

# Accelerated: 7th Grade WA State History General

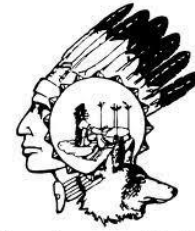


**Wk. 13 and 14**

**Mrs. Hacker**



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**Spokane Tribe  
of Indians**

**Unit of Study:** Washington State History Compare and Contrast Final

**Dates:** Monday June 8th to Wednesday June 17th

**Materials:** Textbook, Video Clip, Supplemental Reading and Handouts.

**Essential Question:** In what way is sovereignty defined and limited by tribal treaties in Washington State?

**Learning Target:** How is the Washington state government organized into a system of checks and balances. Compare and contrast Washington State Government and Spokane Tribal Government.

<u>Mon, June 8<sup>th</sup></u>	<u>Tues, June 9<sup>th</sup></u>	<u>Wed, June 10<sup>th</sup></u>	<u>Thurs., June 11<sup>th</sup></u>	<u>Fri, June 12<sup>th</sup></u>
<p>Read: WA. State Government and Spokane Tribal Government Handout</p> <p><u>Complete any Make-Up Work by Friday, June 12<sup>th</sup></u></p>	<p>Complete Compare and Contrast Graphic Organizer.</p> <p>Write: Introduction Paragraph</p> <p><u>Complete any Make-Up Work by Friday, June 12<sup>th</sup></u></p>	<p><u>Team Meeting:</u></p> <p><u>Write:</u> Body Compare Paragraph Two</p> <p><u>Complete any Make-Up Work by Friday, June 12<sup>th</sup></u></p>	<p><u>Write:</u> Body Contrast Paragraph Three</p> <p><u>Complete any Make-Up Work by Friday, June 12<sup>th</sup>.</u></p>	<p>Rough Draft Due</p> <p><u>Complete any Make-Up Work by Friday, June 12<sup>th</sup></u></p>
<p><u>Mon. June 15<sup>th</sup></u></p> <p>Revise Rough Draft</p>	<p><u>Tues. June 16<sup>th</sup></u></p> <p>Complete Final Draft and Turn-in to Mrs. Hacker</p>	<p><u>Wed. June 17<sup>th</sup></u></p> <p><u>Team Meeting:</u></p> <p><u>Turn-in Final Draft Due today!</u></p>	<p><u>Thurs. June 18<sup>th</sup></u></p> <p><u>No late work accepted</u></p>	<p><u>Fri. June 19<sup>th</sup></u></p> <p><u>Last Day of School No late Work Accepted Grades will be posted at end of day.</u></p>

## Mrs. Hacker's Teams Links Below:

<https://teams.microsoft.com/l/channel/19%3a8d531d646f7d4d689299ee7a386c4de7%40thread.tacv2/General?groupId=dd3cf3f1-426e-46a6-a684-876e7ab6c704&tenantId=df9a217d-6773-4d17-b577-85dc96078222>

## Mrs. Hacker's Wednesday Meetings on Teams



- *General WA History Meeting at 11:30am on our Microsoft Teams Page.*
- *Accelerated WA History at 12:00pm on our Microsoft Teams Page.*

If you missed the meeting on *Microsoft Teams*, you can view the recap here:

<https://www.loom.com/share/ca038d74127c46d3965cdc22805d8f60>

If you need help accessing our virtual classroom, please see these links:

- How to login to **Clever Classroom**:  
<https://www.youtube.com/watch?v=WTA4xaNsqaW&feature=youtu.be>
- How to login to **MS Teams this is where our virtual classroom is located**:  
[https://www.youtube.com/watch?v=0cl\\_s8Lo1\\_w&feature=youtu.be](https://www.youtube.com/watch?v=0cl_s8Lo1_w&feature=youtu.be)
- How to access **Office 365 Student Email**:  
<https://www.loom.com/share/81871bb592f743d29622df62fc6a5c89>

*Please email me if you have any questions.*

*Take Care,*

*Mrs. Hacker*

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# **Accelerated: Background Reading for WA STATE FINAL**

## **Washington State Government: Reading Selection One:**

### **Student Directions**

Existing side-by-side for many years - two governments share commonalities yet function with unique elements. You will read and analyze two articles about the governments of the Spokane Tribe of Indians and the State of Washington. After reading the two articles on Spokane Tribal Government and State of Washington Government analyze the similarities and differences between the two. You will complete a graphic organizer and prepare an explanatory essay that compares and contrasts what you have learned about the two governments.

