



### LESSON 3

# The Cow Creek Band of the Umpqua Tribe of Indians

## LEARNING OUTCOMES

- Students will understand that groups of people organize themselves in different ways to live and work together.
- Students will describe the difference between a tribe and a band.
- Students will identify the five bands that make up the Cow Creek Band of Umpqua Tribe of Indians.

## ESSENTIAL QUESTIONS

- What are different ways groups of people organize themselves to live and work together?
- What is the difference between a tribe and a band?
- In what ways were the Cow Creek Band of Umpqua Tribe of Indians similar to and different from other Native groups around them?
- What was the social structure of the Cow Creek Band of Umpqua Tribe of Indians?

## LOGISTICS

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

## TIME REQUIRED

1.5 – 2 hours of class time.

## Overview

This activity will help students understand how the Cow Creek Band of Umpqua Tribe of Indians organized and sustained its communal life. Students will learn about the five Cow Creek bands: Miwaleta, Quintiosa, Targunsan, Wartahoo, and Myrtle Creek. In doing so, they will explore how different groups organize themselves, the difference between a band and a tribe, what the Cow Creek Band had in common with nearby tribes, and how it was—and is—unique.

The central activity of the lesson involves students working in small groups to represent “bands” of the classroom “tribe” and to explore the nuances of how bands and tribes interact and influence each other. The purpose of this lesson is to help students understand that the Cow Creek Band of Umpqua Tribe of Indians was composed of smaller groups that—through common experiences—forged a strong sense of collective identity and mutual belonging. This solidarity has been vital to the tribe’s survival in both the historical and modern eras.

## Background for teachers

Historically, Native Indians organized their communal lives in several ways. In addition to tribes, there were smaller groups such as clans and bands. The smallest Native American grouping was the



extended family, in which grandparents, aunts, uncles, and cousins often lived nearby and were in constant contact and interaction with each other. Many of these forms of community continue to exist in contemporary tribal life.

The language, customs, and ways of life of a band or tribe can be similar to those of related or neighboring groups, but they can also be very different. The Native peoples living along Cow Creek, a tributary of the South Umpqua River in Southern Oregon, spoke Takelma and shared lifeways and social norms with other Takelma-speakers to the south. They also gathered food, built shelters, and made clothing with techniques used by other Native groups in the Umpqua and Rogue River watersheds. The Cow Creek peoples spoke their own dialect, however, and developed a unique culture shaped by the specific landscape and ecology they inhabited.

Groups of Cow Creek families lived together in independent villages. The villages were loosely organized into bands that took the names of the areas around Cow Creek where their people lived: Miwaleta, Quintiosa, Targunsan, Wartahoo and Myrtle Creek. Although the Tribe has a rich oral history tradition, little is known about how the Cow Creek bands were related politically, linguistically, and culturally prior to contact with non-Indians. The bands collectively signed a treaty with the U.S. government in September 1853 that established the Cow Creek Band of Umpqua Tribe of Indians.

## STANDARDS

### Oregon social studies standards<sup>1</sup>

Ethnic Studies – 4.7; 4.10; 4.13

Geography – 4.7; 4.8

Historical Knowledge – 4.10; 4.13

Historical Thinking – 4.16

### Oregon English language arts standards

Informational Text – 4.RI.1; 4.RI.7; 4.RI.10

Vocabulary Acquisition and Use – 4.L.4

Speaking & Listening – 4.SL.1; 4.SL.2

## MATERIALS

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

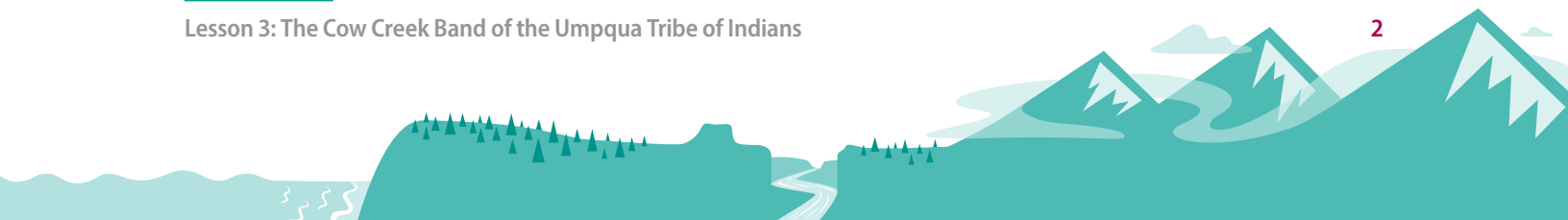
- M1\_L03 presentation and handouts (see “Appendix” on page 5).
- Classroom writing surface (e.g., blackboard, whiteboard/smartboard, chart paper) and writing implements (chalk, markers, etc.).

