

HOW DO PEOPLE WORK TOGETHER TO SOLVE PROBLEMS?



Jennifer Talbot practicing voting. Seattle, 1970.
Courtesy Museum of History & Industry.

How do people from differing cultural groups and ways of life work together to solve problems?

Did each of the cultural groups in Washington's early history have the same choices or advantages in making important decisions that affected their lives? How were issues resolved?

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PRIMARY OBJECTIVES OF THIS UNIT

To provide non-fiction materials, educational resources, and primary and secondary resources that will assist students to:

- understand that people from different cultures have different ideas and different ways of life, much like the students in their classroom and school.
- examine how people from different cultural, political, or economic groups in the Lake Washington area have throughout Washington's history been confronted by challenges concerning the environment and where they live and work.
- analyze if the way of life of each of these different groups was changed as a result of how the challenges were resolved.
- learn to work out differences in their own classroom and neighborhood and find alternatives if the results do not go in their favor.

STUDENT ACTIVITIES

- Students will read (or listen to) recommended HistoryLink.org essays and participate in directed class discussions.
- Students will analyze how the lives of those living in the Lake Washington area during specific time periods were changed because of intervention by Territorial or State government.
- Students will discuss whether the changes to these groups' lifestyles were positive or negative and whether or not the members of these groups had any part in making these decisions

- Students will use an example of a disagreement within the classroom or about the use of a new classroom resource and develop a solution that is fair and acceptable to all parties.

MATERIALS INCLUDED

- WORKSHEET #8

MATERIALS/EQUIPMENT NEEDED

- Computer, Internet access, and overhead projector, or printed copies of Treaty of Point Elliott
- Copy of worksheet for each student or small groups of students.

TIME MANAGEMENT

- 2-3 class periods

RECOMMENDED GRADE LEVELS

- Grade 3 and 4

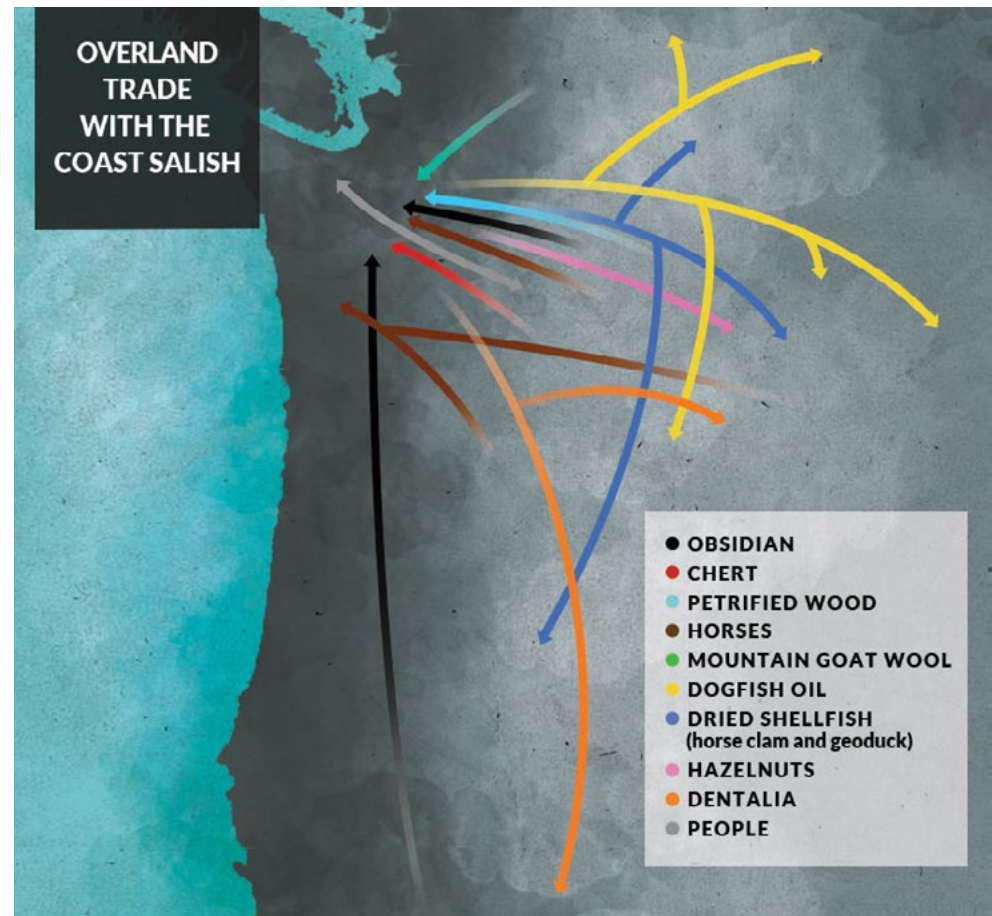
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Throughout the years, the leaders of Washington have made laws that protect our personal rights and the environment and promote public safety. Many of the laws that govern us today were written and enacted more than 100 years ago. With changing times, it is important for people to review the laws that are currently in effect and take an active role in supporting or challenging new laws or decisions that are being proposed.

