



LESSON 2

Diversity Among Oregon Tribes

LEARNING OUTCOMES

- Students will identify the six natural and cultural areas of traditional Oregon.
- Students will understand that there were many tribes that lived in Oregon before the purposeful removal of Indians from the land with the arrival of non-Native settlers.
- Students will identify similarities and differences between nations who lived in the same natural and cultural areas of traditional Oregon.

ESSENTIAL QUESTIONS

- What tribes existed in Oregon prior to contact (thinking beyond the nine federally recognized tribes of today)?
- How were the tribes similar to and different from one another prior to contact with non-Native settlers?
- Did anything about the geography of their region impact these similarities and differences?

LOGISTICS

- Where does the activity take place?
Classroom
- How are the students organized?
 - Whole class Teams: 2 – 4
 - Pairs Individually

TIME REQUIRED

2 – 2.5 hours

Overview

This lesson has three activities that will help students begin to understand the diversity of American Indian Tribes in Oregon. By the end of the lesson, students will also have identified the area of the state that is home to the Cow Creek Band of Umpqua Tribe of Indians. This will prepare students to begin studying the Cow Creek Umpqua Tribe in more depth in subsequent lessons.

In the first activity, students will learn about the six natural and cultural areas of Oregon and how the physical realities of living in each area helped shape the unique identities of the Tribes who lived there. Students will view pictures of the geography and topography of each area and label a map with each of the six area names.

In the second activity, students will identify the Tribes who lived in each of the six natural and cultural areas. Students will work in small groups—one group for each of the six areas—to read an expository text and document the traditional indigenous name for each tribe.

In the final activity, students will again work in small groups that are focused on one of the six areas. Students will learn about the food resources, methods of travel, and other key traits that Tribes in a particular area shared and will then use that information to analyze similarities and differences between Tribes in each of the six areas.



Background for teachers

It is important for teachers to understand the nuances of history related to American Indians in Oregon. In the previous lesson, we introduced the concept of people groups and the fact that there are nine federally recognized Tribes in Oregon today. Those nine Tribes are inclusive of many other Tribes that existed before contact with non-Native settlers. For example, the federal government recognizes the Confederated Tribes of the Umatilla Reservation as one tribe, but the confederation actually includes three different people groups—the Cayuse, Umatilla, and Walla Walla.

Some key ideas to be aware of are:

- The original tribal people groups of Oregon shared some similarities based on the natural environments in which they lived. However, each of the Tribes and bands was highly diverse in their political structures, lifeways, ceremonial practices, and other aspects of their respective societies.
- The tribal people groups of Oregon spoke many unique languages and interacted with each other through complex trade networks and political interactions.
- Oregon's current nine federally recognized Tribes reflect the survival of many, but not all, of the original Tribes.

STANDARDS

Oregon social studies standards¹

Ethnic Studies – 4.10; 4.13; 4.16

Geography – 4.7; 4.8

Historical Thinking – 4.16

Oregon English language arts standards

Informational Text – 4.RI.1; 4.RI.2; 4.RI.3; 4.RI.10

Writing – 4.W.9b

Speaking & Listening – 4.SL.1; 4.SL.2

MATERIALS

What materials are needed for students to engage in this activity?

- **For projector**
 - Slide deck – Natural and Cultural Areas of Oregon
 - Map – Tribes and Bands of Traditional Oregon
 - Map – Natural and Cultural Areas of Traditional Oregon
- **Teacher handouts**
 - Chart – Diversity Among Oregon Tribes – Answer Key

(Continued on next page)

¹ Oregon is in the process of revising its social studies standards. This document references the draft 2018 standards for grade 4.



Before delivering this lesson, review the student handouts and materials to familiarize yourself with the lesson and content. Adapt and scaffold as necessary to meet the needs and strengths of your students.

Considerations for teachers

Assessment: How will you know if students are learning?

- Students can accurately identify and create a labeled map of the six natural and cultural areas of traditional Oregon.
- Students can identify, in writing, the Tribes that lived in their assigned traditional natural and cultural area of Oregon and can participate in a discussion about the Tribes that lived in all six areas.
- Students (with their partners/groups) can state at least three factual similarities and differences in the lifeways of various Oregon Tribes based on the natural and cultural area in which they lived.

Practices (group roles, classroom routines). This depends on the activity. For instance, how do you rotate roles? Assign computers? Get supplies?