## VOCABULARY

**Band** – A group of native people joined in a common purpose or connection; a smaller part of a tribe.

**Tribe** – A group of native people that share similar cultural, social, political and/or economic characteristics.

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



This treaty required the bands to give up most of their ancestral territory in exchange for money and a small reservation.

After the signing of the treaty, the five bands began to establish a more collective tribal identity and a sense of political and cultural solidarity. This mutual bond was essential to the Tribe's survival during the oppressive non-Indian settlement era and continues to be an important part of its thriving culture today.

Prior to delivering this lesson, please review the presentation that is provided. This presentation will help you and your students identify the homeland of the five bands of the Cow Creek Band of Umpqua Tribe of Indians in relation to other historic cultural/linguistic groups in the region and to current Oregon geographical landmarks. As you teach this unit, be sure to critically evaluate both the perspectives that are presented by the sources used and how you and your students think and speak about the stories that are told.

## Considerations for teachers

### Assessment: How will you know if students are learning?

- Students accurately describe the difference between a band and a tribe.
- Students can describe ways in which the Cow Creek Band of Umpqua Tribe of Indians was similar to and different from other Native groups in the Umpqua watershed.
- Students can identify the five bands that make up the Cow Creek Band of Umpqua Tribe of Indians.

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

- The teacher must have a grasp of how to read a variety of maps of Oregon (e.g., general reference, physical, ethnolinguistic).
- The teacher must have a good understanding of the social structures of American Indian cultures (e.g., bands and tribes).
- The teacher must be prepared to activate engagement strategies and facilitate small-group work by assigning students to specific roles (e.g., spokesperson).

### Learning targets

- I can describe the difference between a band and a tribe.
- I can describe ways in which the Cow Creek Band of Umpqua Tribe of Indians was similar to and different from other nearby groups.
- I can identify the five bands that make up the Cow Creek Band of Umpqua Tribe of Indians.

### Options/extensions

- Have students research the other eight federally recognized tribes in Oregon or tribes in other states to see if they describe and/or organize themselves using the terms “band” and “tribe.”

## Reflection/closure

Wrap up the lesson by reviewing the learning targets and having students write (or say) an exit ticket that demonstrates their understanding for the day. Have them provide two or three sentences that briefly explain the difference between a tribe and a band and how those terms apply to the people groups that made up the Cow Creek Band of Umpqua Tribe of Indians.

## Appendix

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

- 01\_M1\_L03\_Presentation (PowerPoint slides)
- 02\_M1\_L03\_Presentation (PDF file for printing handouts, if desired)
- 03\_M1\_L03\_Cow Creek Band Word Search (includes solution)

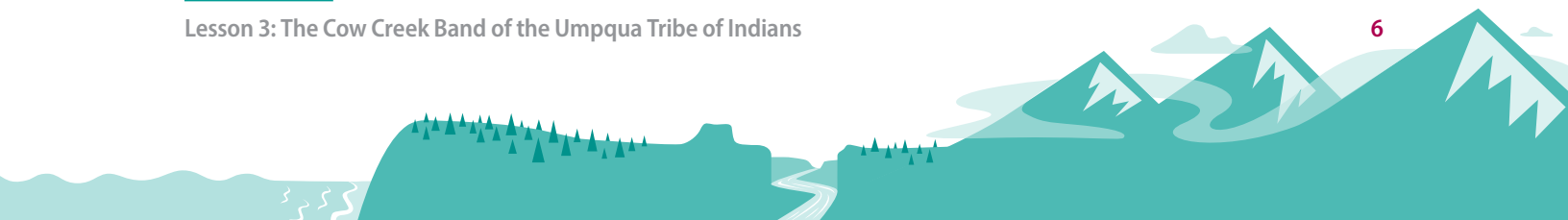
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## Activity 1