People have always had the right to respond to the government's decisions and cast their votes, but it was not always easy because of difficulties in communicating effectively. There have been language barriers and delays in getting information about government rulings. Until recently, there was no Internet, and postal service in the early days was limited.

Several environmental protection laws were passed at the federal and state levels in the early 1970s, including the National Environmental Policy Act and the State Environmental Policy Act, which required the consideration of public input about government-funded projects. This made it easier for people to get involved and have their voices heard.

Although they cannot vote, children must be responsible citizens too by helping keep their schools and neighborhoods clean, respecting others' property, and listening to adults and teachers when they discuss issues that will affect their homes, schools, or neighborhoods. They should be aware that it will soon be their responsibility to guide the government by staying informed and electing officials who will continue to make wise choices for the citizens and environment of Washington State. They can start by learning to negotiate problems by weighing the alternatives, using good judgment, and thinking about what is best for everyone who will be affected by the decision.



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Citizen: native or naturalized person of a specific nation or political subdivision

Conflict: struggle resulting from people's different needs or wishes

Landfill: garbage dump

Right: power or privilege that one is entitled to

Signature: handwritten name

Treaty: an agreement in writing between two or more nations or political groups



Salishan man named William We-ah-lup smoking salmon, Tulalip Indian Reservation, Washington, 1906

Courtesy UW Special Collections (Neg. No. NA709)

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Census: a count of the population

Contribution: a payment or gift for a specific purpose

Diversity: the state of being composed of different elements

Ethnic group: people with common racial, national, tribal, religious, linguistic, or cultural origin or background

Immigrants: persons who come from another country to stay

Native people: people born in a specific area

Unity: the state of being one

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SUGGESTED CLASSROOM BASED ASSESSMENT (CBA)

Whose Rules?: Citizens in a democracy have the right and responsibility to make informed decisions. Students will make an informed decision on a public issue after researching and discussing different perspectives on this issue.

SUGGESTED ACTIVITIES

- Have students discuss the rights that every citizen of Washington State is entitled to. Has that always been the case for people who lived in this area? Discuss the difference between “individual rights” and the “common good.” Provide information to students about when Washington’s state laws and constitution were designed and enacted and when that was in relationship to the time periods studied in this unit.
- Use WORKSHEET #8 to prompt students to discuss whether selected public issues promote individual rights or the common good. How did these issues change the lifestyles of these selected groups (Native Americans, pioneers, immigrants) who lived on Lake Washington? Were the effects positive or negative? Do the students think the members of these groups had any part in making these decisions at this time in history?
- Ask students to consider how the result of the government’s actions might have been different if each group had had an equal voice in deciding the outcome. Have the students consider whether the result of the government’s actions would have been any different if government officials had been better informed on all the different aspects of this decision.

- Example: Show students the Treaty of Point Elliott signature page. [hyperlink to signature jpg], then read the first part of the first article of the treaty aloud:

ARTICLE 1. The said tribes and bands of Indians hereby cede, relinquish, and convey to the United States all their right, title, and interest in and to the lands and country occupied by them, bounded and described as follows: [A description of the land ceded follows in the treaty].

- Ask children to raise their hands if they can give a definition of the following important words found in that article: cede, relinquish, convey, right, title, interest. There will likely be few of these words that students will be able to recognize and define. Use this exercise to demonstrate that there were important words and phrases in the treaties that the representatives of the tribes were asked to agree to even though they could not have known exactly what it would mean to their people because their language and culture did not have the same types of words relating to land ownership.
- Indian communities often had access to resources or lived in places because of their family relations or through alliances made with other groups, not because they had a legal document that gave them permanent, individual ownership of it. Ask the students to think about this: since the tribal representatives signed the treaty with their mark (an “X”), do they think the Native Americans knew the definitions of everything that was being outlined in the treaty? If their discussions with Governor Stevens had been better translated or they could have read the document like someone from the U.S. Government whose first

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language was English, do the students think the Native Americans would have agreed with the terms of the treaty? Identify either a major classroom resource, such as a new computer or art supply, or a classroom opportunity, such as using new playground equipment.

- Lead a discussion with students to determine how it will be shared equitably and fairly and how they will get everyone to agree on how it will be used. Be sure to discuss how to determine who will make the decision for the group and how everyone feels about the choice. Does their decision support “individual rights” or the “common good”? How will they deal with the decision if it is not in their favor or not how they wanted it to turn out.

