

SUQUAMISH SINCE TIME IMMEMORIAL

JOHN MCCOY (LULILAŠ) SINCE TIME IMMEMORIAL (STI)

TRIBALLY DEVELOPED CURRICULUM PROJECT

SUQUAMISH - POINT ELLIOTT TREATY OF 1855

WA STATE HISTORY MIDDLE/HIGH SCHOOL UNIT 1

Dr. Else Washines, Curriculum Writer

Barbara Lawrence, Suquamish Tribal Researcher

Dr. Laura Lynn, Curriculum Developer

**Agreement 20220604 between OSPI and The
Suquamish Tribe**

Suquamish Tribe – Territory & Treaty Making Unit

Compelling Question	How do Indian Treaties help us understand the world changing into what it is today?		
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)		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
What are the ancestral lands of the Suquamish People? Historical impacts on the Suquamish Tribe through article reading and maps.	Who are the “birds” that came to see themselves as owners of Suquamish lands and waters? Comparison of the words of intergenerational leaders Chairman Leonard Forsman with Chief Seattle and the Point Elliott Treaty of 1855.	How do you secure an unsecure future? Students will analyze the Treaty of Point Elliott by comparing competing goals.	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Lesson 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.	Lesson 2 Students analyze Suquamish Chairman Leonard Forsman’s article, “A Change of Worlds”, Point Elliott Treaty of 1855, and a Chief Seattle Speech”	Lesson 3 Students analyze Point Elliott Treaty of 1855 and competing goals of Suquamish Tribe and Federal Government in “A Change of Worlds”	

HOW DO INDIAN TREATIES HELP US UNDERSTAND THE WORLD CHANGING INTO WHAT IT IS TODAY?

“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 sharing Story of Deer and Changer)

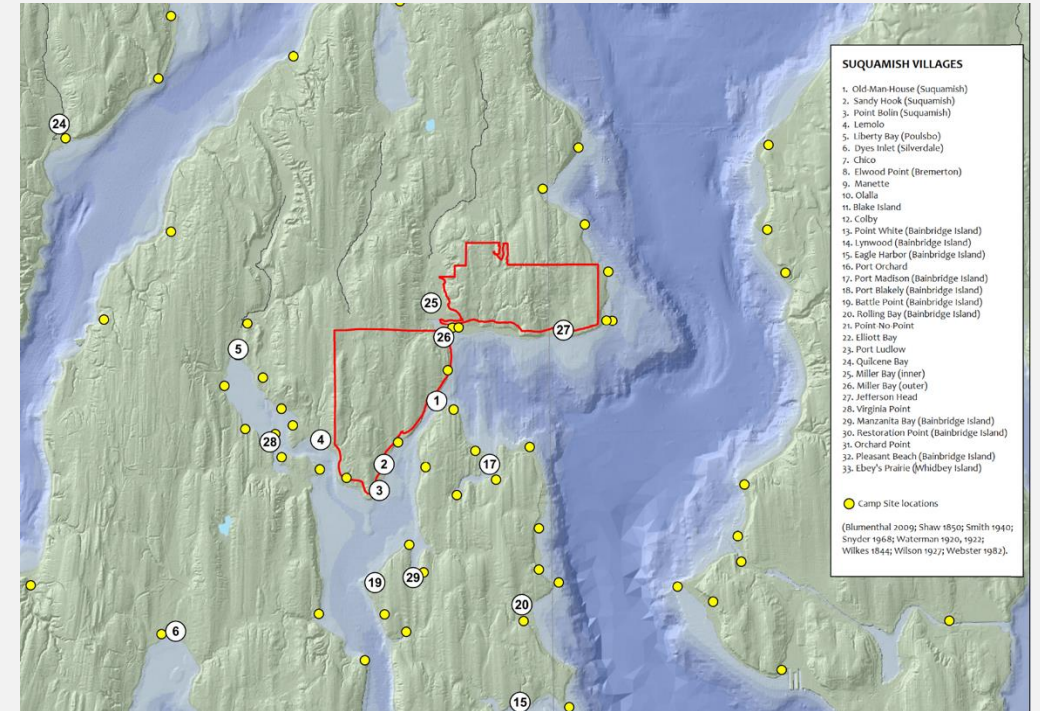
Entry Task: Work with a partner to identify Poulsbo/”Place of Vine Maple”/”Filing or grinding a bone”

WHAT ARE THE ANCESTRAL LANDS OF THE SUQUAMISH TRIBE?