- *Small-group discussion:* Activities 2 and 3 require students to work in small groups. If you have not yet used small-group discussion, be sure to set the stage by explaining the norms and expectations for group dynamics. As

MATERIALS

What materials are needed for students to engage in this activity?

- Student handouts
 - Natural and Cultural Areas of Oregon: Observation Sheet
 - Map: Natural and Cultural Areas of Traditional Oregon (without labels)
 - Chart: Diversity Among Oregon Tribes–Notes Sheet (Form A)
 - Chart: Diversity Among Oregon Tribes–Notes Sheet (Form B)
 - Tribes and bands alone with lines (no region names, but preferably region lines)
 - One-page handouts for each of the six natural and cultural areas



necessary, group students heterogeneously to allow for multiple strengths in each group. Anticipate any students who may find difficult to participate in group work (or to read the hand-outs for this lesson) and match them with other students who will help them be successful.

- *Jigsaw activity:* To activate student learning and engagement, this lesson employs a jigsaw activity. The basic design of a jigsaw is that the content to be learned is divided into separate pieces, like pieces of a puzzle. Students are assigned to become “experts” on a specific piece and then report back to other peers who have yet to learn that content. This activity has scaffolds to support the jigsaw, including a chart/graphic organizer and suggested sentence frames. Modify the activity as necessary to ensure your students understand the portion for which they are most responsible and the overarching concepts.
- *Sentence frames:* Sentence frames help students who struggle with language and/or content by giving them a scaffold to support their thinking. The sentence frames allow students to focus their mental energy on the task, rather than the language needed to complete the task. Add or subtract sentence frames depending on the level at which your students perform.

Learning targets

- I can identify the six natural and cultural areas of traditional Oregon.

VOCABULARY

Natural and cultural areas of traditional Oregon

– The culture, beliefs, and lifeways of the American Indian tribes and bands of Oregon are shaped by the specific natural environments in which they live. The state can be roughly divided into six geographical areas. While each nation has its own distinct culture, the nations that live within each area share many similarities.

Band – A smaller social unit within the larger tribal unit. Tribal members typically shared a common language, common cultural practices, and common political interests and were related through marriage and/or ancestry. Bands were even more place based and family centered. For example, the members of the Chinook Tribe shared a common language and were located along the Lower Columbia River, but many smaller bands made up the tribe, including the Cathlamet, Clackamas, and Clatsop bands.

Traditional Oregon – The people and places of Oregon before prolonged contact with non-Native settlers.

Population density – A count of how many people live in a defined area. Population density is often measured in the number of people per square mile. High population density means more people live within each square mile. Low population density means fewer people live within each square mile.



- I understand that there were many Tribes that lived in Oregon before non-Native settlers arrived and before forced removal began.
- I can identify similarities and differences in the lifeways of various Oregon Tribes based on the natural and cultural areas in which they lived.
- I can identify the natural and cultural area of traditional Oregon in which the Cow Creek Band of Umpqua Tribe lived and describe some unique elements about that area and how those elements might have shaped the tribe's way of life.

Options/extensions

- The Tribes of Oregon and the Pacific Northwest engaged in highly advanced trade networks so that Tribes could access resources not located in their direct natural/geographical area. Have students research and create a project that details what they learn about the Indian trade network located at Celilo Falls, near the modern-day city of The Dalles. Focus their learning on (a) the trade network before non-Native settlers arrived (e.g., their design, their reach, what was traded) and (b) the impact on Tribes of the construction of the Dalles Dam, which covered the falls in 1957. The following websites have some helpful resources (PDF versions are available in the folder in the event of broken links):
 - Celilo Falls (CRITFC) <https://www.critfc.org/salmon-culture/tribal-salmon-culture/celilo-falls/>
 - Celilo Falls https://oregonencyclopedia.org/articles/celilo_falls/#.W9oRcNVKhyw
 - Celilo Village: Epicenter for Trade <http://lillianpitt.com/celilo-village-epicenter-for-trade/>
 - Outside the Ethnographic Box: Native Trade Networks <https://ndn-historyresearch.com/2016/06/03/outside-the-ethnographic-box-native-trade-networks/>
 - Celilo Falls disappears in hours after The Dalles Dam flood-gates are closed on March 10, 1957, <http://www.historylink.org/File/10010>

Reflection/closure

Review the learning targets and synthesize what students have shared during their group learning activities.