The complete text of the [Treaty of Point Elliott](#) can be found on [HistoryLink.org](#).



Basket fishing traps, probably in Auburn, ca. 1923
Courtesy UW Special Collections (Neg. No. 439)

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ADDITIONAL ONLINE RESOURCES

- **iCivics:** iCivics.org prepares young Americans to become knowledgeable, engaged 21st century citizens by creating free and innovative educational materials
- **League of Women Voters:** Find your state, and national representatives
- **Seattle Municipal Archives:** Seattle's city archives has a number of online resources relating to city government
- **Seattle Times Historical Archive** is now accessible free through the Seattle Public Library (SPL) website. Digitized copies of the Seattle Times from 1900 to 1984 are found under the reference category "Magazines & Newspapers." You must have a valid **Seattle Library Card** or go to a library in order to access this SPL resource.
- **Historic Newspapers in Washington State Online** Project is part of the Washington State Library's program to make its rare, historical resources more accessible to students, teachers, and citizens across the state. Search the Digital Collections at
- The Seattle Times Newspapers in Education offers educational materials for students and curricula for teachers. <http://services.nwsource.com/nie/times/>
- Washington State Legislature: Civics Education, includes how a Bill Becomes a Law and Tribal Sovereignty
 - Civics Education - Teachers
 - Civics Education - Grades K-5
 - Civics Education - Grades 6-12

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PRIMARY SOURCES

DOCUMENTS

- Copy of Treaty of Point Elliott with highlighted signatures (Xs)

SECONDARY SOURCES

WASHINGTON: OUR HOME

- Chapter 6 – Territories and Treaties
- Chapter 7 – Our Government (Our Rights, Our Laws, Our Responsibilities)

RELEVANT HISTORYLINK.ORG ESSAYS

- 2629** Treaty of Point Elliott, 1855
- 686** Black River Disappears (Lake Washington Ship Canal)
- 5615** President Richard Nixon signs Senator Henry Jackson's National Environmental Policy Act into law on January 1, 1970.
- 9737** Washington's State Environmental Policy Act (SEPA) is approved on May 10, 1971.

RELEVANT 520HISTORY.ORG PAGES

- Coast Salish Cultures
- Contact, Construction, and Change
- Shaping the Landscape
- Shorelines Drop, Populations Rise: 1916-1955
- Montlake Dump/Union Bay Natural Area

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SOCIAL STUDIES EALR 2: ECONOMICS

- **2.4.1** Understands how geography, natural resources, climate, and available labor contribute to the sustainability of the economy of regions in Washington State. (Grade 4)

SOCIAL STUDIES EALR 3: GEOGRAPHY

- **3.1.1** Understands how the environment affects cultural groups and how cultural groups affect the environment.

SOCIAL STUDIES EALR 4: HISTORY

- **4.2.1** Understands and analyzes the causal factors that have shaped events in history.
- **4.2.2** Understands how contributions made by various cultural groups have shaped the history of the community and world
- **4.2.3** Understands how technology and ideas have affected the way people lived and changed their values, beliefs, and attitudes.

SOCIAL STUDIES EALR 5: SOCIAL STUDIES SKILLS

- **5.1** Uses critical reasoning skills to analyze and evaluate positions
- **5.2** Uses inquiry-based research.
- **5.3.1** Engages in discussions that attempt to answer questions about cultural similarities and differences.

READING EALRS

- **1.3.2** Understand and apply content/academic vocabulary critical to the meaning of the text. Use new vocabulary in oral and written communication and content/academic text.
- **2.1.3** State the main idea of an informational/expository text passage and provide three or more text-based details that support it.

4

two or instructors, and also to provide a smiddy and carpenter's shop & furnish them with the necessary tools, and employ a blacksmith, carpenter and farmer for the like term of twenty years to instruct the Indians in their respective occupations. And the United States finally agree to employ a physician to reside at the said central agency who shall furnish medicine and advice to their sick and shall vaccinate them; the expenses of said school, shops, persons employed and medical attendance to be defrayed by the United States and not deducted from the annuities.

Art. XV. This treaty shall be obligatory on the contracting parties as soon as the same shall be ratified by the President and Senate of the United States.

In testimony whereof the said Isaac I. Stevens, Governor and Superintendent of Indian Affairs, and the undersigned Chiefs, head men & delegates of the aforesaid tribes and bands of Indians have hereunto set their hands and seals at the place and on the day and year hereinafter written.

Boyd

Executed in the presence of us.

M. L. Timmony
Indian Agent

C. H. Mason

Sgt. Mast. Pm
Buy of Shaw
Interpreter

Chas. Kitchcock

J. C. F. Olden

Guyelgibbs

John H. Seranton

Henry D. Cook

S. S. Lord Junr

Corrington Lushman

Ellis Barnes

Isaac I. Stevens (L. S.)
Gov. & Super.