“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)



#	Lushootseed name	Current name	Source
5	“Place of Vine Maple/”Filing a Bone”	Poulsbo	Wilson, 1933

HISTORICAL IMPACTS ON SUQUAMISH TRIBE THROUGH MAPS

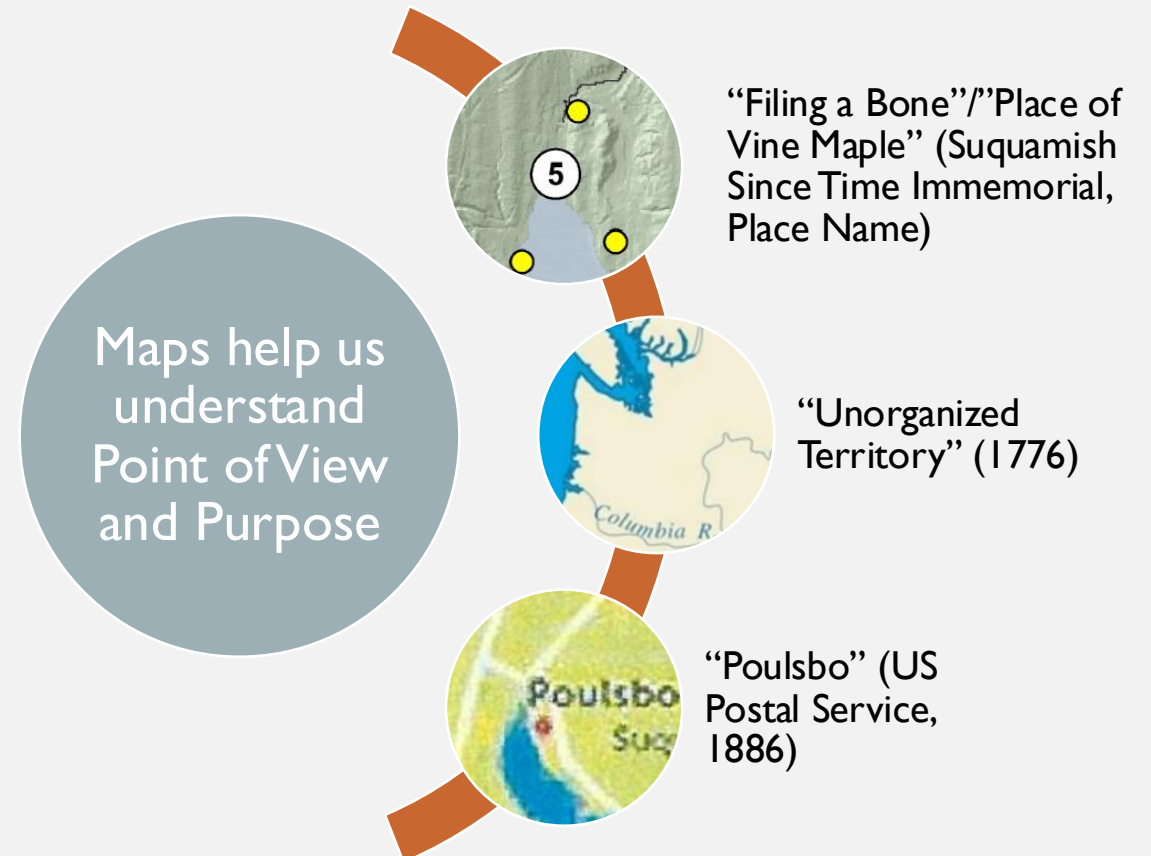
TEACHER LED DISCUSSION:

HOW DO WE IDENTIFY PLACES?

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

HOW DO MAPS REPRESENT DIFFERENT POINTS OF VIEW OF THE LAND?

- Analyze the purpose or point of view revealed in different aspects of a map (cultural background, land use, political structure, time period)



WHAT ARE THE ANCESTRAL LANDS OF THE SUQUAMISH PEOPLE?

