

# UNIT 1: MIDDLE SCHOOL – WASHINGTON STATE HISTORY

## TERRITORY AND TREATY MAKING: POINT NO POINT TREATY

### LESSON 4: Repercussions and the Treaty

#### **Instructional Support Materials**

*The Indians of Puget Sound, The Notebooks of Myron Eells.* University of Washington Press. Ed. George Castile. (1985). **Text not included with the “Since Time Immemorial” curriculum.**

[Report to the Board of Commissioners \(1871\)](#)

[Graphic Organizer – Lesson 4](#)

[Graphic Organizer – Lesson 4 \(Spanish Language Version\)](#)

[Supplemental Graphic Organizer – Lesson 4](#)

[Supplemental Graphic Organizer – Lesson 4 \(Spanish Language Version\)](#)

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#### **Learning Goals**

- 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.
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**TIME:** 2 class periods

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#### **Essential Questions**

- 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?
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#### **Teacher Preparation**

- Provide students with the following resources:
  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).  
<http://digitalcollections.lib.washington.edu/cdm/compoundobject/collectio n/lctext/id/491/rec/7>

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).  
<http://digitalcollections.lib.washington.edu/cdm/compoundobject/collectio/n/lctext/id/616/rec/8>
4. Commentaries on land and lack of “patents” 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 school boy 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. Duwamish et al, Report for the Interior Department, 1931).

### Learning Activities

1. Students will analyze each document and complete *Graphic Organizer – Lesson 4*.
2. 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 *Questions for Analyzing Sources* guide provided in 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 are 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? The ideas for solving the problem?

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### Mini Practice/Review Session

- Students will create a graphic organizer (*Supplemental Graphic Organizer – Lesson 4*): This graphic organizer will summarize material derived from reading.
  - A. Challenges faced by Indian people during the early reservation period
    - (1) Social
    - (2) Economic
    - (3) Political and legal
  - B. Responses to the challenge
    - (1) Social
    - (2) Economic
    - (3) 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.

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