



THE ROAD TO SOVEREIGNTY: WASHINGTON STATE TREATIES



Photos counterclockwise: Billy Frank Jr., Chief Leschi dancers and drummers perform at the Karshner Museum and Center for Culture & Art; Harvest Moon, storyteller from Quinault tribe telling stories at Karshner Center.

Cover photos courtesy of Karshner Center and Andy Lynch Photography



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Introduction

This guide is to supplement the special section entitled **“The Road to Sovereignty: Washington State Treaties”** that was published in The Seattle Times on November 30, 2016. The following guide connects to Washington State Social Studies Standards. The guide will be available for download on The Seattle Times Newspapers In Education (NIE) website (nie.seattletimes.com). Teachers are encouraged to modify the guide to fit their individual classroom needs.

Please be sure to preview all NIE content before using it in your classroom to ensure it is appropriate for all of your students.

Information on the series: You can visit the NIE website (nie.seattletimes.com) to find the flipping book version of **“The Road to Sovereignty: Washington State Treaties”** or contact NIE for additional paper copies. Have students take notes from the supplement to use in combination with this guide.

The Seattle Times Newspapers In Education (NIE)

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Table of Contents

Lesson 1: What is Tribal Sovereignty?

Lesson 2: Treaties in Washington State History

Lesson 3: Treaties and Civil Disobedience

Words to Think About Crossword

Answer Keys

Lesson 1: What is Tribal Sovereignty

Materials

Access to computer and/or smart board, pencils or pens, paper, “The Road to Sovereignty: Washington State Treaties” **pages 2 – 3**

Standards

- CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Objective

Students will read an informational text in order to learn about tribal sovereignty, and then practice negotiating their own treaty.

Pre-Reading

What is a treaty? Why do you think we make treaties? Who makes treaties? Are treaties important?

Vocabulary

As you read, look for the following vocabulary words that appear in today’s article. Write down what you think the words mean based on the “context,” or how the words are used in the sentence in which they appear. Next, look up the definitions in a dictionary and see how close your guess was for each word.

autonomous

descendants

executive

hereditary

indigenous

jargon

negotiated

reservation

Comprehension

1. Treaties are negotiated through which branch of the U.S. government?
2. Who was Isaac Stevens?
3. Isaac Stevens saw the Indians as a _____, rather than _____.
4. How many treaties were created with tribes in western Washington between December 1854 and July 1855?
5. In what language were the treaties negotiated?
6. About how many words did Chinook jargon have?
7. By which president was the Indian Removal Act signed?

Post-Reading

After reading discuss the following questions

What role do treaties play in Washington state history? What were some problems with how the settlers dealt with the Native Americans? How did the Native Americans and Settlers differ in their approaches to treaty negotiation? Why do you think that is? Can you think of anything that could have been done differently on either side?

Journal Writing Prompt

What questions do you have about tribal sovereignty? What more do you want to know?

Discuss the questions that students write down in their journals and compile them into a class list. From the class list, have students choose the top 5 questions that they think are the most important for learning about tribal sovereignty. Have students discuss with a partner which questions they chose and why they think they are important.

Small group discussion and activity

Conduct your own classroom treaty negotiation. You might want to do this regarding different spaces or seating arrangements in the classroom. Divide students into two groups, with each group picking a representative negotiator. The groups must work together to create a treaty. Reflect on the process. What did you learn? What was hard about the process? Was the process fair? Why or why not?

Extension

Complete the activity below, after reading the legend in the orange box on page 3

What was the purpose of this story? If I told you that this story was “a legend” what would you say a legend is? Why do you think that Native Americans, and a lot of other different groups of people throughout history used legends? Can you think of any legends that we still tell today? (Examples might include the Loch Ness Monster, Sasquatch, etc). Write your own legend (story that explains something) and share it with the rest of the class. If you have trouble coming up with an idea, you might try writing a legend about one of the following things:

- Why is the ocean blue?
- How did the mountains get here?
- Where does the rain come from?
- Where does the sun go at night?
- Who is the man in the moon?

