

Teaching News Is Elementary

December 2, 2016

Each week, this lesson will share some classroom activity ideas that use the newspaper or other NIE resources. You are encouraged to modify this lesson to fit the needs of your students. For example, some classrooms may be able to use this as a worksheet and others might need to ask and answer the questions in a class discussion.

Please be sure to preview all NIE content before using it in your classroom to ensure it is appropriate for all of your students.

Materials you will need for this lesson: The Seattle Times print replica, computer or smart board, pencils or pens, paper

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

Pages: Sponsored Newspapers In Education, pages 4-5

Date: Wednesday, November 30, 2016

Standards:

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.

Objectives:

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

Pre- Reading Discussion Questions:

Think about a time you made an agreement to do something (for instance, have you even agreed to clean your work, or do a set of chores?). How did you make the agreement – was it written or was it verbal? Did you follow through with the agreement? Why or why not?

How can you relate your experiences to the treaties made between settlers and American Indians?

Vocabulary:

Read the following quotes and determine the meaning of the word based on how it's used in the sentence.

"The purpose of this treaty was to **procure** 800 square miles of land in order to install a railroad route through the Cascade mountains"

Procure: obtain (something), especially with care or effort

"Indians were expecting fair payment, for land settlers had already **appropriated** and a reservation of land that would sustain their families and future generations."

Appropriated: take (something) for one's own use, typically without the owner's permission

"**Disgruntled**, Leschi fled, which caused Governor Stevens to send the **militia** after him"

Disgruntled: angry or dissatisfied

Militia: a military force that is raised from the civil population to supplement a regular army in an emergency

"When a **unanimous** verdict was reached, the judge called for a **mistrial**"

Unanimous: a belief held or carried by everyone involved

Mistrial: trial rendered invalid through an error in the proceedings

"Losing their lands had a **profound** impact on Indian people... We kept our word when we **ceded** almost all of the land that is in western Washington."

Profound: of a state, quality, or emotion) very great or intense

Ceded: give up (power or territory)

Journal Writing Prompts:

Describe (or compare and contrast) the difference between the American Indians' and the settlers' perception of treaties.

Discussion Questions:

What led to the creation of the treaties? Why do you think that all the treaties had almost identical wording? Do you think the treaties were fair – why or why not? What effect did the treaties have on the American Indians?

Small group discussion and activity:

In a small group, pick one of the five treaties that Issac Stevens negotiated to research. Find information about this treaty online so that you can present a short summary to the rest of your class. You might want to focus on the following questions: What tribes did this treaty involve? What land was ceded (you might even want to draw a map)? What were the tribes offered in return for ceding their land?