Appendix

Materials included in the electronic folder that support this lesson are:

- 01.a M1_L2_Diversity-of-tribes_SlideDeck_Natural-Cultural-Areas.pptx
- 01.b M1_L2_Diversity-of-tribes_Natural-Cultural-Areas_Observation-Sheet.docx
- 02. M1_L2_Diversity-of-tribes_Maps_Natural-Cultural-Areas.pdf
- 03. M1_L2_Diversity-of-tribes_Charts-(FormA-B-AnswerKey).docx
- 04. M1_L2_Diversity-of-tribes_List-of-tribes(Pre-contact).docx
- 05. M1_L2_Diversity-of-tribes_Areas-and-tribes-handouts.docx

Activity 1

Map the six natural and cultural areas of Oregon (make a map)

Time: 30 minutes

Activate prior knowledge by asking students what they remember about the previous lesson. Have them talk with their neighbors (think-pair-share) to remember as much as they can. Then call on a few to share out. They should remember some of the following concepts:

- People groups share a common ethnic, cultural, and linguistic background and live in a particular geographical place in the world.
- Oregon had many American Indian people groups, or Tribes, that spanned all of the current territory before non-Native settlers arrived.
- There are currently nine federally recognized nations in Oregon.

Say:

Students, today we will learn about the similarities and differences among the American Indian people groups of Oregon and how they lived before contact with non-Native settlers. There were originally more than 100 Tribes and bands of American Indians in Oregon.² Each tribe had a way of life that was uniquely connected to the natural area in which they lived—the trees, plants, animals, rivers, mountains, and valleys. To begin learning about Oregon’s original tribal people groups, it’s helpful to understand how Oregon can be divided into six major natural and cultural areas.

Pass out an unlabeled (blank) copy of the Natural and Cultural Areas of Traditional Oregon map and a copy of the accompanying observation sheet.

²Zucker, J., Hummel, K., Høgfoss, B., Hosey, F., & Penniman, J. (1983). *Oregon Indians: Culture, history, and current affairs: An atlas and introduction* (1st ed.) Portland, OR: Oregon Historical Society Press.

Activity 1 *(Continued)***Say:**

Here is a map titled the Natural and Cultural Areas of Traditional Oregon. It doesn't have any labels on it yet. I'm going to show you the areas on the projector. I want you to write down the label for each one as I show it to you. Write the label in small capital letters, leaving space for other words.

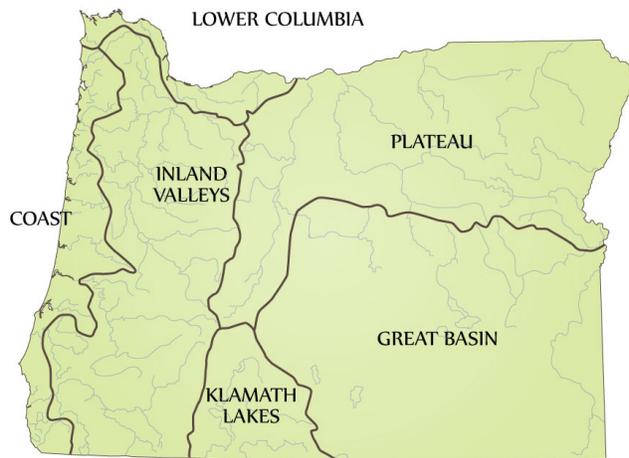
I will also show you some pictures of each of the six natural and cultural areas. When looking at the pictures, I want you to think about what it would be like to find food and water or to have a home in that place. I'm going to give you an observation sheet, and I want you to write at least one thing you notice about each area and one thing you wonder about what it would be like to live there. Okay, tell your neighbor the directions. (Allow students a few moments to get clear on the instructions, then have one student repeat it for the whole class to hear.)

Using the slide deck provided, show students the version of the Natural and Cultural Areas of Traditional Oregon map that is labeled (figure 1). Next, go through each slide, showing students pictures of the diverse topography and vegetation in each of the six areas. Give students time to write down what they notice and wonder about each area.



Activity 1 *(Continued)*

Figure 1. Traditions handout



After you've covered all six areas, give students time to share with a partner or in small groups what they have noticed, what they have wondered, and how they have labeled their maps.



Activity 2

Identify the Tribes who had their primary territory in each of the six areas.