“The Suquamish people had **names for places** that they **fished, hunted, and camped**. They also named sites where **spiritual events** happened long ago.” For example, the **Suquamish name** means *‘**the people of the clear salt water.**’

Another example is **Qadwa’tqs**, the southernmost of a pair of promontories below Foulweather Bluff (Hansville), known as the ‘**promontory where the water is in a swirl.**’ A promontory is a point of high land that juts out into a large body of water. “The Suquamish call the beach at Foulweather Bluff ‘sand containing mica’ after a story about porpoise (in human form) who scorched his canoe there to burn off the seaweed. The beach still looks like fire today.”

(A Change of Worlds, Leonard Forsman)

*This is most likely a proto-Lushootseed name and is currently being researched. When languages are forbidden, made illegal, and punishable, the loss of language is inevitable. Reconstructing a language is laborious and time consuming. In his writings, anthropologist T.T. Waterman translated the Suquamish name as "People of the Clear Salt Water." (Waterman, T.T. ca. 1920 Native Geography in the Puget Sound Region. On file at Bancroft Library, University of California, Berkeley, CA. and Hilbert, Vi; Zalmai Zahir and Jay Miller 2001 Puget Sound Geography: Original Manuscript from T.T. Waterman. Zahir Consulting Services, Federal Way, WA.) This translation is also under review.

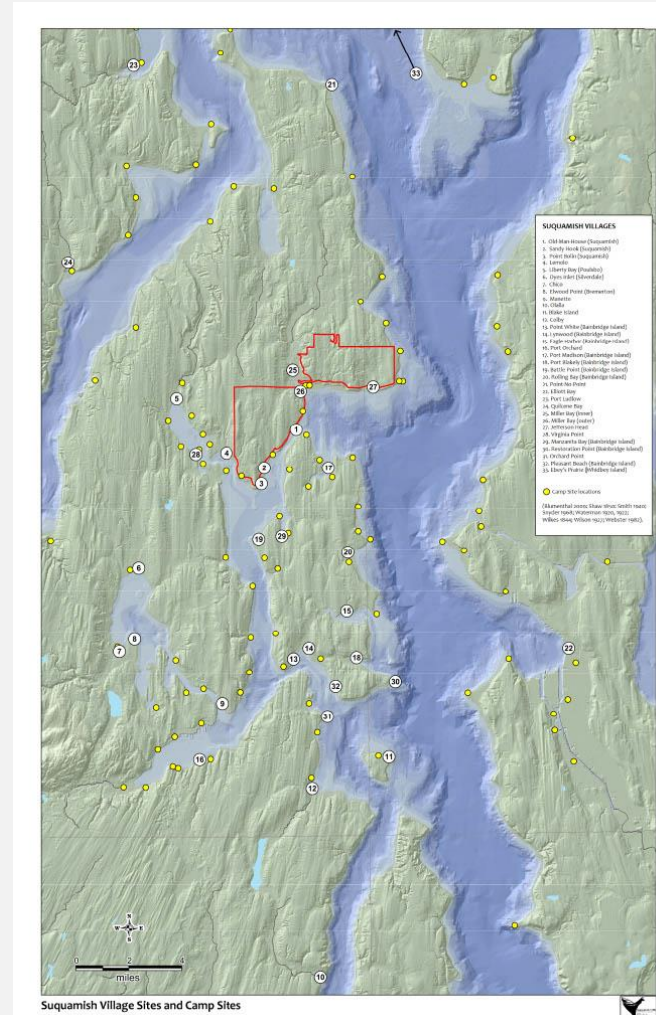
HISTORICAL IMPACTS ON SUQUAMISH TRIBE THROUGH MAPS

