

UNIT 1: TERRITORY AND TREATY MAKING: THE POINT NO POINT TREATY

LESSON 1: Physical and Cultural Geography of the Olympic Peninsula Pre-Treaty Times

INSTRUCTIONAL SUPPORT MATERIALS

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

[The Point No Point Treaty Tribes](#), Lynn De Danaan

[The Point No Point Treaty Tribes, Lynn De Danaan \(Spanish Language Version\)](#)

[Graphic Organizer – Lesson 1](#)

[Graphic Organizer – Lesson 1 \(Spanish Language Version\)](#)

[1855 Gibbs Map](#)

LEARNING GOALS

- Students will learn to provide a plausible and explicitly-supported explanation regarding the relationship between geography and time period being explored
 - Students will be able to analyze maps as background to discussing the Point No Point Treaty
 - Students will be able to locate all major physical features on the Olympic peninsula
 - Students will be able to locate original villages (in general) of Point No Point Treaty tribes
 - Students will be able to demonstrate how physical geography impacts cultural and economic geography
 - Students will be able to demonstrate how geography contributes to understanding subsequent historical events and conflicts
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TIME: 2 class periods

ESSENTIAL QUESTIONS

- How does physical geography affect the distribution, culture, and economic life of people who inhabit a particular area?
 - How does it affect your life today?
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TEACHER PREPARATION

- Provide students with three maps of the Olympic Peninsula for study:
 1. Topographic map that shows rivers and relationship to other bodies of water and other elements of physical geography.
<https://www.usgs.gov/science/science-explorer?lq=topographic+maps>
 2. Maps of Native Peoples of Olympic Peninsula
 - a. Village sites (*Native Peoples of the Olympic Peninsula*- 1st Ed., Page 17 and 67; 2nd Ed. Page 16 and 71)
 - b. Map of language families (*Native Peoples of the Olympic Peninsula* 1stEd. Page 4; 2nd Ed Page 5)
 3. Treaty Period Map/Ceded Lands Map for study of authentic document. – Washington State Department of Ecology
https://goia.wa.gov/sites/default/files/public/tribal-gov/Tribal_Cedres.pdf
 4. [George Gibbs Map \(1855\)](#)
Map of Washington Territory, western district. Manuscript map drawn by George Gibbs and approved by Isaac Stevens, 1855. The map includes the area of western Washington Territory (Pacific Coast to the Cascade Mountain Range). Portions of the northwest corner of Oregon and southwest part of coastal British Columbia are also shown. The map, which depicts the geographic location of various western Washington Indian Tribes in 1855, was apparently created to help establish treaty boundaries. It represents one, of at least three other known, (similar) manuscript maps drawn by George Gibbs. The map shows major topographic features, including: mountains, rivers, forts, military roads, and towns. Major water features are faintly outlined in blue and major land features and boundaries in brown water color. The map is signed (and approval) by Isaac Stevens.
 5. Current location of tribes and reservations (*Native Peoples of the Olympic Peninsula*, frontispiece)
<https://goia.wa.gov/sites/default/files/public/tribal-gov/WASateTribalMap.pdf>
 6. Linda Mapes' Series in Seattle Times "Unearthing Tse-whit-zen"
<http://old.seattletimes.com/news/local/klallam/>

Other sources of maps on line include Early Washington Maps: A Digital Collection at <https://content.libraries.wsu.edu/digital/collection/maps>. This web site includes a good introduction to and examples of timelines. Maps that can be downloaded include an 1890 map of Washington reservations published by the U.S. Census Office; Edmund S. Meany's historical map of Washington dated 1857; An 1879 map of the Skokomish Agency; the J.H. Colton and Company map of Washington and Oregon dated 1853; and Thomas Cowperthwait and Company's 1853 map of California, Oregon, Washington, Utah and New Mexico. All of these include descriptive notes of value in teaching students to

attend to the historical context of maps and their creation. Another interesting site is <http://riverhistory.ess.washington.edu/>. This is the home web page for the Puget Sound River History Project and features downloadable maps of U.S. Coast and Geodetic surveys for sites around the Olympic Peninsula dating back to 1852.