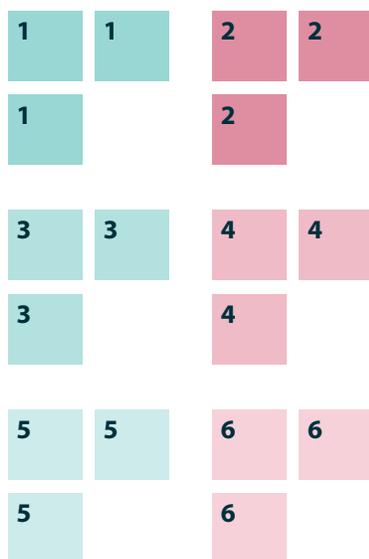
Time: 20 minutes

Divide the students into six groups by assigning each one a number (1 through 6). Have 1s go with 1s, 2s with 2s, and so on. There should be six groups (figure 2), while the number of students in each group will depend on class size (for example, a class of 18 students will have six groups of three). Pass out a copy of the Diversity Among Oregon Tribes–Notes Sheet (Form A). It may be helpful to assign group roles:

1. One student is the **task leader** to make sure the group stays focused.
2. One student is the **question keeper** to ask the teacher for help if the group gets stuck.
3. One student is the **reporter** to share the group’s discussion when done.

Figure 2. Expert groups 1 through 6

Expert Groups



Activity 2 (Continued)

Say:

Now that we're in six groups, I'm going to assign each group one of the natural and cultural areas in Oregon. I'll give each group a one-page expository text about their assigned region. This will give you information about the Tribes that lived there and some details about how that region shaped their way of life. You will read the text together in your group, and your job is to look for the names of Tribes that lived in your region. When you find the name of a tribe, underline the tribe's name and write it down on the first row of your notes sheet. Some of your texts will talk about both Tribes and bands. Bands are smaller groups within a larger tribe. It's okay for you to write the names of both Tribes and bands. See if you can tell the difference as you read the text.

Explain to students how you want them to read the passage. If you have struggling readers, you might assign a higher reader to read out loud in each group while the others follow along. Or, you could have students read one paragraph each. Provide scaffolding as necessary to support student understanding and to help with any words they may not know or may not be able to pronounce. Provide about 10 minutes for each group to read the text and find the tribe names.

After students have found all the tribe names, have a reporter from each group share out. Use the blank copy of Diversity Among Oregon Tribes–Notes Sheet (form B) on a projector to record student findings.³

³ An alternative lesson design option is to convert this to a jigsaw activity in which students form groups that have one member from each of the six groups and report back what they learned. In the jigsaw, students would have their own copy of Diversity Among Oregon Tribes–Notes Sheet (Form B) and would use it to take notes about each of the six areas. The drawback to this jigsaw option is that it takes significantly more time.

⁴ The word “traditional” in this lesson is being used to denote history before prolonged contact with non-Indian settlers.



Activity 2 (Continued)

Afterward, use a projector to show students a copy of the map with all the Tribes and bands of traditional⁴ Oregon (figure 3). Ask them to find the names of the Tribes they read about in their assigned natural and cultural area.

Figure 3. Tribes and bands of traditional Oregon



Activity 3

Discover the general similarities and differences between tribal ways of living in each area

Time: 75 minutes

Say:

Okay class, now that we know which Tribes lived in each of the six areas, let's learn about the Tribes and their traditional ways of life before non-Indian settlers arrived. I would like you to use your notes sheet again (Form A) to look for these five things: (Hold up the notes form and point to each category as you describe it or write each one on the board as you describe it.)

- *Major food resources* – What did the Tribes in your area typically rely on for food?
- *Population density* – This means a count of how many people lived in an area. Was it crowded? Were people spread out? It's usually described as low population (not a lot of people) or high population (a lot of people).
- *Major land features* – Was the area characterized by rivers, mountains, desert, an ocean, or other features?
- *Method of long-distance travel* – How did the Tribes get to faraway places?
- *Winter dwelling* – Many of the Tribes often moved around during the warmer months but stayed in one place during the winter. What types of shelter did they use for their winter homes?

Activity 3 (Continued)

Say:

Before you write any answers on your notes sheet, I want each group to read the text again. Then talk with each other to complete the assignment and become an expert on the details in the handout for your area and tribe. After all the groups are done, we're going to use a jigsaw⁵ activity so that each of you gets the chance to share about your area and each of you gets the chance to learn about the other five areas. As you're working, be sure you fill out your notes sheet so you're prepared to share with other classmates from other groups. Please get back in your original groups (1s with 1s and so on) and then assign a letter to each person: A, B, or C. If there are more than three people in your group, repeat your letters (for example, you might end up with two A's). Any questions? (allow questions/clarifications) Okay, let's get in our groups.

