

UNIT 1: MIDDLE SCHOOL – WASHINGTON STATE HISTORY

TERRITORY AND TREATY MAKING: POINT NO POINT TREATY

LESSON 5: Enduring Cultures: People of the Olympic Peninsula: Why We Study History

Instructional Support Materials

Native Peoples of the Olympic Peninsula: 1st Edition OR 2nd Edition - Text not included with the “Since Time Immemorial” curriculum

Learning Goals

- **Overall objective:** student will be able to present a clearly stated position on how history helps us understand the present
 - Students will have to demonstrate 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
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Time: 2 class periods

Essential Questions

- 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?
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Teacher Preparation

Provide students with the following resources:

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”, Ed. 1, Pages 17-81; Ed.2, pages 17-88.

3. Websites for the 4 Tribes.
 4. Point No Point Treaty Council home page, www.pnptc.org
 5. Northwest Indian Fisheries Commission web site: <http://nwifc.org>
 6. Law requiring tribal history to be included in the common school curriculum. [RCW 28A-320.170](http://www.wa.gov/leg/RCW/28A/28A.170.htm) as amended by SB5433:
<http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Senate%20Bills/5433-S.pdf>
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Learning Activities

1. Read the Centennial Accord. Teacher provides guiding, probing questions.
 - A. How many federally recognized tribes are there in the state of Washington? (29)
 - B. What is the purpose of the Centennial Accord?
 - C. What is meant by the term “government to government”?
 - D. What do the terms “accountable” and “accountability” mean?
 - E. What does the term “accord” mean?
 - F. 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 students study material.

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

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

- A. Self Governance and Self Determination and Economic Vitality.
- B. Restoration of rivers
 - (1) Addressing pollution
 - (2) The problem of dams
 - (3) Addressing the problem of development
- C. Restoration of salmon runs
 - (1) Fisheries programs including hatcheries and hatchery management, preserving wild stock,
 - (2) Providing adequate habitat for spawning, ie cool, clear, clean water
- D. Keeping traditions and culture alive
 - (1) Heritage programs
 - (2) Fishing, hunting, gathering
 - (3) Preparation of salmon
 - (4) Canoe journey
 - (5) Language Preservation