### **Writing Prompt**

After reading the texts on governments of the Spokane Tribe and the State of Washington, analyze the differences and similarities between the two in an explanatory essay. Use evidence from the texts to support your analysis. Include appropriate in-text citations.

### **Directions**

1. Carefully read the texts on governments of the Spokane Tribe and the State of Washington.
2. Analyze the differences and similarities and record your thinking on the graphic organizer.
3. Review the rubric for the assessment.
4. Develop a thesis statement.
5. Write a rough draft of your essay.
6. Revise your essay for clarity, word choice, organization, etc.

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# Washington State Government

## History

In December of 1888, Congress introduced an act to "enable" Washington to become a state. Before that could happen, the state needed to draft and ratify a state constitution.

An election was held to choose 75 delegates to frame a constitution for the State of Washington. The elected delegates assembled on July 4, 1889 in the Territorial Capitol Building in Olympia and labored through the hot summer to draft a constitution which would form the basis for all future Washington laws. On August 23, 1889, the convention concluded its work, and the state constitution was completed and later passed.

On November 11, 1889 the President issued a proclamation declaring Washington's Constitution approved. The State of Washington was admitted to the Union.



## State Government

Governing Washington today may be more complicated than it was a hundred years ago, but the basic structure of government is still the same. That is mainly because the national and state constitutions have provided a strong foundation that has stood the test of time. The basic



ideas in the constitutions – regular democratic elections, separation of powers, the rule of law, and clearly defined rights and responsibilities for citizens – have become deeply ingrained in Washington's way of life. The founding principles and practices in both the state and national constitutions are reflected in today's state government.

The Washington State Constitution describes the branches of Washington State Government. Like all states, Washington has three branches modeled

after the federal government: executive, legislative, and judicial.

### Three Branches of Government

- **Executive** - includes the Governor and other elected state officials. These individuals implement the laws passed by the Legislature. The Governor has the power to appoint members of the Judicial branch. Further, bills passed by the Legislature are sent to the Governor to be signed or vetoed.



- **Legislative** - composed of the Senate and the House of Representatives and enacts bills into laws. The Senate has 49 elected members corresponding to the number of legislative districts in the state. The House has 98 elected members, two for each district.

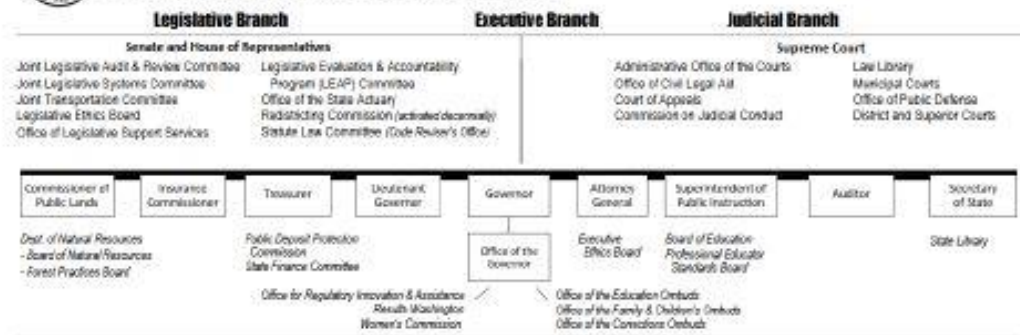


- **Judicial** - composed of the state courts: Trial court (Municipal, District and Superior), Court of Appeals, and Supreme Court. State courts make rulings on the constitutionality and legality surrounding the implementation of a law, as passed by the Legislature and signed by the Governor.





2018 Organization Chart  
**Washington State Government**



### Funding

The state budget is very complicated. There are many different sources of money, and it gets put in many separate accounts. The main budget – called the *operating budget* – is used to keep schools, colleges, prisons, and state agencies running. There is also a *capital budget* for building new buildings, and a *transportation budget* for building highways, bridges, public transit and ferries.

Most of the money in the state budget comes from taxes paid by people who live, work, and shop in Washington. When we buy things, we pay sales tax. If we own property, we pay property taxes. Businesses also pay various kinds of taxes. Some money also comes from fees for things like fishing and hunting licenses.



After reading the texts on governments of the Spokane Tribe and the State of Washington, analyze the differences and similarities between the two in an explanatory essay. Compare and contrast Washington State Government to the Spokane Tribal Government. Include two pieces of textual evidence per paragraph.