Give students time to get in their groups and assign a letter to each group member. Next, provide each group with time to read about the six natural and cultural areas and the Tribes that lived there (again, scaffold as needed depending on your students' reading levels). Walk around the room to check for understanding. Use the Diversity Among Oregon Tribes–Answer Key to help you provide feedback to each group. Allow about 20 minutes.

When groups have finished working, give the directions for the jigsaw activity:

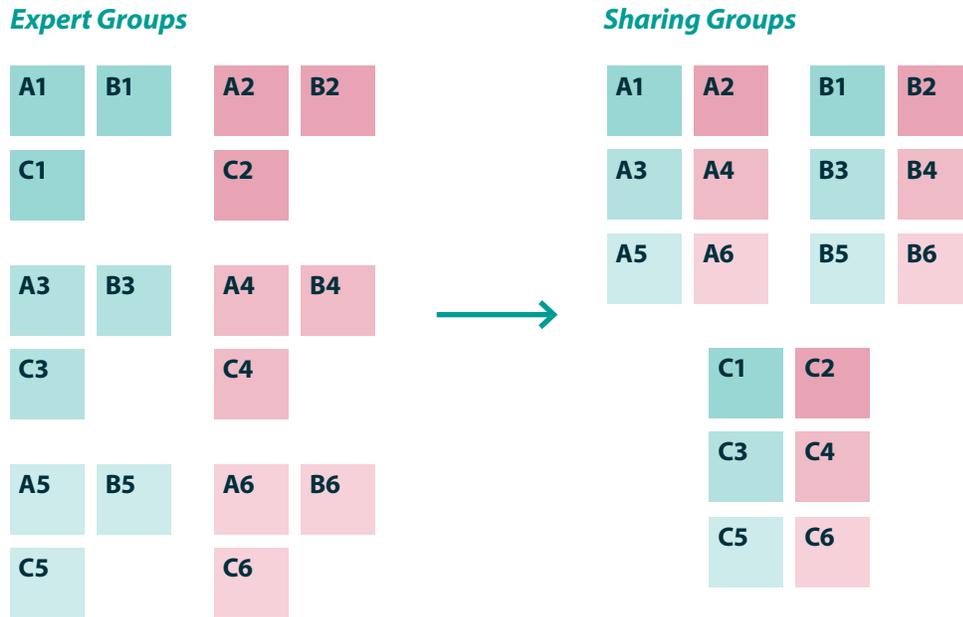
1. **Regroup:** Groups 1 through 6 are homogeneous “expert” groups that focused on one specific area. Have all the A's regroup into heterogeneous “sharing” groups that include students that studied all six natural and cultural areas (e.g., The new group A should have students from groups 1 through 6). Do the same for the Bs and Cs (figure 4).

⁵Team jigsaw: Each team becomes an “expert” on one topic or skill. Team members then spread out to share their new knowledge with their counterparts in other teams. For example, team 1 sends a member to each of the other teams to share, then team 2 does the same. This take some planning: There need to be enough “experts” to share with all the other teams, or teams have to be combined to share “experts.” Two teams can research the same topic and check with one another for completeness and agreement before they “consult” with the other teams—this provides some checks and balances. Synthesis can be done as a whole group or in teams. (Source: <http://schoolreforminitiative.org/doc/jigsaw.pdf>)



Activity 3 (Continued)

Figure 4. Expert groups 1 through 6



2. **Assign:** Give all groups the Diversity Among Oregon Tribes–Notes Sheet (form B) and explain that they will take notes as their peers present what they have learned. (The only part of the notes page they don’t have to complete is the tribe names, since they did that with the teacher.) Tell the students that after their group sharing and note-taking is finished, they will analyze the areas and Tribes for similarities and differences. So, they should try to notice these things while taking notes. To facilitate smooth transitions, you can write a protocol on the board or projector for students to follow. For example, students can take notes about what goes in the blanks:

Activity 3 *(Continued)*

- Step 1: My area is _____.
- Step 2: The main things Tribes ate were _____. (*Major food resources*)
- Step 3: There were _____ (a lot of/many/few) people living in this area. (*Population density*)
- Step 4: The land features in this area were _____. (*Major land features*)
- Step 5: Tribes traveled by _____. (*Method of long-distance travel*)
- Step 6: During winter, Tribes lived in _____. (*Winter dwelling*)

Each student should take about five minutes (the whole note-taking portion is 30 minutes). Monitor the class by checking in with each group and using the Diversity Among Oregon Tribes–Answer Key to provide feedback as necessary.



