

# UNIT 1: MIDDLE SCHOOL – WASHINGTON STATE HISTORY

## TERRITORY AND TREATY MAKING: THE POINT NO POINT TREATY

### LESSON 3 - The Point No Point Treaty

#### **Instructional Support Materials**

*Native Peoples of the Olympic Peninsula 1<sup>st</sup> Edition OR 2<sup>nd</sup> Edition* - Text not included with the “Since Time Immemorial” curriculum

[The Treaties of Western Washington](#)

[The Treaties of Western Washington \(Spanish Language Version\)](#)

[Questions for Analyzing Sources](#)

[Graphic Organizer – Lesson 3](#)

[Graphic Organizer – Lesson 3 \(Spanish language Version\)](#)

[Treaty Minutes: Transcription of Commission Journal and Negotiations with the Klallam, Skokomish, Twana, and Chemakum; George Gibbs; 1855](#)

---

#### **Learning Goals**

- Students will learn the purpose of the Western Washington treaties between the Federal Government and Indians (Western Washington treaties between the federal government and Indians are also known as the Stevens treaties.)
  - 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
- 

**Time:** 2 class periods

---

#### **Essential Questions**

- What were the political, economic, demographic and cultural consequences of the Point No Point Treaty?
- 

#### **Teacher Preparation**

- Provide students with the following resources:
  1. *The Treaties of Western Washington* by Llyn De Danaan.
  2. Point No Point Treaty. Full text available at:  
<http://www.historylink.org/File/5637>

All the Puget Sound Treaties (i.e., “Stevens Treaties”) can be found at [http://www.goia.wa.gov/tribal\\_gov/tribal\\_gov.html](http://www.goia.wa.gov/tribal_gov/tribal_gov.html) (Governor’s Office of Indian Affairs)

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)
- 

### Learning Activities

1. Have students read and discuss *The Treaties of Western Washington*. Provide guiding, probing question to direct the reading:
  - a. 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?
  - b. Who was involved in drafting the treaties?
  - c. What year did negotiations begin?
  - d. What do you know about the language used in most of the treaty negotiations? Provide a sidebar on the Chinook language.
  - e. Who were the signatories to the treaties and how were they chosen?
  - f. 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?
  - g. 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

2. Have students read the [Transcript of the Commission journal and Treaty Negotiations \(the Indian Treaty of Point No Point overview, George Gibbs’ Record of the Proceedings and Treaty Language\)](#)

Ask students to read the transcript like a play. Provide guiding, probing questions:

- a. How do you gather the Treaty Commission members were traveling around the Sound to meet with Indian people?
- b. Take note of the location of the negotiations on maps.
- c. Which major “tribes” were present and assembled and how many individuals representing those tribes?
- d. What does Governor Stevens promise the Indians?
- e. What are the major concerns and objections raised by the spokespeople for the Indians?
  - (1) Where shall we find our food?
  - (2) Wish to stay in own homes, near ancient burial grounds
  - (3) Land is valuable
  - (4) Enmity between and among the people to be assigned to one reservation
- f. What does Simmons, the Agent promise?
  - (1) What seems to convince the people to sign the treaty?
- g. What is the meaning of the white flag?

**Teacher led discussion** based upon these questions.

3. Have students read the text of the Point No Point Treaty. Provide guiding, probing questions.
  - a. Compare and contrast the topographical map and the treaty map with the description of the ceded territory in the text of the Treaty?
  - b. 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.
  - c. 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?”
  - d. 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.
  - e. What is the implication of Article 7 for the Indians?
  - f. 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?
  - g. 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?

For each source, please help your students analyze the information using the *Questions for Analyzing Sources* worksheet.

4. What were the most important issues for Indian people when considering what should be in their treaties?
  - a. Land: continued access to
  - b. Religion
  - c. Right to Gather Traditional Foods or First Foods (fish, roots, berries, elk, deer)
  - d. A reserved homeland within home territory

---

### **Mini Practice/Review Session**

- 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.
  1. Complete the *Graphic Organizer – Lesson 3*:
    - 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
  2. Discuss what other choices the Indian people might have had
  3. What other challenges might have led them to accept the treaty and its provisions?
  4. 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).