In the space below, draw an illustration to go with your legend

Lesson 2: Treaties in Washington State History

Materials

Access to computer and/or smart board, pencils or pens, paper, “The Road to Sovereignty: Washington State Treaties” **pages 4-5**

Standard

CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Objective

Students will learn about and discuss the importance of treaties in Washington state history, as well as the effect of the different approaches of the settlers and Native Americans towards treaties.

Pre-Reading/Discussion Questions

Think about a time you made an agreement to do something (for instance, have you ever agreed to clean your room, or do a set of chores?). How did you make the agreement – was it written or was it verbal? Did you follow through with the agreement? Why or why not?

How can you relate your experiences to the treaties made between settlers and American Indians?

Vocabulary

Read the following quotes and determine the meaning of the word based on how it’s used in the sentence.

“The purpose of this treaty was to **procure** 800 square miles of land in order to install a railroad route through the Cascade mountains.”

Procure: obtain (something), especially with care or effort

“Indians were expecting fair payment, for land settlers had already **appropriated** and a reservation of land that would sustain their families and future generations.”

Appropriated: take (something) for one’s own use, typically without the owner’s permission

“**Disgruntled**, Leschi fled, which caused Governor Stevens to send the **militia** after him.”

Disgruntled: angry or dissatisfied

Militia: a military force that is raised from the civil population to supplement a regular army in an emergency

“When a **unanimous** verdict was reached, the judge called for a **mistrial**.”

Unanimous: a belief held or carried by everyone involved

Mistrial: trial rendered invalid through an error in the proceedings

“Losing their lands had a **profound** impact on Indian people... We kept our word when we **ceded** almost all of the land that is in western Washington.”

Profound: (of a state, quality, or emotion) very great or intense

Ceded: give up (power or territory)

Journal Writing Prompt

Describe (or compare and contrast) the difference between the American Indians' and the settlers' perception of treaties.

Post-Reading/Discussion Questions

What led to the creation of the treaties? Why do you think all the treaties had almost identical wording? Do you think the treaties were fair – why or why not? What effect did the treaties have on the American Indians?

Small group discussion and activity

In a small group, pick one of the five treaties that Issac Stevens negotiated to research. Find information about this treaty online so that you can present a short summary to the rest of your class. You might want to focus on the following questions: What tribes did this treaty involve? What land was ceded (you might even want to draw a map)? What were the tribes offered in return for ceding their land?

Lesson 3: Treaties and Civil Disobedience

Materials

Access to computer and/or smart board, pencils or pens, paper, “The Road to Sovereignty: Washington State Treaties” pages 6-7

Standard

Social Studies EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Objective

Students will examine the role of civil disobedience in American History, paying specific attention to the Fish Wars.

Pre-Reading and Vocabulary

- In a quick journal entry respond to the following prompt: *Think about something that is important to your culture. How would you feel if it was taken away from you?*
- As a class discuss the following questions:
 - What do you know about Indian fishing rights?
 - Why are salmon important to Washington tribes?

A. accord	1. serving a useful purpose; tending to build up
B. accustomed	2. the official power to make legal decisions and judgments
C. civil disobedience	3. concerned with or seeking to promote human welfare
D. constructive	4. to make (someone or something) active, healthy, or energetic again
E. Humanitarian	5. an official agreement or treaty
F. inherent	6. a form of protest in which demonstrators occupy a place, refusing to leave until their demands are met
G. jurisdiction	7. vested in (someone) as a right or privilege
H. revitalizing	8. the state of being legally or officially binding or acceptable
I. sit-in	9. customary or usual
J. validity	10. the refusal to comply with certain laws or to pay taxes and fines, as a peaceful form of political protest

Comprehension

1. U.S. v. Winans recognized what?
2. Which decision gave tribes legal access to up to 50 percent of all potential fishing harvests and established the tribes as co-managers of the salmon resource with the state?
3. Who was Billy Frank Jr.?
4. “Fish-ins” were similar to which demonstrations during the civil rights movement?
5. Indians have the right to cross non-Indian lands in order to do what? 6) During what decade did the “fish wars” occur?
7. What does it mean for tribal sovereignty to be “inherent”?
8. What was the difference in purpose between the Centennial Accord signed in 1989 and the Millennium agreement created in 1999?
9. What are tribes racing against time to do?