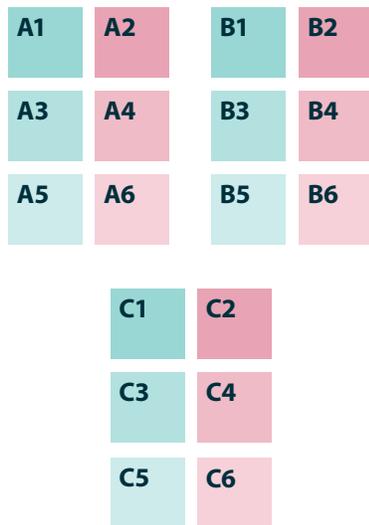
Activity 3 (Continued)

Analyze

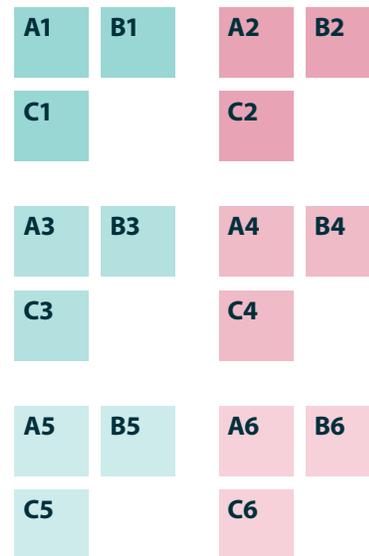
Have students return to their original expert groups (six groups; figure 5) with their notes pages and place the Diversity Among Oregon Tribes–Answer Key on the projector to use as a reference for a group discussion.

Figure 5. Movement from sharing groups back to expert groups

Sharing Groups



Expert Groups



Activity 3 (Continued)

Say:

Class, you've had the opportunity to learn from others about all six natural and cultural areas and the Tribes that lived there. I've placed my notes page on the projector, and yours looks a lot like mine. I would like you to talk in your groups to come up with factual statements about what is similar and what is different. This is a compare and contrast activity: See if you can come up with at least six sentences that make comparison between two or more of the areas. Here are some sentence frames you can use if you want, but you can also come up with your own (write these on the board and read them to students):

1. The _____ area is similar to the _____ area because they both _____.
2. The _____ and _____ areas are similar because they both _____, BUT the _____ area is different because _____.

Say:

Please get out a piece of paper and choose someone to be your note-taker. Choose a different person to be the reporter who can share some of your observations when you're done. On the paper, write as many factual statements as you can that compare and contrast the areas and the Tribes' ways of living. I'll leave my notes up so that you can refer them. Are there any questions about what to do? (Answer questions and check for understanding.)

Give students about 10 minutes to complete the activity.

After groups are finished, have the reporter from each group share three factual observations about similarities and differences between the areas. Examples might include, but are not limited to:

- The Tribes in the Lower Columbia, Coast, and Klamath Lakes were similar because they depended on fish as their primary food source, but the Tribes in the Inland Valleys did not rely on fish as much.



Activity 3 (Continued)

- The Lower Columbia and Coast areas were similar because they had high population density, but the Inland Valleys, Klamath Lakes, Columbia Plateau, and Great Basin had a lower population density.
- Because they had access to long waterways, Tribes in all areas except the Great Basin depended on canoes for long-distance travel.

Listen for correct understanding of the similarities and differences in the Tribes and areas of traditional Oregon. Provide students with corrective feedback or probe for clarification as necessary.

Say:

Great work, class! You have just finished your introduction to what life was like for the Tribes of Oregon before non-Native settlers arrived. In the next lesson, we will narrow our focus to learn specifically about the Cow Creek Band of the Umpqua Tribe of Indians. (On the projector, display the map of the Tribes and bands of traditional Oregon, figure 3.)

Say:

Look on the map. Can you see where the Cow Creek Band lived? Tell your neighbor what natural and cultural area the Cow Creek Band lived in. (Allow a few moments for discussion, then confirm “Inland Valleys.”) Great!

We’ll be learning a lot more about the Cow Creek Band, but what you need to know right now is that the tribe still lives in this area today. They are very much a living, thriving people group in Oregon, and we’re going to spend some time getting to know more about them. For now, please keep your notes in a folder for reference.

Logical note: If you have a bulletin board that captures student learning about Oregon tribes, consider collecting the group sentences and adding them to the board along with the maps of the natural and cultural areas and the locations of the tribes.