### Build on prior knowledge to develop awareness of people groups.

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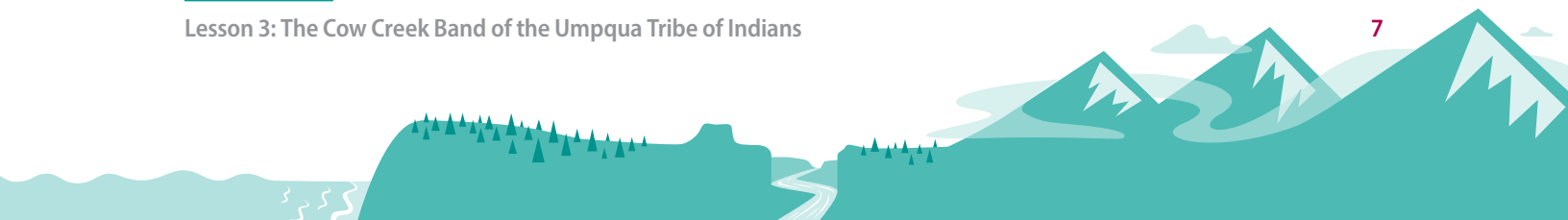
1. Connect and extend previous discussions of people groups.
  - Human beings live and work together in groups for numerous reasons.
  - People are born into certain groups based on their personal, social, and cultural surroundings.
  - People also choose to join groups based on shared roles/occupations, beliefs, or interests.
  - Membership in these groups influences how people think of themselves and how others think of them.
2. Ask students to think of one people group everyone in the classroom is a part of (answer: family).
  - Describe how families can be large or small and can live close to each other or far apart.
  - Note that American Indian families tended to be large, with grandparents, aunts, uncles, and cousins all living close by and helping each other out.
3. Ask students to brainstorm and share ideas about other people groups of which they are a part. Write their responses on chart paper, a blackboard, or whiteboard. If necessary, share one of the following examples to help get students thinking:
  - Neighborhood or community
  - City or state
  - Cultural/ethnic group
  - School
  - Faith congregation (church, synagogue)
  - Sports team
  - Activity club or team (e.g., chess team, music band)



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**Activity 1** *(Continued)*

4. Ask students to review the list of groups they generated and to determine whether they were born into each group or chose to be a member of that group.
  - Help them distinguish between the two types of groups by circling them with different colored markers or chalk or by drawing two different shapes next to them (e.g., circles next to groups they were born into and triangles next to groups they chose to be a part of).
5. Ask the students to think about how membership in a given group is expressed. What are some things the group members do that other people do not do or do differently? Examples:
  - Wear certain types of clothing or symbols (e.g., sports jerseys, religious symbols)
  - Speak a unique language or have certain words and phrases that are unique to their group.
  - Have holidays or celebrations that are unique to their group.
  - Eat certain kinds of food or prepare food in ways that are unique to their group.
6. Select several examples of groups the students identified and ask them to think about how the groups might be part of larger groups. Examples:
  - A faith congregation might be part of a larger diocese, stake, or union.
  - A sports team is part of a sports league.
  - A scout group might be part of a larger pack or council.
  - Neighborhoods are part of a city.
  - A city or county is part of a state, which is part of a nation.
  - A school is part of a larger school district.
7. Wrap up the activity by pointing out that there are multiple ways cultures organize themselves. Explain that we are going to explore how and why American Indians—and the Cow Creek Band of Umpqua Tribe of Indians in particular—organized themselves into different types of groups.



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## Activity 2

# Introduce the terms and concepts of “band” and “tribe.”

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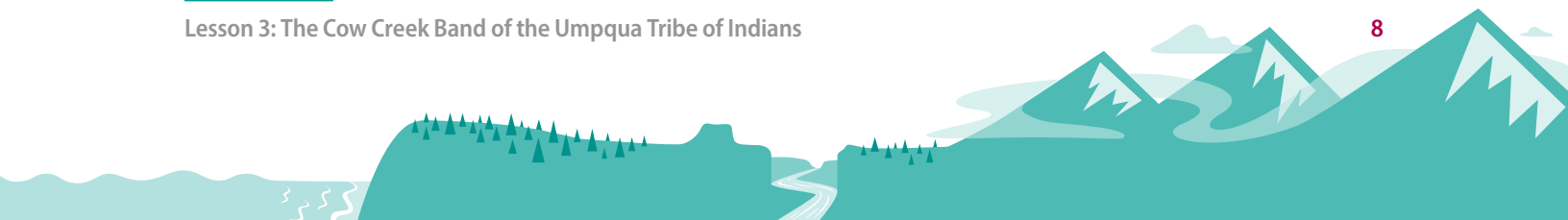
1. Write the words “band” and “tribe” on a blackboard, whiteboard, or piece of chart paper.
2. Invite students to brainstorm what they think each word means. Acknowledge that students, when they hear the word “band,” are likely to first think of a music or marching band, but that in this context it has a different and specific meaning. Write down their responses.
3. After students have made all their contributions to the list, share the definitions for “band” and “tribe” found on slide 1 of the M1\_L03 Presentation.
4. Circle or underline the student responses that came closest to these definitions. Add to or extend their understanding by writing down the additional following points (if they were not supplied by students):