- Provide students with a general description of treaty time economic and cultural lives of Indians of Western Washington
Background: The Point No Point Treaty Tribes by Llyn De Danaan
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LEARNING ACTIVITIES

1. Have students study topographic map.

Guide students with probing questions so that they generally analyze the physical characteristics of the Olympic Peninsula

- What are the major mountain ranges and elevations?
- What are the major rivers?
- What characteristics of coastal regions?
- What are other significant features, including the Strait, Hood Canal, etc?

Teacher led discussion: Before moving on, what might you deduce about the social and economic lives of people who first populated the peninsula? How might their villages be distributed? Upon what resources might they rely?

2. Have students study pre-treaty village sites and language groups on the Olympic Peninsula (limited to tribes subsequently treated in Point No Point Treaty). Refer to Village sites (*Native Peoples of the Olympic Peninsula*- 1st Ed., Page 17 and 67; 2nd Ed. Page 16 and 71) and Map of language families (*Native Peoples of the Olympic Peninsula* – 1st Ed. Page 4; 2nd Ed Page 5)

Guide students with probing questions so that they might analyze the location of village sites and tribal groupings and learn names of major languages found on the Olympic Peninsula.

- a. How do village sites relate to topography? To bodies of water?
- b. Did your assumptions (above) about village distribution hold?

Teacher led discussion: Based upon these questions.

3. Have students study Treaty Period historical map (authentic document) with specific attention to the Tribes treated in the Point No Point Treaty.

Guide students to notice where boundaries were drawn by Stevens. Remind them they will return to this map for reference when the text of the treaty is studied.

Guide students to analyze this document as an original source document:

- a. What year was this map produced?
- b. Who made this map?
- c. What was the purpose of this map? If you don't know, how would you find out?
- d. How does this map compare with the modern topographic map? For example, are there indications of limitations of knowledge of the physical characteristics of the Olympic Peninsula in 1854? What do you imagine would contribute to this limitation or lack of information?

Teacher leads discussion with students after they have had opportunity to study the map.

4. Have students study the map of current location of tribes and reservations. (See current location of tribes and reservations (Native Peoples of the Olympic Peninsula, frontispiece).
<https://goia.wa.gov/sites/default/files/public/tribal-gov/WASStateTribalMap.pdf>)
 - a. How do current reservations compare with the original distribution of village locations? For example, how do they differ with respect to access to resources? Rivers? Salt water access?
 - b. What can you deduce about access to economic resources and cultural/social relationships with movement to reservations? For example, what might you expect to happen to people who were accustomed to using the Straits of Juan de Fuca? What might happen to people's relationships to one another? To marriage and other kinship ties?
 - c. What can you deduce about relationship to historic, culturally significant landscapes after movement to reservations, for example cemeteries or ancient homesteads, or travel to more distant territories and friends and kin? What might happen to religious practices?
 5. Have students read the text of *Background of The Point No Point Treaty Tribes*.
 1. How does the description of the economic and cultural lives of Western Washington Indians at treaty time compare with your deductions and assumptions (Including particularly Step #1 above).
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MINI PRACTICE/REVIEW SESSION

- Students will review the essential question: how does physical geography affect the distribution, culture, and economic life of people who inhabit a particular area?
- Students will complete a **graphic organizer** and create an account that organizes and summarizes knowledge gained from the study of these maps.
- Students will use their interpretation and analysis of the maps and the text to form a hypothesis that addresses this question: “Given what I know about the physical geography, village distribution, language groups, and economic and cultural lives of the Olympic Peninsula pre-treaty period and subsequent assigned reservations, I expect that the following issues might cause conflict for the tribes and between the tribes and the Federal Government. What causes conflict today?”
- Group Forum: Students will share their various hypotheses about the causes of conflict as a class.
- Students will create a draft hypothesis in which their statements are supported by at least four specific pieces of information derived from the documents (maps). They will describe what they learned about how people might have lived based upon evidence found in and cited from the maps and *Point No Point Treaty Tribes* text.
- Practice Related to the **Why History? CBA**: Students will start a journal on one particular tribe and in this journal, they will reflect on newspaper articles that relate to this tribe (Linda Mapes’ article is one possible example). Specifically, students will look for examples of conflict described in these articles and try to explain this conflict using what they have learned thus far.

NOTES:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.