

UNIT 1: ELEMENTARY – WASHINGTON STATE HISTORY

EXPLORING THE PACIFIC NORTHWEST PRIOR TO STATEHOOD: TRIBAL HOMELANDS

Level 1

Instructional Support Materials

On Sovereignty Article

Map: NW Tribal Regions before 1855

Map: NW Indian Reservations 1890

Map: Washington Tribal Reservations

Map: Treaty Ceded Areas of Indian Land

Map: Political

Map of Washington State

Learning Goals

It is important for each student to know

- that tribal nations within Washington state, as well as in the northeastern part of North America, were—and in many cases continue to be—individual sovereign nations;
- the names and locations of their own local, neighboring tribes; and the Covenant that defines tribes and how they govern themselves.

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Time: Approximately 45 minutes – 1 hour

- Teacher Preparation
- (Optional) Find images that reflect the backgrounds of your classroom population (images of children from their home countries, maps and images from your own community)
- Read the corresponding issue of On Sovereignty.
- Explore The University of Montana’s Regional Learning Project’s website (<http://trailtribes.org>) to learn more about tribal homelands and their significance to tribal people.
- Meet with your tribal liaison to adjust the lesson for the tribe(s) in your area as needed. Look for ways to invite tribal people into the classroom as well as use some of their printed materials, if applicable.

Lesson Procedures:

Vocabulary:

- Native people, first people, indigenous, tribe (as used in reference to peoples/tribes): the first humans in a particular place.

- Myth: a traditional story, especially one concerning the early history of a people or explaining some natural or social phenomenon, and typically involving supernatural beings or events.
- Legend: a traditional story sometimes popularly regarded as historical but unauthenticated
- Oral tradition: a community's cultural and historical traditions passed down by word of mouth or example from one generation to another without written instruction.

Learning Activities

1. (Optional) a. Ask students to think about what homeland might mean. How is homeland different from home and how is homeland different from land? b. Show images you have gathered to help guide their emerging definition of homeland. c. Display the class's definition of homeland.
2. Recall how European colonists left their homelands for The New World.
3. Recall that Europeans discovered that their 'New World' was actually quite an old one, inhabited by millions of people for at least 12,000 years.
4. Announce that today you will be exploring a different definition of homeland. Most students' families' homelands (countries of origin) have a definite historical beginning or founding. The homelands you will be discussing today are ones whose inhabitants believe have been here since the beginning of time.
5. Read in round-robin style the accompanying On Sovereignty article. Stop periodically for clarification.
6. Stop when names of tribal homelands and Washington towns and cities are mentioned in the article. Use the corresponding Washington tribal and political maps.
7. Stop to identify your city or town on the maps whenever appropriate. It helps to involve and engage your students personally in the discussion when they see their physical place in the lesson.
8. In pairs, ask students to answer the corresponding questions. Correct them in class and encourage further discussion.

Notes: _____