## Background Reading for WA STATE FINAL

# Tribal Government Spokane Tribe

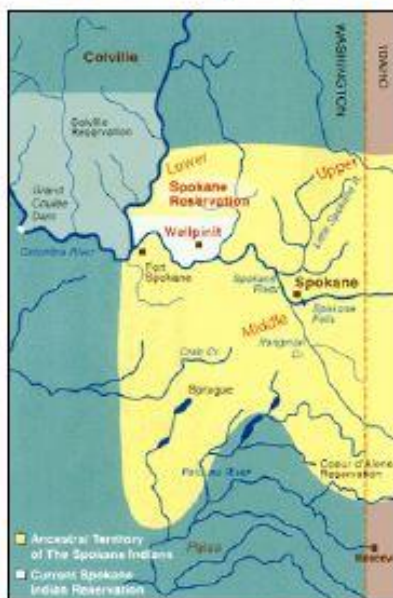
## Spokane Tribal Government

### History

For time immemorial, the Spokane Tribe of Indians lived on, protected, and respected their ancestral homelands of approximately 3 million acres. The Spokane Indians are a river people. For many generations, Spokane Tribal families relied on river waterways for nourishment, medicinal and spiritual purposes, with 60-70% of their food, mainly salmon, coming from the river. Originally, the Spokane Tribe of Indians lived along the Spokane River in three bands known as the Upper, Middle and Lower Spokane Indians.



Spokane Tribal members hunted, fished and collected roots and berries to feed their families throughout the year. The grand Spokane Falls was a gathering place for many Spokane Tribal Ancestors. The name of the site was “Spokane Falls” because of its importance to everyone in the region. Other neighboring tribes came to the falls to gather and fish, building strong friendships among the Indian nations. Originally, the Spokane Tribe of Indians lived along the Spokane River. Now they share that gathering place—and the name of their tribe itself—with the modern, thriving city of Spokane.



In January, 1881, by executive order, President Hayes declared approximately 157,000 acres as the new and smaller home of the Tribe, moving the Spokane Tribe of Indians from ancestral homelands to the Spokane Indian Reservation. This meant that the Spokanes were an executive order tribe, rather than a treaty tribe. They were moved off of the river, ruining many of their traditions and ceremonies and removing the source of much of their food. They also received no off-reservation rights. The US government eventually set August 1951 as the deadline for tribes to sue the federal government for damages and lost land. The Spokane Tribe filed a land claim, but it was not settled until 1974.

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## Executive Order vs. Treaty Tribes

Many tribes in what is now Washington state are “treaty tribes.” This means that they negotiated with the US government to determine reservation arrangements and off-reservation hunting and fishing rights. Executive order tribes, unlike treaty tribes, had their reservations and legal status established by American presidents without recognition of their wishes or needs. Treaty tribes received off-reservation rights, unlike executive order tribes who did not.

## Treaties and Tribal Governments

As the number of settlers increased in the Washington Territory in the mid-1800s, the United States wanted to ensure that land was available for settlement. Isaac Stevens, the first governor and superintendent of Indian Affairs of the Washington Territory, was authorized by the United States to negotiate with Washington tribes for the peaceful settlement of their traditional lands.

Stevens ultimately negotiated eight treaties with tribes in what would become Washington State. The treaties established reservations for the exclusive use of the tribes. In addition, the tribes reserved their right to continue traditional activities on lands beyond these reserved areas. The “Stevens Treaties” all contain substantially similar language reserving the right to hunt, fish, and conduct other traditional activities on lands off of the reservations:

The right of taking fish, at all usual and accustomed grounds and stations, is further secured to said Indians in common with the citizens of the territory...together with the privilege of hunting, gathering roots and berries, and pasturing their horses on open and unclaimed lands.

There are 24 tribes that have off-reservation hunting rights within Washington State. Two of the tribes, the Confederated Tribes of the Umatilla Indian Reservation and the Nez Perce Tribe, are located outside of the state, but they reserved hunting rights within Washington.

Not all of the tribes signed treaties with the federal government. Several of these tribes have reservations designated by executive order. These include the Colville, Spokane, and Kalispel reservations in eastern Washington, and the Chehalis and Shoalwater reservations in western Washington. Tribal hunting rights for these tribes are typically limited to areas on the reservation, although the Colville Confederated Tribes’ hunting rights extend to an area formerly part of the reservation, which is known as the “North Half.” The Colville’s hunting rights to the North Half were upheld by the U.S. Supreme Court’s decision in *Antoine v. Washington* in 1975.

There are additional tribes that are recognized by the federal government, but have no specific reservation or tribal hunting rights. Members of those tribes are subject to state hunting regulations.



