

Suquamish Tribe Since Time Immemorial – Territory & Treaty Making Unit Overview		
Compelling Question	<i>How do Indian Treaties help us understand the world changing into what it is today?</i>	
Staging the Question	“In Poulsbo, there is a place known as “filing or grinding a bone” for a story of when a human was sharpening a bone to kill the Transformer, a supreme being that was changing the world into what it is today. When the Transformer found out his plan, he changed him into a deer, broke his knife, threw pieces into his hind legs, and made him food for the people.” (A Change of Worlds, Leonard Forsman, Suquamish)	
Supporting Question 1	Supporting Question 2	Supporting Question 3
<i>What are the ancestral lands of the Suquamish People? (JMLSTI EQ.1)</i> Historical impacts on the Suquamish Tribe through article reading and maps.	<i>Who are the “birds” that came to see themselves as owners of Suquamish lands and waters? (JMLSTI EQ.3)</i> Comparison of the words of intergenerational leaders Chairman Leonard Forsman with Chief Seattle and the Point Elliott Treaty of 1855.	<i>How do you secure an unsecure future? (JMLSTI.EQ.5)</i> Students will analyze the Treaty of Point Elliott by comparing competing goals.
Formative Performance Task	Formative Performance Task	Formative Performance Task
Level 1 Students read the first part of Chairman Leonard Forsman’s article, “A Change of Worlds”, and compare and contrast Suquamish Tribe ancestral maps with current maps of counties across Suquamish traditional territory.	Level 2 Students analyze Suquamish Chairman Leonard Forsman’s article, “A Change of Worlds”, Point Elliott Treaty of 1855, and a Chief Seattle Speech”	Level 3 Students analyze Point Elliott Treaty of 1855 and competing goals of Suquamish Tribe and Federal Government in “A Change of Worlds”
John McCoy (Iulilaš) Since Time Immemorial (JMLSTI): Tribal Sovereignty in Washington State		
Essential Question 1 (JMLSTI.EQ.1)	Essential Question 3 (JMLSTI.EQ.3)	Essential Question 5 (JMLSTI.EQ.5)

Suquamish Since Time Immemorial Territory & Treaty Making Unit
TREATY OF POINT ELLIOTT

Level 1

Essential Question: How does physical geography affect the distribution, culture, and economic life of the Suquamish Tribe? (JMLSTI.EQ.1)

Suquamish Essential Question: How can the Land Acknowledgement of Indigenous settlements affect the areas we currently reside on?

By the end of instruction, students will:

- Analyze different types of maps to understand purpose or point of view and how they relate to the ancestral lands of the Suquamish People

Social Studies Standards

SSS1.6-8.1 Analyze positions and evidence supporting an issue or an event

G1.6-8.3 Analyze maps and charts from a specific time period to understand an issue or event.

Instructional Time

- 4 Class Periods

Level 1: Students compare and contrast Suquamish Tribe ancestral maps with current maps of Kitsap County.

DAY 1

- 1) **Motivate the lesson** with Suquamish *Story of Deer and Changer*

“In Poulsbo, there is a place known as “filing or grinding a bone” for a story of when a human was sharpening a bone to kill the **Transformer**, a supreme being that was **changing the world into what it is today**.

When the Transformer found out his plan, he changed him into a deer, broke his knife, threw pieces into his hind legs, and made him food for the people.”

(A Change of Worlds, Leonard Forsman (Suquamish), sharing Story of Deer and Changer)

- 2) **Entry Task:** Work with a partner to identify Poulsbo/”Place of Vine Maple”/”Filing or grinding a bone” on a blank county map (Kitsap-King)
- 3) **Teacher Led Discussion**

