phrase, “in common with.” Most Indians who participated in the negotiations heard an extremely simplified rendition of a complex legal document that resulted in the alienation of most of their lands.

The treaties were signed by “chiefs” appointed or acknowledged by Stevens’ representative, Michael Simmons. Though the Indian people whose lands were ceded by the treaties shared languages and were in contact with one another through marriage and trade, they were not organized as “tribes” in the political sense of the word. Thus, though many “chiefs” signed the treaties, some bands, acknowledged as separate entities in the treaties, had no signatories.

Minutes or records of some of the treaty negotiations were made on the spot providing us with at least some sense of Indian reaction to their meetings with Governor Stevens.

References:

Harmon, Alexandra. *Indians in the Making*. University of California Press. Berkeley: 1998.

Lane, Barbara. *Background of Treaty Making in Western Washington*. Institute for the Development of Indian Law. Washington, D.C.: 1977

Wray, Jackilee. *Native Peoples of the Olympic Peninsula*. University of Oklahoma Press. Norman: 2002.

**Questions for Analyzing Sources- CBA Materials**

*Use the questions on this sheet to help you analyze the sources you are examining.*

* Summarizing
  + What type of document is the source?
  + What specific information, details, and/or points of view does the source provide?
  + What is the subject, audience, and/or purpose of the source?
  + What does the source directly tell us?
* Author
  + Who created the source?
  + What do you know about the author?
  + What is the author’s point of view?
* Place and Time
  + Where and when was the source produced?
  + How might this affect the meaning of the source?
* Prior Knowledge
  + Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source?
* Audience
  + For whom was the source created and how might this affect the reliability of the source?
* Reason
  + Why was this source produced at the time it was produced?
* Significance
  + Why is this source important?
  + What inferences can you draw from this document?
  + Ask yourself, “So What?” in relation to the question asked.
* Corroboration
  + What similarities and differences exist between the sources?
  + What factors could account for the similarities and differences?
  + What gaps appear to exist that hinder the final interpretation of the source?

* Citing
  + What parts of this source would you use as evidence to support or refute your interpretation?
  + How would you let your audience know that you took this passage from the source?

Lesson IV

**Essential Question:** What are the ways in which people respond to outside pressures that may pose dangers to the survival of their cultures and independence? What are the ways Indian people of the Olympic Peninsula responded to outside pressures such as encroaching non-Indian settlement, missionaries, boarding schools, and the reservation system?

**Repercussions and the Treaty**

Social Studies Inquiry and Information Skills EALR 1.1.2f Creates a product that uses social studies content to support findings; presents product in an appropriate manner.

History EALR 1.1.2a Group events and individuals by broadly defined historical eras and develop related timelines.

Social Studies Skills EALR 1.1.2d Recognize relevant facts and ideas in social studies documents; evaluate bias of sources/authors; classify information as fact/opinion.

**Objective**

* Students will be able to articulate an understanding of the difficulties the Point No Point Tribes had with land, economic development, communication, and traditional fishing and hunting rights in usual and accustomed grounds with the Federal Government during the early reservation period.

**Teacher Instructional Steps and Materials**

**Materials**

1. Excerpt Point No Point Treaty: No. 1 Annual Report of T.J. McKenney, 1869, P. 130-131 (Digital Collection American Indians of the NW, University of Washington Libraries).

2.    Report of the Board of Indian Commissioners, Appendix A c, No. 5. Council of Skokomish. Minutes of a Council with Skokomish Indians at their Reservation in Washington Territory. Monday, September 4, 1871. Excerpt: the speech of Chief Frank. P. 136; the speech of Spar (page 136-137); the speech of Big John, P. 137.

3.    No. 62 Annual Report of Supt for Washington Territory, 1873, Page 300-301 (Digital Collection American Indians of the NW, University of Washington Libraries).

4.    Commentaries on land and lack of “patents”[[5]](#footnote-5)[1] to land, speeches by Jackman, a sub chief and Chehalis Jack, a sub chief, late 1870s. (The Indians of Puget Sound, The Notebooks of Myron Eells. University of Washington Press. Ed. George Castile. Copyright 1985).