LEARNING ACTIVITY: GALLERY WALK OF MAPS

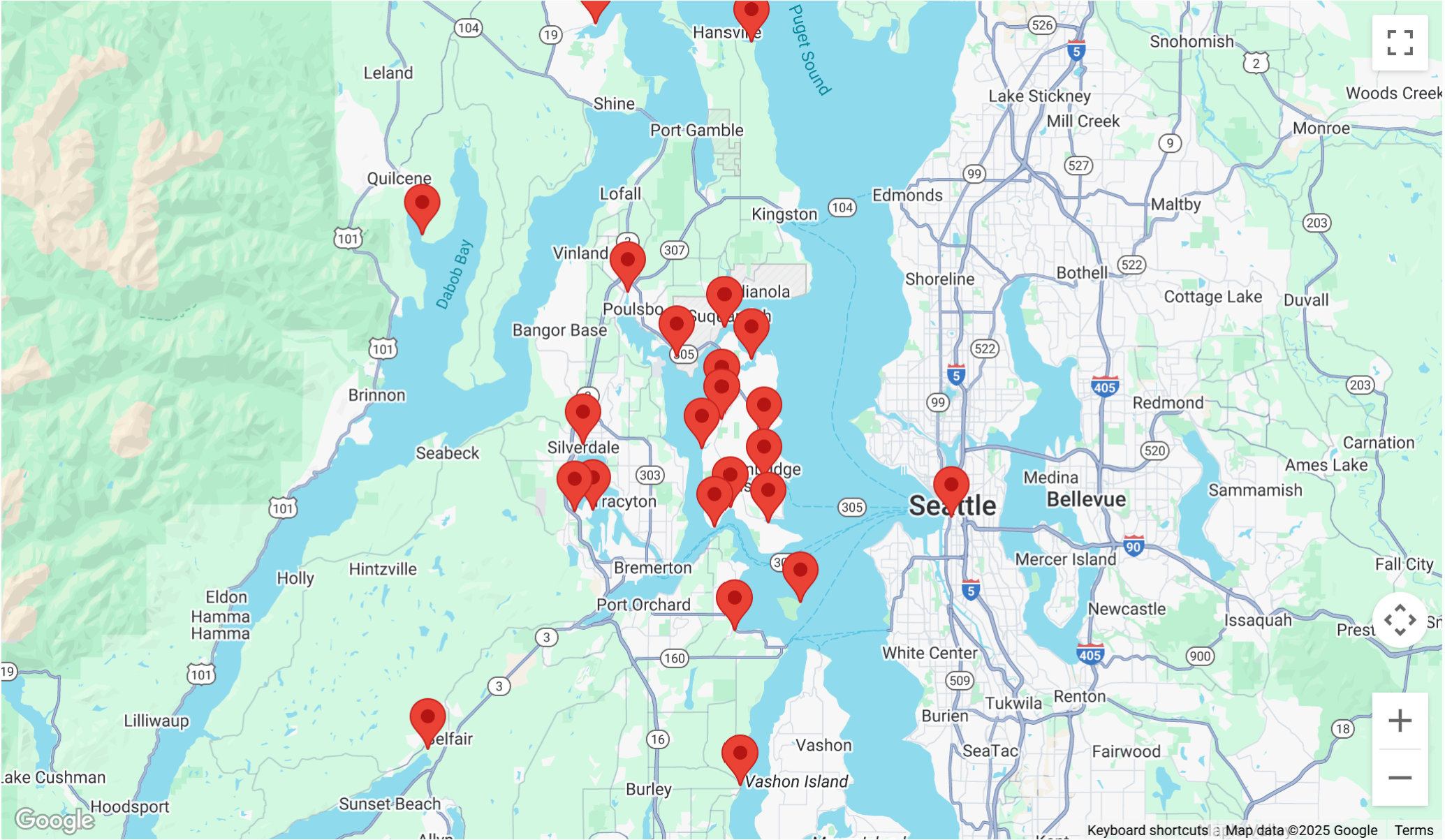
- Place various maps around the room
- Guiding Questions:
 - What do you see in the map?
 - What do you think is the purpose of the map?
 - What are interesting aspects of the map?
 - How does it represent/acknowledge Suquamish ancestral lands?

LEARNING ACTIVITY: SUQUAMISH LAND ACKNOWLEDGEMENT

- Study the Suquamish Village Map
- Read Chairman Foresman's "Change of Worlds", Part I.
- Work with a partner to fill out a blank County Map with the Suquamish Village Sites with the help of Change of Worlds



Historical Village Locations



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 Tribe – Territory & Treaty Making Unit

