

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 (lulilaš) 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 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

Cl.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’s “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.