5.    Letter written by a 17-year-old Skokomish schoolboy to Rutherford B. Hayes, President of the United States, January 5, 1879 (The Indians of Puget Sound, The Notebooks of Myron Eells. University of Washington Press. Ed. George Castile. Copyright 1985).

6. Court of Claims, P. 596-608. Deposition of Dick Lewis, for claimant, taken at Skokomish Indian Reservation, Washington, on the 23d day of March, A.D. 1927 (Court of Claims of the United States. No. F-275. Duwamsh et al, Report for the Interior Department, 1931).

**What are the concerns being expressed by the following groups?**

|  |  |  |
| --- | --- | --- |
|  | **US Government Agents** | **Members of Washington State Tribes** |
| **Land** |  |  |
| **Community** |  |  |
| **Economic Development** |  |  |
| **Sovereignty/Political Power** |  |  |
| **Boundaries** |  |  |
| **Patents** |  |  |
| **What were the main concerns expressed by both groups?** | | |
| **Concern #1:** | | |
| **Concern #2:** | | |
| **Concern #3:** | | |

**(Supplemental) Graphic Organizer - 8th Grade – Enduring Cultures – Graphic Organizer**

|  |  |  |
| --- | --- | --- |
|  | Tribal Groups | European Settlers |
| Challenges Faced  (Economic,  Social,  Political/Legal) | 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Responses to Challenges  (Economic,  Social,  Political/Legal) | 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Position/Thesis on types of challenges members of different groups faced **or** the ways members of these groups responded to challenges – (*What are the similarities between the two groups? What are the differences?)* |  | |

**Mini Practice and Review**

**1:** Students will analyze each document and prepare a one-page summary of each Note: (For each document, you may want to have your students analyze the information using the “analyzing sources” questions page provided at the end of lesson #3).

Guiding Questions: Who is speaking? What is their point of view? What is the nature of the source or setting of the information? What is the speaker’s or writer’s primary points? Are they based upon fact or opinion? Provide a timeline starting with the treaty negotiation through the 1927 Court of Claims.

(Students should be encouraged to use other primary documents [e.g., The University of Washington’s Digital Library: Native American Rights Fund, American Indians of the Pacific Northwest])

What are the points in which the speakers or writers differ, i.e. where is the conflict specifically? the analysis of the problem? What are the ideas for solving the problem?

2: Students will create a graphic organizer: This graphic organizer will summarize material derived from reading.

A.      Challenges faced by Indian people during the early reservation period

a.      Social

b.     Economic

c.      Political and legal

B.       Responses to the challenge

a.      Social

b.     Economic

c.      Political and legal

(Note: this graphic organizer comes from the “Enduring Cultures” CBA)

* Practice Related to the **Why History? CBA**: Students will continue to keep a journal on one particular tribe and in this journal, they will reflect on newspaper articles that relate to this tribe.

Lesson V

**Essential Question:**

**How Have Point No Point Treaty Tribes responded to reservation life and, as sovereign nations, met the economic and cultural necessities of sustaining their tribal communities?**

**Enduring Cultures: People of the Olympic Peninsula Today: Why We Study History**

Social Studies Inquiry and Information Skills EALR 1.1.2f Creates a product that uses social studies content to support findings; present product in an appropriate manner to a meaningful audience

History EALR 1.3.2 Examine the development of different cultures in Washington State, U.S. and world history.

**Objectives**

* **Overall objective: student will be able to present a clearly stated position on how history helps us understand the present.**
* Students will have demonstrated an understanding of the organization and economic and cultural concerns of Point No Point Treaty tribes (e.g., fishing and hunting rights, resource management, etc.).
* Students will be able to articulate the nature of enterprises tribes have undertaken to sustain their economies and provide jobs and income.
* Students will be able to articulate the basis of the relationship between the sovereign tribes and the State of Washington.