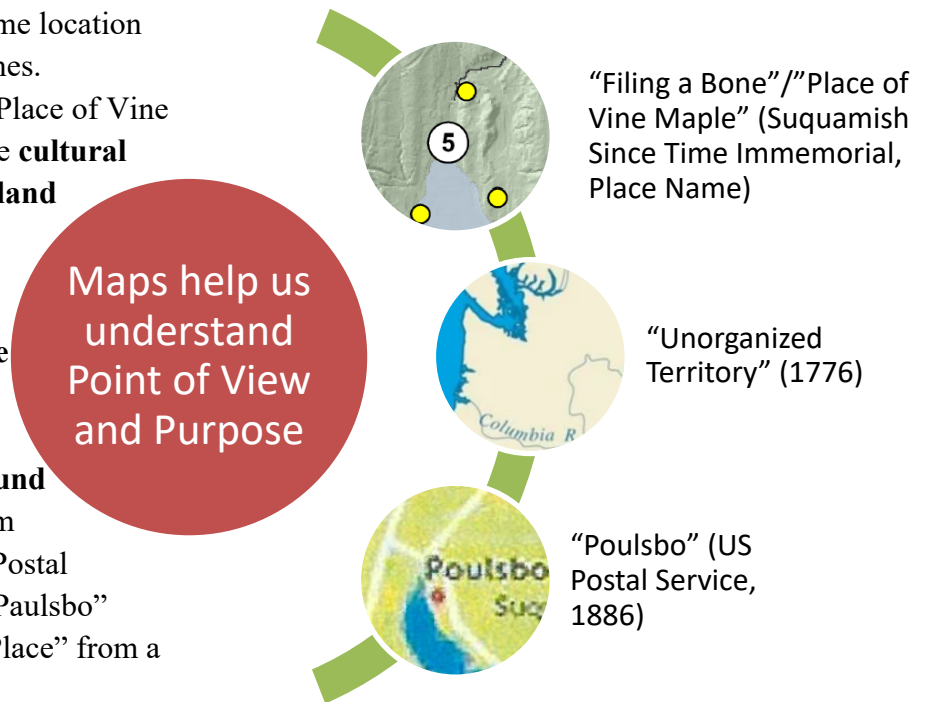
Teacher: "How do we identify places?"

Student answers may include:

- Named after people
- Named after events
- Descriptions of the place

- 4) **Teacher Guided Instruction:** Share an example of how maps help us understand point of view and purpose. Show maps of the same location and discuss how the purpose or point of view of these maps is revealed in different aspects of the map.

- a. Consider three maps.
- b. They show the same location with different names.
- c. "Filing a Bone"/"Place of Vine Maple" reveals the **cultural background** and **land use**
- d. "Unorganized Territory" reveals **political structure**
- e. Poulsbo reveals **time period** and **cultural background** of immigrants from Norway. The US Postal Service misread "Paulsbo" meaning "Paul's Place" from a village in Norway



- 5) **Learning Activity: Gallery Walk of Maps:** Place various maps around the room

Guiding Questions:

- *What do you see in the map?*
- *What do you think is the purpose of the map?*
 - *Cultural background, land use, political structure, or time period*
- *What are interesting aspects of the map?*
- *How does it represent/acknowledge Suquamish ancestral lands?*

- 6) **Learning activity: Suquamish Land Acknowledgement:**

- a. **Study** the Suquamish Village Map,
- b. **Read** Chairman Forsman's "Change of Worlds", Part 1.

- c. **Work with a partner** to fill out a blank County Map with the Suquamish Village Sites with the help of Change of Worlds

- 7) **Provide a class or group summary** of how maps relay purpose or point of view of Suquamish and Euroamericans
- 8) **Close the lesson:** revisit the objective and ask students to self-assessment their learning on the rubric

Objective: Analyze different types of maps to understand purpose or point of view and how they relate to the ancestral lands of the Suquamish People.

**LAND ACKNOWLEDGEMENT: ANCESTRAL LANDS OF THE
SUQUAMISH PEOPLE**

SSSI.6-8.1 Analyze positions and evidence supporting an issue or an event
GI.6-8.3 Analyze maps and charts from a specific time period to understand an issue or event.

BEGINNING	APPROACHING	MEETING	EXCEEDING
Identify their own opinion on the land acknowledgment of the ancestral lands of the Suquamish.	Compare and contrast different maps of Suquamish ancestral lands; describe the differences in purpose and information provided	Analyze the purpose or point of view revealed in different aspects of a map (cultural background, land use, political structure, time period)	Provide a class or group summary of how maps relay purpose or point of view of Suquamish and Euroamericans
- Identify the purpose or point of view of maps - Explain places of significance on the map for the Suquamish. - Compares and contrasts their own position on land acknowledgements of indigenous settlements with another student.	- Identifies the purpose of a map (2 or more) - Identifies whose point of view the map represents - Describes similarities and differences in the place names provided in the map based	- Understand how maps provide baseline information on physical geography - Identify Suquamish ancestral village and gathering sites in various maps (2 or more). - Explain how the Suquamish Tribe differs from Euroamericans when it came to naming places.	- Uses Suquamish place names to craft a summarizing statement - Explains how map makers acknowledge or change Suquamish place names

Suquamish Since Time Immemorial Territory & Treaty Making Unit

TREATY OF POINT ELLIOTT

Level 2

Essential Question: What were the political, economic, and cultural forces consequential to the Treaty of Point Elliott that led to the movement of tribes from long-established homelands to reservations? (JMLSTI.EQ.3)

Suquamish Essential Question: How do Indian Treaties help us understand the world changing into what it is today?

