

# UNIT 1: ELEMENTARY – WASHINGTON STATE HISTORY

## EXPLORING THE PACIFIC NORTHWEST PRIOR TO STATEHOOD: TRIBAL HOMELANDS

### Level 1

#### Instructional Support Materials

[On Sovereignty Article](#)

[On Sovereignty Article \(Spanish Language Version\)](#)

[On Sovereignty Vocabulary Answer Key](#)

[On Sovereignty Vocabulary Answer Key \(Spanish Language Version\)](#)

[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](#)

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#### Learning Goals

While studying Eastern Woodland tribes, 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

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#### 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.

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### **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.

### **Homework or Extra Credit**

Have students visit the website(s) of the tribe(s) in your area and write down the email address, telephone number, and address of at least one local tribe.

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