**Teacher Instructional Steps and Materials**

**Materials**

1. *Centennial Accord between the Federally Recognized Indian Tribes in Washington State and the State of Washington*, 1989: <http://www.goia.wa.gov/Government-to-Government/Data/CentennialAccord.htm>

2.  *People of the Olympic Peninsula*, “The S’Klallam: Elwha, Jamestown and Port Gamble”, Pages 17-81. *(not yet available in this packet)*

3. Websites for the 4 Tribes. *(not yet available in this packet)*

**Port Gamble S'Klallam, Jamestown S'Klallam\*\*\*\***

4.  Point No Point Treaty Council home page, [www.pnptc.org](http://www.pnptc.org)

5.  Northwest Indian Fisheries Commission web site: [www.nwifc.wa.gov](http://www.nwifc.wa.gov/)

6.  New Law Encouraging tribal history to be included in the common school curriculum.)SHB 1495 (2005 Session)

www.leg.wa.gov/pub/billinfo/2005-06/Htm/Bills/Session%20Law%202005/1495-S.SL.htm

**Activities for Students**

1. Read the Centennial Accord. Teacher provides guiding, probing questions.
   * How many federally recognized tribes are there in the state of Washington? (29)
   * What is the purpose of the Centennial Accord?
   * What is meant by the term “government to government”?
   * What do the terms accountable and accountability mean?
   * What does the term accord mean?
   * Why is the document called the “Centennial” Accord? Hint: what happened in 1889? (Washington became a state and began a relationship with Indian Tribes. The State of Washington must acknowledge the sovereignty of the Tribes and their legal status established by treaty).

Teacher led discussion based upon this question after student’s study material.

1. Read the chapters in *People of the Olympic Peninsula.* Teach provides guiding, probing questions:

Key issues: Note how issues/concerns are expressed, discussed, addressed in each essay

* + - Self-Governance and Self Determination and Economic Vitality
    - Restoration of rivers
      * Addressing pollution
      * The problem of dams
      * Addressing the problem of development
    - Restoration of salmon runs
      * Fisheries programs including hatcheries and hatchery management, preserving wild stock,
      * Providing adequate habitat for spawning, i.e., cool, clear, clean water
    - Keeping traditions and culture alive
      * Heritage programs
      * Fishing, hunting, gathering
      * Preparation of salmon
      * Canoe journey
      * Language Preservation
    - Taking care of resources including children
    - Preparing for the future “unto seven generations”

1. Have each student pick one tribe to follow from the No Point Treaty Council home page and Northwest Fisheries Commission web site. Each student should focus on the tribe and follow current issues that seem most critical to their chosen tribe.

**Mini Practice and Review**

Students working in pairs will create a triptych panel with graphics that shows both the current and historic location of the tribe they’ve chosen to study. The panel will include information about that tribe’s current cultural and economic concerns and enterprises. The graphics and text should include specific information on the tribe’s

Government, fisheries and initiatives connected with river or run restoration, and other enterprises such as gaming and hotels.

* Practice Related to the **Why History? CBA**: Students will complete their journal on one particular tribe and in this journal, they will reflect on newspaper articles that relate to this tribe.

**Culminating Activities = Why History?**

History EALR 1.1.2a Group events and individuals by broadly defined historical eras and develop timelines

**Teacher Instructional Activities**

Provide students with access to all materials previously studied in this Point No Point lesson.

**Objective:**

**Students will demonstrate mastery of Unit Goals, i.e.**

**Unit Goals:**

* To develop students’ abilities to seminar, present and justify a point of view on a historical issue, and organize, write and illustrate the key elements involved in a historical period or issue.
* To provide students with ability and knowledge to explain the nature of treaties negotiated by the United States Government and the meaning of tribal sovereignty.
* To provide students with ability and knowledge to explain the basic issues and motivating forces during the treaty period in Washington Territory.
* To provide students with the ability to explain and illustrate the relationships between and among environment, culture, and economics.
* To provide students with the ability to read and analyze current issues that involve treaty tribes, especially the Point No Point Treaty tribes.

In demonstrating this mastery, students will be able to link the historical information to current issues and current standing of the tribes in the United States. They will be able to articulate ways in which the ways in which tribes address their public and private interests today are informed by historical events including the Point No Point Treaty. They will be able to articulate ways in which the Treaty and other historical events help inform the tribes’ relationships to the State of Washington and significant issues regarding endangered species act, dams, gaming?

**Assessment for Unit = Why History? CBA**

Students will prepare a Point No Point Treaty timeline using maps and documents studied in previous lessons. Students will connect the Treaty period with at least one current issue evidenced by one tribe’s homepage or the web page of the Northwest Indian Fisheries Commission. Students will make the connection citing specific information from at least four primary or secondary sources introduced in previous lessons and one map.