### *Tribe*

- Larger group; hundreds of people
- May be made up of several bands
- May be more permanent
- Bands come together for celebrations and to make decisions for the whole tribe

### *Band*

- Smaller groups of people; usually no more than a few dozen
- People know each other well
- Shared activities and celebrations
- Hunter-gatherers (move around in search of food)
- Egalitarian (everyone has equal rights and responsibilities)
- Leaders are directly chosen by group members

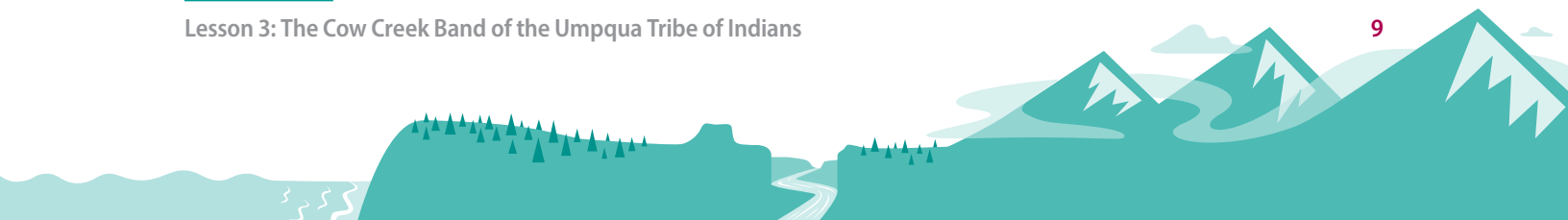




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**Activity 2** *(Continued)*

5. Write the name “Cow Creek Band of Umpqua Tribe of Indians” on the blackboard, whiteboard, or piece of chart paper. Invite students to explain what they might understand about that name based on what they just learned about bands and tribes. Possible answers:
  - The Cow Creek people were—or were understood by outsiders to be—part of a larger group, tribe, or culture of people called the Umpqua.
  - There were and are other bands within the larger group of Umpqua people.
6. Share the following points about life in the Cow Creek Band and note the similarities with the definition of “band” the students explored.
  - Groups of Cow Creek families lived together in independent villages.
  - The villages were led by nonhereditary chiefs (they were chosen and not born into the role like a king or queen in other countries).
  - The villages were loosely organized into bands (these are explored in a following activity).
  - The Cow Creek Band were hunter-gatherers. They made seasonal rounds to different parts of their territory to catch or harvest food at different times of the year. (Cow Creek food-gathering practices are explored in a later module)
7. Transition to the next activity by explaining that students will now have a chance to experience the way bands and tribes are organized.

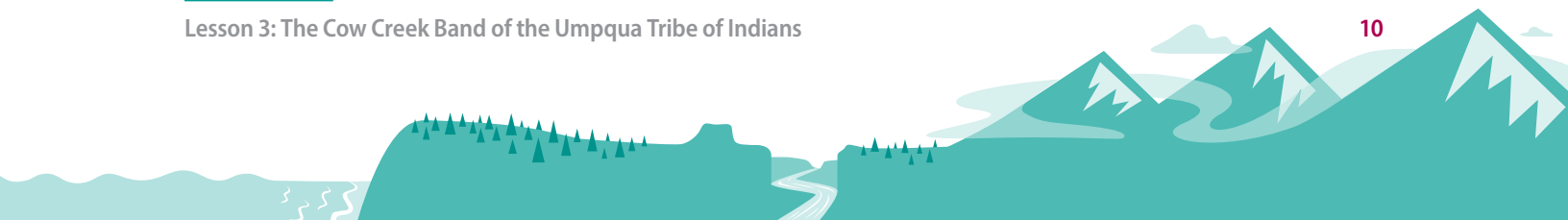


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**Activity 3****Group Decision Making**

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1. Divide the classroom up into well-mixed table groups using your preferred method.
2. Give the table groups a fictional or real school- or community-related scenario or issue. It can be a serious issue or a light-hearted one (e.g., if students could choose one new food for the cafeteria to offer, what should it be?).
3. Have the groups discuss the issue among themselves for several minutes.
4. Ask the groups to choose a spokesperson to share their group's response to the issue or scenario and the reasoning behind their response. Allow other students to ask questions of each group's spokesperson.
5. After all groups have spoken, take a classroom vote to decide what the classroom tribe will recommend as a response to the issue or scenario.
6. If desired, repeat steps 2 through 5 above with additional issues or decisions as time and student interest permit.
7. Debrief the activity with students to help them connect what they experienced to the decision-making methods different people groups use. Some rely on one person to make decisions for the whole group, some choose a certain number of representatives to make decisions for the whole group, and some allow all members to be directly involved in decision making.