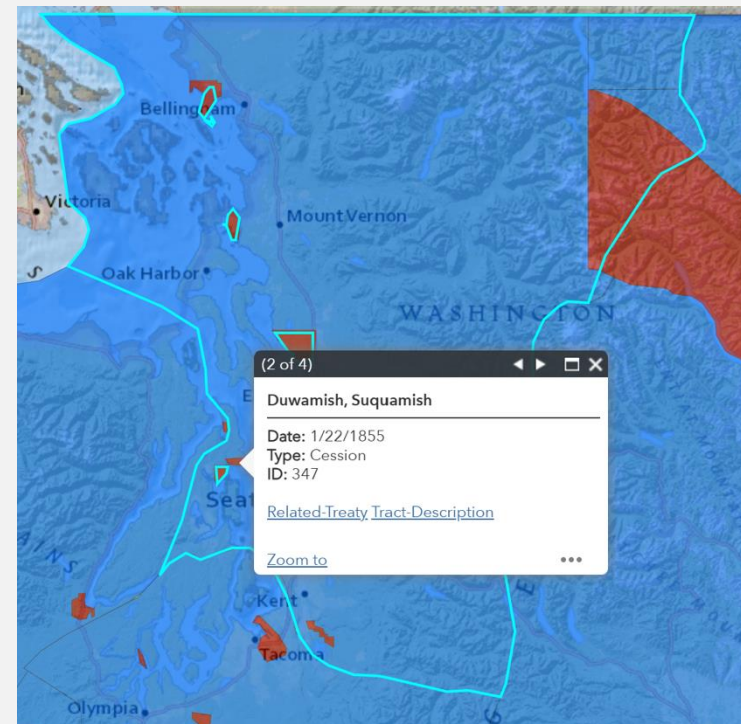
Compelling Question	How do Indian Treaties help us understand the world changing into what it is today?		
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HOW DO INDIAN TREATIES HELP US UNDERSTAND THE WORLD CHANGING INTO WHAT IT IS TODAY?

***WHO ARE THE “BIRDS” THAT CAME
TO SEE THEMSELVES AS OWNERS OF
SUQUAMISH LANDS AND WATERS?***

“The Suquamish people and their neighbors could not understand why people came to their lands at first, they referred to them as **“birds”** because they moved away from where they grew up (Smith 1940).”

LESSON 2 ENTRY TASK: CEDED ANCESTRAL LANDS



Lesson 2 - Who are the “birds” that came to see themselves as owners of Suquamish lands and waters?

TREATY OF POINT ELLIOTT (1855)

Preamble

- The treaty is an agreement between the United States and several Native 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.”

Learning Activity:

Read Chairman Forsman’s “Change of Worlds – 2. US Land Vision and Adaptation”

Lesson 2 - Who are the “birds” that came to see themselves as owners of Suquamish lands and waters?

TREATY OF POINT ELLIOTT (1855)

Article	Summary
Article 1	Tribes ceded most of their traditional lands in present-day western Washington to the U.S. government, including the Puget Sound area and surrounding islands.
Article 2	Small, specific reservation lands are reserved for the tribes' exclusive use (e.g., Port Madison, Lummi Island, etc.), and white settlers may not live there without tribal and federal permission.
Article 3	Land is also set aside for a central reservation and school at Tulalip Bay, which may become a hub for all tribes west of the Cascades. The President can choose a different location if needed.
Article 4	Tribes agree to move to their designated reservations within one year after the treaty is approved (ratified), and can live on unclaimed land temporarily.
Article 5	Tribes keep the right to fish at their usual and accustomed places, and hunt, gather roots and berries on open and unclaimed lands alongside all citizens. However, they cannot take shellfish from cultivated or claimed beds.
Article 6	In exchange for the land, the U.S. will pay tribes \$150,000 over 20 years. The President will decide how the money is used to benefit the tribes, with input from the tribes.
Article 7	The President can move tribes to a central reservation or combine them with other tribes if it benefits them. Land may be divided into lots for families, and improvements lost in moving will be compensated.
Article 8	Tribal annuity payments cannot be used to pay personal debts.
Article 9	Tribes agree to stay peaceful, not steal or fight with citizens or other tribes. If property is stolen, it must be returned or repaid. Tribes will not protect lawbreakers.
Article 10	Alcohol is banned from the reservations. Tribal members caught bringing or drinking alcohol can lose their annuity payments.
Article 11	Tribes agree to release any enslaved people they currently hold and promise not to buy or keep any more in the future.
Article 12	Tribes agree not to trade outside U.S. borders (e.g., Vancouver Island) and not to allow foreign Indians to live on their reservations without permission.
Article 13	The U.S. will provide \$15,000 to help tribes move, build homes, and begin farming on their new reservations.
Article 14	The U.S. will build and support a school, blacksmith, carpenter shop, and provide a doctor for 20 years to support the tribes' health, education, and skill-building. These costs will not come from annuities.
Article 15	The treaty becomes official only after it is ratified by the President and U.S. Senate.