(Note: Students may use assessments completed for each of the five lessons to help them put together their final student response for the 8th Grade “Why History?” CBA.)

For more information on how to help students complete the CBA, please review the next three pages.

**8th Grade – Why History? –**

Studying history can be useful in understanding current issues. You will develop a position on how the knowledge of history helps you understand a current issue by analyzing historical events related to that issue.

**Directions to students**

In a persuasive paper or presentation, you will:

1. Explain how multiplehistorical events relate to the understanding of a significant, current issue using well-supported reasons.
2. Present a thesis/position that:
   * is clear,
   * outlines the relevant historical events to be explained, and
   * makes a generalization about how history helps us understand current events.

**8th Grade – Conflict – Graphic Organizer**

|  |  |
| --- | --- |
| Current Issue: | |
| Historical Event #1 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Reason(s) why historical event helps us understand this current issue: |
| Supporting Evidence: |
| Source:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Supporting Evidence: |
| Source:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Historical Event #2 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Reason(s) why historical event helps us understand this current issue: |
| Supporting Evidence: |
| Source:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Supporting Evidence: |
| Source:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Historical Event #3 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Reason(s) why historical event helps us understand this current issue: |
| Supporting Evidence: |
| Source:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Supporting Evidence: |
| Source:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Position/thesis on how historical events help us understand current issues: | |

**CBA Scoring Matrix**

Grade: 8, Why History? Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Related Event:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TASK** | **YES/NO?** | **Accurately?** | **Well-Supported Reasons?** | **COMMENTS** |
| Explains ONE historical event related to the understanding of a current issue |  |  |  |  |
| ...SECOND historical event |  |  |  |  |
| ...THIRD specific historical event |  |  |  |  |

Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Position/Thesis:**

|  |  |  |
| --- | --- | --- |
| **TASK** | **YES/NO?** | **COMMENTS** |
| Presents a position/thesis discussing which region the cultural group fares better that… |  |  |
| … is clear |  |  |
| …outlines relevant historical events to be explained |  |  |
| … includes a general statement about how history helps us understand current events |  |  |

Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. [1] Other sources of maps on line. Include Early Washington Maps: A Digital Collection at [www.wsulibs.wsu.edu/holland/masc/PNWTimeline.htm](http://www.wsulibs.wsu.edu/holland/masc/PNWTimeline.htm). This web site includes a good introduction to and example of timelines. Maps that can be downloaded include an 1890 map of Washington reservations published by the U.S. Census Office; Edmund S. Meany’s historical map of Washington dated 1857; An 1879 map of the Skokomish Agency; the J.H. Colton and Company map of Washington and Oregon dated 1853; and Thomas Cowperthwait and Company’s 1853 map of California, Oregon, Washington, Utah and New Mexico. All of these include descriptive notes of value in teaching students to attend to the historical context of maps and their creation.

   Another interesting site is <http://riverhistory.ess.washington.edu/>. This is the home web page for the Puget Sound River History Project and features downloadable maps of U.S. Coast and Geodetic surveys for sites around the Olympic Peninsula dating back to 1852. [↑](#footnote-ref-1)
2. [2] An extra assignment for students is to read about the “Indian Removal Act” and its consequences for the Cherokee Nation, the “Trail of Tears.” The act, passed by the Congress of the United States in 1830, is discussed in detail on the North Georgia web site, <http://ngeorgia.com/history/nghisttt.html>. An interesting side note is included on the page: the consequences of Davy Crockett’s decision to support the Cherokee. His later career in Texas and at the Alamo may be known by students. His support for the Cherokee and its impact on his life is a good opportunity to discuss leadership, morality, and ethics: Standing alone for what you believe in is difficult. Crockett’s quote, on the page, is “I would sooner be honestly damned than hypocritically immortalized.” What does he mean by this? Can students think of similar acts they’ve witnessed in some of today’s leaders? [↑](#footnote-ref-2)
3. Western Washington treaties between the federal government and Indians are also known as Stevens treaties. [↑](#footnote-ref-3)
4. [3] Provide a sidebar on the Chinook language [↑](#footnote-ref-4)
5. [↑](#footnote-ref-5)