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**Activity 3** *(Continued)*

8. Connect the activity back to the discussion of bands and tribes. Bands make some decisions for themselves and make others by working together with other bands.
9. Ask students to share a few examples of how other groups they are a part of make decisions. Do adults decide? Do members of the group get to help make the decisions?
10. Transition to the next activity by saying, *“We’ll now apply what we learned to the history of the Cow Creek Band of Umpqua Tribe of Indians.”*

## Activity 4

# Connect Concept to Cow Creek Band History

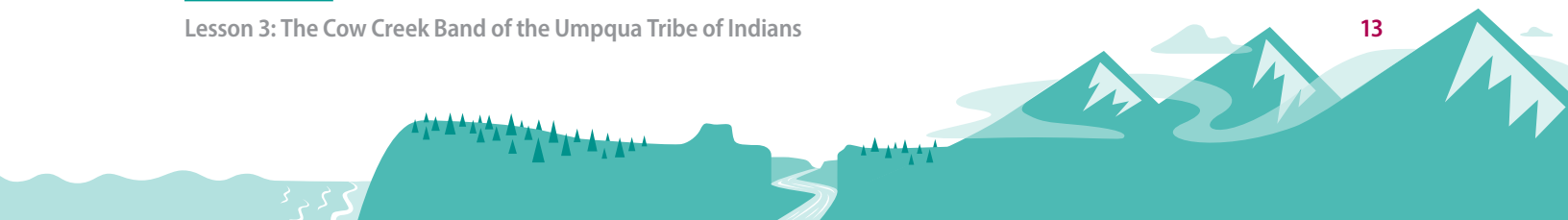
1. Display the first slide of the provided PowerPoint, which shows the historic American Indian language families of Oregon (and/or distribute handouts, if you created them).
2. Ask questions to prompt students to understand what they are seeing.  
Examples:
  - What is the map showing us? (Answer: Groups of languages American Indians spoke in Oregon.)
  - What do the different colors represent? (Answer: Different language groups.)
  - Can you find the words “Cow Creek”? (Help students locate it if they have difficulty.)
  - What color is Cow Creek? What language group is it a part of? (Answer: Takelman-Kalapuyan.)
  - What other words do you see around Cow Creek that are in the same color? (Answer: Takelma, Upper Takelma.)
  - In what ways do you think the Cow Creek Band’s language might be similar to Takelma and Upper Takelma? In what ways might their language be different? (Possible answers: They are related but not exactly the same; they may have different words for things; they are different dialects.)
  - What are some of the other colors around Cow Creek? What languages do they represent?
  - What do you notice about where one language stops and another begins? How might the landscape create language differences? (Answer: Natural boundaries such as mountain ranges and rivers isolated groups from each other. Point out examples on the map, such as where a language family is concentrated on one side of a mountain range.)



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**Activity 4** *(Continued)*

- In what ways might the Cow Creek Band have been similar to its neighbors who spoke other languages? (Possible answers: They lived in a similar landscape. They ate similar foods. They borrowed ideas from each other on how to survive and thrive.)
  - How might they have been different? (Possible answers: They might not have been able to understand each other. They might have looked at the world differently because their languages describe it differently. They might have had disagreements and even fights.)
3. Reinforce the point that the Cow Creeks were both similar to and different from the people around them. They spoke their own version of Takelma and lived and worked in ways that helped them best survive in the particular area in which they lived. They traded with and borrowed ideas from other groups and sometimes had disagreements and/or conflicts with them.
  4. Show the second slide of the presentation, which provides the names of the five Cow Creek Bands. Help students to pronounce them. Remind students of the earlier discussion about how bands are smaller parts of tribes.
  5. Show the third slide of the presentation, which has the map of the ancestral territory for each of the five bands, as well as the names of the band leaders who signed the 1853 treaty with the U.S. government.
  6. Share with students that—due to the oral history tradition of the Tribe—there is no written information about the individual Cow Creek bands prior to their contact with non-Indians. Each of the individual band leaders signed a document with the U.S. government in 1853, which required their people to give up their ancestral territory in exchange for money and a small reservation. Explain that the leaders had little choice in this decision because the bands were under threat of extermination.



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## Activity 5

### Reinforce concepts and definitions

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1. Ask students if they have any questions about American Indian tribes and bands or the Cow Creek Band of Umpqua Tribe of Indians.
2. Distribute copies of the *Cow Creek Band Word Search* handout and give students several minutes to work on it.