By the end of instruction, students will:

- Identify the primary motives of the U.S. Treaty negotiators and representatives.
- Know aboriginal homeland of the Suquamish Tribe.
- Know areas ceded by the Point Elliott Treaty.

Social Studies Standards

C1.6-8.2 Explain the structure of and key ideals set forth in fundamental documents, including the Washington state constitution and tribal treaties with the United States government.

C3.6-8.4 Explain elements of the agreements contained in one or more treaty agreements between Washington tribes and the United States.

Level 2: Students analyze Suquamish Chairman Leonard Forsman's article, "A Change of Worlds", Point Elliott Treaty of 1855, and a Chief Seattle Speech"

DAY 2

- 1) **Motivate the lesson** with an engaging question by asking students "Who are the birds that came to see themselves as owners of the Suquamish Lands and Waters?" and an excerpt from Smith written in 1940.
- 2) **Entry Task:** Use a GIS map to explore the aboriginal homelands of the Suquamish Tribe.
- 3) **Preamble to the Treaty of Point Elliott (1855)**
 - The treaty is an agreement between the United States and several tribal nations in the Puget Sound region, signed at Mukilteo on January 22, 1855.
 - The Treaty of Point Elliott (1855) is a foundational legal agreement between sovereign tribal nations and the U.S. government.
 - Treaties are agreements between sovereigns.
 - Article VI of the U.S. Constitution states treaties are the "supreme law of the land."

- 4) **Learning Activity:** Read Chairman Forsman “Change of Worlds – 2. US Land Vision and Adaptation”
- 5) **Teacher Guided Analysis:** Students will analyze the Treaty of Point Elliott using both a copy of the Treaty as well as a 1-page summary of each of the 15 articles.

The students will explore four themes in the Treaty of Point Elliott and read quotes from two Suquamish leaders 150 years apart. Chief Seattle was a Treaty signer in 1854. Chairman Forsman enacts and protects explicit and inherent rights of the Treaty in present day.

- **Treaty of Point Elliott - Land & Relocation:** Articles 1–4
- **Treaty of Point Elliott - Rights & Resources:** Articles 5, 10, 11
- **Treaty of Point Elliott - Compensation & Support:** Articles 6, 13, 14
- **Treaty of Point Elliott - Governance & Enforcement:** Articles 7, 8, 9, 12, 15

- 6) **Pause and Reflect :** Provide a moment for students to reflect on the words of Chief Seattle. Revisit the objectives before closing the class session.

DAY 3

- 7) **Explore** How the Suquamish tribe was/is impacted by the Treaty of Point Elliott (1855)
 - a. Re-read the speech by Chief Seattle and article by Leonard Forsman with the four treaty themes in mind.
 - b. Identify at least two key ideas from each leader which show the impact of the Point Elliott Treaty on Suquamish people.
 - c. Use quotes and summaries to support your analysis.
 - d. Present your findings in a short paragraph, chart, or creative response.
- 8) **Discussion:** What is the lasting impact of the Treaty of Point Elliott on Suquamish?
 - Rights:** Which rights are protected? How might they be violated or upheld today?
 - Which articles seem most important for protecting Suquamish tribal rights?
 - What did the Suquamish People cede from the treaty?
 - What is the current area of the Port Madison Reservation?
 - Responsibility:** What promises did each side make? Were they honored?
 - Do you think the U.S. fulfilled its treaty promises?
 - Sovereignty:** How does this article reflect tribal decision-making or U.S. control?
 - What was the intent of the treaty for the US Government?
 - How does the treaty reflect a government-to-government relationship?
- 9) **Close the lesson:** revisit the objective and ask students to self-assessment their learning on the rubric

Teacher Guide for Suquamish Since Time Immemorial Territory & Treaty Making: WA State History Middle High School Unit.1.

- Objective: Identify the primary motives of the U.S. Treaty negotiators and representatives.
- Objective: Know the aboriginal homelands of the Suquamish Tribe and areas ceded by the Treaty of Point Elliott.