TREATY OF POINT ELLIOTT (1855)

LAND & RELOCATION

Article Summary

- Article 1** Tribes ceded most of their traditional lands in present-day western Washington to the U.S. government, including the Puget Sound area and surrounding islands.
- Article 2** Small, specific reservation lands are reserved for the tribes' exclusive use (e.g., Port Madison, Lummi Island, etc.), and white settlers may not live there without tribal and federal permission.
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- Article 4** Tribes agree to move to their designated reservations within one year after the treaty is approved (ratified), and can live on unclaimed land temporarily.

SUQUAMISH LEADER PERSPECTIVE

“All of this was done to clear the land for settlement by emigrants... By putting the Tribes on smaller pieces of land (reservations) the U.S. opened Suquamish lands to settlement by non-natives allowing for development and ‘all the advantages of commerce.’” (Chairman Forsman, 2023)

~150 YEARS EARLIER

“The great, and I presume — good, White Chief sends us word that he wishes to buy our land but is willing to allow us enough to live comfortably. This indeed appears just, even generous, for the Red Man no longer has rights that he need respect...” (Chief Seattle, 1854)

TREATY OF POINT ELLIOTT (1855)

RIGHTS & RESOURCES

Article Summary

- Article 5** Tribes keep the right to fish at their usual and accustomed places, and hunt, gather roots and berries alongside all citizens. However, they cannot take shellfish from cultivated or claimed beds.
- Article 10** Alcohol is banned from the reservations. Tribal members caught bringing or drinking alcohol can lose their annuity payments.
- Article 11** Tribes agree to release any enslaved people they currently hold and promise not to buy or keep any more in the future.

SUQUAMISH LEADER PERSPECTIVE

“The Suquamish saw the land and the waters to be a very old place... This made them careful with how they fished and gathered, they did not waste and they were not selfish.” (Chairman Forsman, 2023)

~150 YEARS EARLIER

“We will not be denied the privilege without molestation of visiting at any time the tombs of our ancestors, friends, and children... Every hillside, every valley, every plain and grove, has been hallowed by some sad or happy event in days long vanished.” (Chief Seattle, 1854)

TREATY OF POINT ELLIOTT (1855)

COMPENSATION & SUPPORT

Article Summary

- Article 6** In exchange for the land, the U.S. will pay tribes \$150,000 over 20 years. The President will decide how the money is used to benefit the tribes, with input from the tribes.
- Article 13** The U.S. will provide \$15,000 to help tribes move, build homes, and begin farming on their new reservations.
- Article 14** The U.S. will build and support a school, blacksmith, carpenter shop, and provide a doctor for 20 years to support the tribes' health, education, and skill-building. These costs will not come from annuities.

SUQUAMISH LEADER PERSPECTIVE

“The Suquamish had to work to get their fish by carving canoes and weaving nets... Their leaders had to decide when the best times to travel to get salmon, hunt deer, pick berries and dry their foods for the winter.” (Chairman Forsman, 2023)

~150 YEARS EARLIER

“Our good father in Washington...sends us word that if we do as he desires he will protect us. His brave warriors will be to us a bristling wall of strength...Then in reality he will be our father and we his children. But can that ever be?”

TREATY OF POINT ELLIOTT (1855)

GOVERNANCE & ENFORCEMENT

Article Summary

- Article 7** The President can move tribes to a central reservation or combine them with other tribes if it benefits them. Land may be divided into lots for families, and improvements lost in moving will be compensated.
- Article 8** Tribal annuity payments cannot be used to pay personal debts.
- Article 9** Tribes agree to stay peaceful, not steal or fight with citizens or other tribes. If property is stolen, it must be returned or repaid. Tribes will not protect lawbreakers.
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SUQUAMISH LEADER PERSPECTIVE

“A Suquamish culture based on sharing wealth through a ceremonial system of distribution versus a culture that valued gathering wealth for individual reward.”
(Chairman Forsman, 2023)