Extension Activities

- **(For advanced or upper level students)** As a jig-saw activity (or on their own/for homework)—have students read and annotate Henry Thoreau’s essay on civil disobedience. Respond individually or in small groups to the following prompts:
 - What analogy does Thoreau use to explain the relationship between injustice and government?
 - In what way does Thoreau take issue with Paley’s stance in “Duty of Submission to Civil Government”?
 - What is the significance of the statement, “A minority is powerless while it conforms to the majority; it is not even a minority then; but it is irresistible when it clogs by its whole weight.”? Do you agree or disagree?
 - Do you agree or disagree with the statement, “[The rich man] is always sold to the institution which makes him rich”? Support your answer with an example.
 - What events (historically and in his personal life) does Thoreau mention, that influenced his writing of this essay?
 - What does Thoreau believe is the importance of the individual in society? Do you agree with his position? Why or why not?

Analyze and discuss the essay as a class, coming up with a class definition for “civil disobedience”. How does this relate to what you know about the events leading up the Boldt decision?

- What is civil disobedience? Have students conduct research about The Fish Wars and other events leading up to the Boldt decision. In what ways does this movement align with “civil disobedience”? What other examples of civil disobedience do you know about? Compare and contrast The Fish Wars with another civil disobedience movement.
- Research the Dakota Access Pipeline—how does this compare to what happened during The Fish Wars/the Boldt Decision? Are there any differences? Find one article that is in favor of the Dakota Access Pipeline, and one article that is opposed to the Dakota Access Pipeline. Compare the opinions and facts in both articles. Is there anything overlapping? What are the differences in opinion? Write a reflection about your own personal thoughts on the pipeline—do you think it should be built or not? Why? What do you think about the protests? You might want to use examples of what you know about the Boldt decision and other civil disobedience movements in your essay. Support your position with facts from your research.

