

Building Language Skills with The Seattle Times

December 1, 2016

Article: “The Road to Sovereignty: Washington State Treaties”

Wednesday, November 30, 2016 in the print replica of The Seattle Times, Sponsored Newspapers In Education, pages 2 - 3

Standard:

[CCSS.ELA-LITERACY.RI.4.3](#)

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Objective:

Students will learn about and discuss the importance of treaties in Washington state history, as well as compare the different approaches of the settlers and Native Americans towards treaties.

Pre-Reading:

What is a treaty? Why do you think we make treaties? Who makes treaties? Are treaties important?

Vocabulary:

As you read, look for the following vocabulary words that appear in today’s article. Write down what you think the words mean based on the “context,” or how the words are used in the sentence in which they appear. Next, look up the definitions in a dictionary and see how close your guess was for each word.

autonomous

descendants

executive

hereditary

indigenous

jargon

negotiated

reservation

surveying

transcontinental

Comprehension:

1. Treaties are negotiated through which branch of the U.S. government?
2. Who was Isaac Stevens?
3. Isaac Stevens saw the Indians as a _____, rather than _____.
4. How many treaties were created with tribes in western Washington between December 1854 and July 1855?
5. In what language were the treaties negotiated?
6. About how many words did Chinook jargon have?
7. By which president was the Indian Removal Act signed?

Post-Reading:

After reading discuss the following questions:

What role do treaties play in Washington state history? What were some problems with how the settlers dealt with the Native Americans? How did the Native Americans and Settlers differ in their approaches to treaty negotiation? Why do you think that is? Can you think of anything that could have been done differently on either side?

Building Language Skills:

Complete the activity below, after reading the legend in the orange box aloud:

What was the purpose of this story? If I told you that this story was “a legend” what would you say a legend is? Why do you think that Native Americans, and a lot of other different groups of people throughout history used legends? Can you think of any legends that we still tell today? (Examples might include the Loch Ness Monsters, Sasquatch, etc). Write your own legend (story

that explain something) and share it with the rest of the class. If you have trouble coming up with an idea, you might try writing a legend about one of the following things:

- Why is the ocean blue?
- How did the mountains get here?
- Where does the rain come from?
- Where does the sun go at night?
- Who is the man in the moon?

Comprehension Question Answers:

1. The executive branch, but they must be approved by “the advice and consent” of the senate
2. The territorial governor
3. Single group; autonomous sovereign nations
4. Five
5. They were written in English but some were negotiated in chinook jargon
6. 300 to 500 words
7. President Andrew Jackson