~150 YEARS EARLIER

“Day and night cannot dwell together. The Red Man has ever fled the approach of the White Man, as the morning mist flees before the morning sun... Your God makes your people wax stronger every day. Soon they will fill all the land. Our people are ebbing away like a rapidly receding tide...” (Chief Seattle, 1854)

CHIEF SEATTLE SPEECH

When Governor Stevens first arrived in Seattle and told the Natives he had been appointed commissioner of Indian Affairs for Washington Territory, they gave him a demonstrative reception in front of Dr. Maynard's office, near the waterfront on Main Street. The bay swarmed with canoes and the shore was lined with a living mass of swaying, writhing, dusky humanity, until old Chief Seattle's trumpet-toned voice rolled over the immense multitude, like the startling reveille of a bass drum, when silence became as instantaneous and perfect as that which follows a clap of thunder from a clear sky.

The governor then introduced to the Native multitude by Dr. Maynard, and at once commenced, in a conversational, plain, and straightforward style, an explanation of his mission amongst them, which is too well understood to require capitulation. When he sat down, Chief Seattle arose with all the dignity of a senator, who carries the responsibilities of a great nation on his shoulders. Placing one hand on the governor's head and slowly pointing heavenward with the index finger of the other, he commenced his memorable address in solemn and impressive tones.



"His Native Eloquence, Etc., Etc." by Henry A. Smith from Scraps of a Diary: Chief Seattle – A Gentleman by Instinct

CHIEF SEATTLE SPEECH

My words are like the stars that never change. Whatever Seattle says, the great chief at Washington can rely upon with as much certainty as he can upon the return of the sun or the seasons. The white chief says that Big Chief at Washington sends us greetings of friendship and goodwill.



EXPLORE HOW THE SUQUAMISH TRIBE WAS/IS IMPACTED BY THE TREATY OF POINT ELLIOTT (1855)

YOUR TASK:

ANALYZE THE WORDS OF PAST AND PRESENT SUQUAMISH LEADERS.

1. Re-read the speech by Chief Seattle and article by Leonard Forsman with the four treaty themes in mind.
2. Identify at least two key ideas from each leader which show the impact of the Point Elliott Treaty on Suquamish people.
3. Use quotes and summaries to support your analysis.
4. Present your findings in a short paragraph, chart, or creative response.

POINT ELLIOTT TREATY (1855)

Land & Relocation:Articles 1–4

Rights & Resources:Articles 5, 10, 11

Compensation & Support:Articles 6, 13, 14

Governance & Enforcement:Articles 7, 8, 9, 12, 15

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 in 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?

RUBRIC: UNDERSTANDING GOALS OF TREATY NEGOTIATORS

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

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.

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, Forsman, 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 Tribe – Territory & Treaty Making Unit

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)		
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HOW DO INDIAN TREATIES HELP US UNDERSTAND THE WORLD CHANGING INTO WHAT IT IS TODAY?

Suquamish Tribe Announces Intent to Sue U.S. Navy

“The Navy discharged hundreds of thousands of gallons of untreated sewage in repeated incidents over the past five years....”

“The Suquamish Tribe – known as **‘The *People of the Clear Salt Water’** in their Southern Lushootseed language – have **fished and gathered shellfish in and near Puget Sound from time immemorial.**

The waters around Naval Base Kitsap make up much of the Tribe’s treaty-protected fishing and shellfish harvesting areas”

(Suquamish Tribe, June 10, 2019, Suquamish.nsn.us)

*This is most likely a proto Lushootseed name and is currently being researched. When languages are forbidden, made illegal, and punishable, the loss of language is inevitable. Reconstructing a language is laborious and time consuming

HOW DO INDIAN TREATIES HELP US UNDERSTAND THE WORLD CHANGING INTO WHAT IT IS TODAY?

 Read the following sections from Leonard Forsman's article:

- Treaty Rights Analysis
- Tribal Goals for the Treaty
- U.S. Goals for the Treaty

 Task:

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.

 Guiding Questions:

- What are the Suquamish hoping to protect or preserve?
- What are the U.S. government's priorities?
- Which promises were made, and which were broken?

COMPARE AND CONTRAST COMPETING GOALS REGARDING THE TREATY OF POINT ELLIOTT

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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, Forsman, and other leaders.	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.