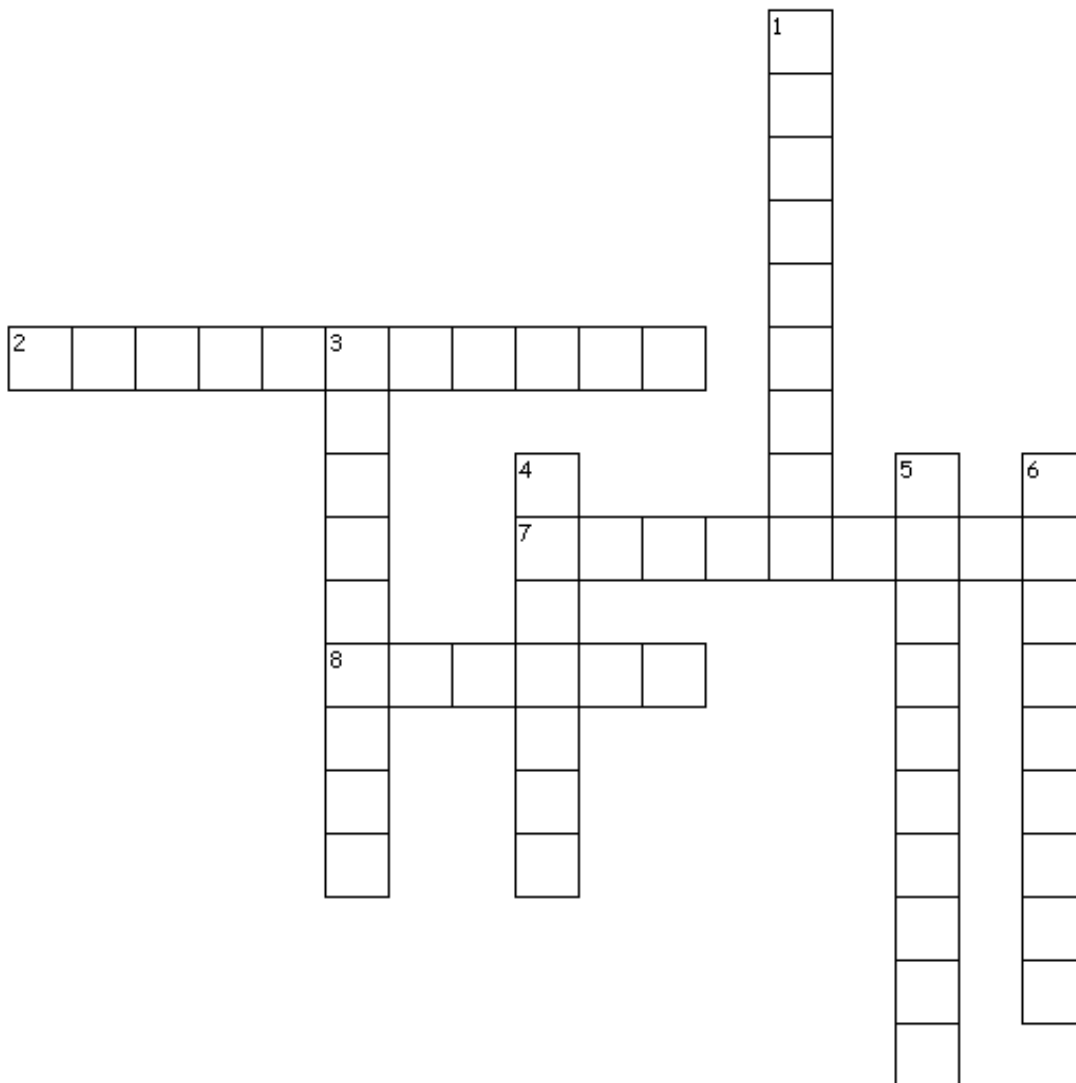
Words to think about...

Across

2. Independent power or authority to govern itself as possessed or claimed by a community
7. An authoritative order or law set forth by a governmental authority
8. An agreement between two or more sovereign states

Down

1. Customs or beliefs passed down from generation to generation
3. Type of rule or order issued by the president to an executive branch of the government
4. A people who live in different locations, moving from one place to another
5. Original or existing naturally in a particular region or environment; native
6. An area that is owned or under the control of someone



Lesson 1 Answer Key

Comprehension Answers

1. The executive branch, but they must be approved by “the advice and consent” of the senate
2. The territorial governor
3. Single group; autonomous sovereign nations
4. Five
5. They were written in English but some were negotiated in chinook jargon
6. 300 to 500 words
7. President Andrew Jackson

Lesson 2 Answer Key

CURERPO

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5	6	7		8	9

O	F
10	4

T	H	E
11		12

N	I	S	Q	U	A	L	L	Y
13	14	15		16	17	18		19

T	R	I	B	E
20	21	22		23

Lesson 3 Answer Key

Vocabulary

- A. 5
- B. 9
- C. 10
- D. 1
- E. 3
- F. 7
- G. 2
- H. 4
- I. 6
- J. 8

Comprehension Answers

1. Native cultures' oral tradition; granting validity and legality to this way of sharing valuable information
2. The Boldt decision
3. A Nisqually tribe member, was a leader for Indian treaty rights and environmental activism
4. Sit-ins
5. To fish at "usual and accustomed" places
6. Throughout the 1960's
7. It cannot be specifically assigned by the U.S. government
8. The centennial accord establishes a government-to-government relationship between the state and Washington tribes; the Millennium agreement creates a framework to assure that government-to-government relationships are constructive and meaningful
9. Pass on the intricacies of Native Language

Words to Think About Answer Key