Criteria	Beginner (1)	Approaching (2)	Meeting (3)	Exceeding (4)
Understanding of Tribal Goals	Identifies one idea or uses vague language with minimal context.	Identifies some Suquamish goals but lacks clarity or detail.	Clearly identifies 2+ Suquamish treaty goals with supporting details from Chief Seattle or the Treaty.	Deeply explains tribal goals with nuanced insight and strong supporting evidence from both sources.
Understanding of U.S. Goals	Misunderstands or omits U.S. motives.	Identifies at least one U.S. goal but lacks historical reasoning or detail.	Clearly explains multiple U.S. goals and intentions using Forsman's article or the Treaty.	Insightfully analyzes U.S. treaty motives with historical and political context, citing specific examples.

Suquamish Since Time Immemorial Territory & Treaty Making Unit

TREATY OF POINT ELLIOTT

Level 3

Essential Question: What do local Tribes do to meet the challenges of reservation life; and as sovereign nations, what do local Tribes do to meet the economic and cultural needs of their Tribal communities? (JMLSTI.EQ.5)

Suquamish Essential Question: How do Indian Treaties help us understand the world changing into what it is today?

By the end of instruction, students will:

- Analyze Point Elliott Treaty of 1855 and competing goals of Suquamish Tribe and Federal Government in “A Change of Worlds”
- Compare and contrast the goals of the Suquamish Tribe and the United States regarding the Treaty of Point Elliott for at least one contemporary issue.

Social Studies Standards

5551.6-8.1 Analyze positions and evidence supporting an issue or an event.

C3.6-8.3 Recognize that, according to the United States Constitution, treaties are “the supreme law of the land.

Level 3: Students will analyze the Treaty of Point Elliott by comparing competing goals.

Day 4

- 1) **Motivate the Lesson** With a contemporary issue
- 2) **Guide a Classroom Discussion** for the contemporary issue around the four questions:
 - What are the Suquamish hoping to protect or preserve?
 - What are the U.S. government’s priorities?
 - Which Treaty promises were made, and which were broken?

Post the guiding questions for the class to be able to see for the rest of the lesson.
- 3) **Read** the following sections from Leonard Forsman’s article:
 - Treaty Rights Analysis
 - Tribal Goals for the Treaty
 - U.S. Goals for the Treaty

Revisit the guiding questions after the class finishes reading the three sections. Model how to analyze competing goals.

- 4) **Learning Activity:** Compare and contrast the goals of the Suquamish Tribe and the United States regarding the Treaty of Point Elliott for at least one contemporary issue.

Review the Rubric with students before the task. Ask how they will present their comparison and contrast – a table? A venn diagram? An infographic?

- 5) **Close the lesson:** revisit the objective and ask students to self-assessment their learning on the rubric
- Objective: Analyze Point Elliott Treaty of 1855 and competing goals of Suquamish Tribe and Federal Government in “A Change of Worlds”
 - Objective: Compare and contrast the goals of the Suquamish Tribe and the United States regarding the Treaty of Point Elliott for at least one contemporary issue.

Criteria	Beginner (1)	Approaching (2)	Meeting (3)	Exceeding (4)
Understanding of Tribal Goals	Identifies one idea or uses vague language with minimal context.	Identifies some Suquamish goals but lacks clarity or detail.	Clearly identifies 2+ Suquamish treaty goals with supporting details from Forsman or Chief Seattle.	Deeply explains tribal goals with nuanced insight and strong supporting evidence from both sources.
Understanding of U.S. Goals	Misunderstands or omits U.S. motives.	Identifies at least one U.S. goal but lacks historical reasoning or detail.	Clearly explains multiple U.S. goals and intentions using Forsman’s article.	Insightfully analyzes U.S. treaty motives with historical and political context, citing specific examples.
Comparison & Contrast	No comparison or unclear connection between perspectives.	Begins to compare but focuses more on one side or misses key contrasts.	Compares and contrasts tribal and U.S. goals with balanced detail and accuracy.	Offers a compelling comparison with original thought, highlighting ethical, cultural, and political implications.
Use of Evidence	Rarely uses quotes or examples from sources.	Includes some quotes or paraphrased ideas but lacks connection to claims.	Effectively supports ideas with quotes/paraphrases from Chief Seattle and Forsman.	Integrates quotes skillfully and analyzes how the evidence supports the central argument.
Clarity & Organization	Writing or presentation is unclear or incomplete.	Attempts organization, but ideas may be confusing or underdeveloped.	Presents ideas in a clear, logical, and well-organized format.	Demonstrates exceptional clarity, organization, and depth in writing, presentation, or creative product.