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Constitution, and Public Law 280, a law passed by Congress in 1953, reaffirmed tribal sovereignty. Tribal sovereignty was also reaffirmed in various Supreme Court cases. The unique status of tribal governments has created jurisdiction challenges that have sometimes become quite complicated.

The Spokane Tribe of Indians is a sovereign government body led by the Spokane Tribal Business Council. The Tribal Council consists of five positions: Tribal Chairman, Vice Chairman, Secretary, and two Council Members. The Spokane Tribal Council reports to the General Membership, meaning all enrolled Spokane Tribal Members. The Council and other governmental organizations get their power from the members of the Spokane Tribe. Spring



Spokane Tribal Council, 2019

and Fall General Council meetings are held each year. At these meetings, the Tribal Business Council updates the Tribal Membership on important issues. As of 2018, there are over 2,700 enrolled Spokane Tribal members with a majority of the tribal members living on the Spokane Indian Reservation. As a sovereign Nation, the Spokane Tribe of Indians is represented by members of the Spokane Tribal Business Council at many federal, state, regional and local meetings of critical importance to the Spokane Tribe. Laws can be made by either Council or tribal vote.

## Funding

One way that tribal governments are like state governments is that like states, tribes can pass any law that doesn't violate federal law. For instance, tribes can run casinos because there is no federal law that prohibits them. Tribal rights to run casinos were also upheld by the 9<sup>th</sup> circuit court in the California v. Cabazon Band of Mission Indians case. In this case, the state of California contended that the tribal bingo and poker games violated state laws governing the operation of bingo games. The state sought state regulation of bingo play and prohibited the



operation of poker and other card games. The court ruled that the state could not ban or regulate gaming activities on tribal lands, opening the door to the rapid growth of casinos on tribal lands.

In 1988, Congress passed the Indian Gaming Regulatory Act. This law provided a legislative basis for the operation/regulation of Indian gaming, protecting gaming as a means of generating revenue for the tribes, encouraging economic development of the tribes, and protecting the enterprises from negative influences, such as organized crime. Many tribes are using money earned by tribal casinos to pay for government services to their members. Tribal



casinos are a very important source of new jobs and income for tribes and for nearby communities. Most tribes that have casinos have used some of the money they earned to start other tribal enterprises. They are creating different kinds of businesses to provide a wider variety of jobs of tribal members and a broader base of financial support for tribal governments. Tribes now operate businesses ranging from

shopping centers to tourist resorts, and these enterprises provide jobs for many non-Indians as well as tribal members. Tribes also donate money from casinos to charities and community projects that help everyone.

### Unit 3 Assessment: Analyzing the Governments of the Spokane Tribe and Washington State

	4	3	2	1
Focus	Establishes and maintains a clear and strong thesis throughout. Evidence strongly supports thesis.	Establishes a thesis and maintains thesis throughout with some evidence to support thesis.	Addresses prompt appropriately, but with a weak or uneven focus.	Attempts to address prompt, but lacks focus or is off-task.
Thesis/Controlling Idea	Accurately presents information relevant to the prompt with effective selection of sources and details from reading materials.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Attempts a thesis. Shows some support.	Attempts a thesis with little support.
Reading	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.
Conventions	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.
Content Understanding	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.

Unit 3 Assessment:

Analyzing the Governments of the Spokane Tribe and the State of Washington

<b>Spokane Tribal Government</b>	<b>With regard to</b>	<b>State of Washington Government</b>
	Who leads?	
	How do leaders get into office?	
	To whom do the leaders report?	
	Who do the leaders represent?	
	From where do funds for the government come?	
	On what is the funding spent?	
	Other	

**Rough Draft: Graphic Organizer**

**Compare/Contrast Writing Assessment**

**Final Draft: Due Wednesday, June 17th**

**Introduction Paragraph:**

**Hook:**

**Background Information:**

**Thesis Statement:**

**Rough Draft: Due June 12<sup>th</sup>**

**Rough Draft:**

**Paragraph two Compare with two pieces of textual evidence.**

**Topic Sentence/ Compare**

**Cite Textual Evidence**

**Explain:**

**Cite Textual Evidence**

**Explain:**

**Transitional Sentence to Contrast:**

**Final Draft: Due Wednesday, June 17th**

**Paragraph Three Contrast with two pieces of textual evidence.**

**Topic Sentence/ Contrast**

**Cite Textual Evidence**

**Explain:**

**Cite Textual Evidence**

**Explain:**

**Concluding Sentence**

**Final Draft Here: Due June 17<sup>th</sup>,2020**