Seattle X Chief of the Duwamish & Squamish tribes L.S.

Pat. ka-namx Chief of the Snoqualmie, Snohomish & other tribes

Chow. its-hoot X Chief of the Lummi and other tribes. L.S.

Goliath X Chief of the Skagit and other allied tribes L.S.

Kwiallattum X or Gen. Pierce Sub Chief of Skagit tribe L.S.

S' Hootst. hoot X Sub Chief of Snohomish L.S.

Snah. tale X or Bonaparte Sub Chief of Snohomish L.S.

Squash. um X or The Smoke Sub Chief of the Snoqualmie L.S.

HOW CITIZENS MAKE A DIFFERENCE IN MATTERS AFFECTING NEIGHBORHOODS

PUBLIC ISSUE #1 (Past)

The Point Elliot Treaty of 1855: Forced the Native Americans of the Lake Washington area to move from this area and onto reservations.

Position #1:

Native Americans had lived on these lands for thousands of years. The treaties forced them from their homelands where they had hunted and fished and gathered other necessary foods and materials to live. After the treaties were signed, most were relocated to reservations. They were very sad that they were not able to carry on with their traditional lifestyles.

Position #2:

The pioneers felt they should be able to choose any land that was available because of the Donation Land Claim Act of 1850. They selected the best land for their homes, farms, and businesses. Most of these sites were already inhabited or used by local Native American groups including the Lakes Duwamish. Even though there were not very many settlers in this area in 1855, they agreed with the treaties because they felt the treaties would make their ownership of the land more secure and they would be safer.

I agree with Position # _____. These are my reasons:

- 1.
- 2.
- 3.
- 4.

Does this position support an individual's personal rights or the common good? Why?

CIVICS GRADE 4

Sources I used for this assignment:

Source #1:

Title:

Author:

Date of Source:

Source #2:

Title:

Author:

Date of Source:

How might things have been different today if there had been more opportunity for the tribes to negotiate an agreement with the settlers?

PUBLIC ISSUE #2 (Past)

Miller Street Landfill: Garbage and waste disposal in early Seattle was badly needed because of construction projects and tremendous population growth.

Position #1:

Residents: We need a place to dump all the garbage created by homes, businesses, and industry. It would be very expensive to move it very far. Besides, the city is growing so fast, we will need to have areas where garbage can be dumped away from homes to prevent disease and filth. We also will need the new level land created by these dumps.

Position #2:

Native Americans: The water of this lake is important to us. What is being dumped is hurting the fish. It is also damaging the shorelines where we pick berries and harvest materials for our baskets and other

needs. Continued use of the dump will not allow us to use those areas of the lake. It has transformed a place that has been important to our community for generations.

I agree with Position # ____ . These are my reasons:

- 1.
- 2.
- 3.
- 4.

Does this position support an individual's personal rights or the common good? Why?

Sources I used for this assignment:

Source #1:

Title:

Author:

Date of Source:

Source #2:

Title:

Author:

Date of Source:

How might things have been different today if there had been more opportunity to voice an opinion about these matters?

PUBLIC ISSUE #3 (Current)

The Evergreen Point Floating Bridge needed to be replaced to ensure that it would continue to be a safe way to cross Lake Washington. This process will be very expensive. To help pay for the costs of rebuilding this bridge, there is now a fee to cross the lake using the bridge.

Position #1:

Government: The tolls are necessary to help pay for the repair and updates to the bridge. It is the responsibility of the bridge-users to help pay for these type of projects.

Position #2:

Taxpayer: It is not fair that we have to pay for the bridge in taxes plus pay a toll to cross the bridge.

I agree with Position # ___. These are my reasons:

- 1.
- 2.
- 3.
- 4.

Does this position support an individual's personal rights or the common good? Why?

Sources I used for this assignment:

Source #1:

Title:

Author:

Date of Source:

Source #2:

Title:

WORKSHEET # 8

520HISTORY.ORG

CIVICS GRADE 4

Author:

Date of Source:

Contact information for local, county, or state representative that I plan to write a letter to in order to voice my opinion about this public issue:

Here is a sample form for your letter:

Contact name

Address

City, State Zipcode

Date

Dear ____,

Paragraph 1: Who I am and why I am writing this letter. Mention that you are studying a civics lesson and you are using your rights as a citizen to voice your opinion.

Paragraph 2: Describe the public issue as you see it and what your opinion is regarding how it is being handled.

Paragraph 3: Describe what your suggestions (if any) for a better solution are.

Conclusion: Thank them for their time and/or the opportunity to have your opinion heard.

Sincerely,

(Sign here)

Your name, grade

Your school