



LESSON 2

Ancestral Territory

LEARNING OUTCOMES

- Students will learn how to use maps and spatial thinking to understand, identify, and locate the ancestral territory of the Cow Creek Umpqua Tribe.
- Students will be able to discuss the topography, physical features, and animal life specific to the Cow Creek Umpqua Tribe's ancestral territory.

ESSENTIAL QUESTIONS

- What are the key land features of the Cow Creek Umpqua Tribe's ancestral territory?
- Why is ancestral territory important to the Cow Creek Umpqua Tribe?

LOGISTICS

- Where does the activity take place?
Classroom, with a variety of whole-class and partner work for engagement.
- How are the students organized?
 - Whole class
 - Teams: 3 – 5
 - Pairs
 - Individually

TIME REQUIRED

Two 45-minute blocks

Overview

This lesson gives students the opportunity to explore the unique physical features of the ancestral territory of the Cow Creek Band of Umpqua Tribe of Indians. Students will begin to understand how the tribe's way of life was—and continues to be—deeply connected to the natural world. Their ancestral territory included lands between the Cascade and Coast Ranges in Southwestern Oregon, centered along the South Umpqua River and its primary feeder stream, Cow Creek. The Tribe was very mobile: Its ancestral territory extended north into the Willamette Valley, east to Crater Lake and the Klamath Marsh area, and south through the Rogue River watershed into the Siskiyou Mountains.

By creating and discussing their own map of Cow Creek ancestral territory, students will engage in critical thinking and have multiple creative avenues to display their learning. In addition, the introductory vocabulary lesson will support bilingual/multilingual¹ students or students who are new to geographic concepts. The suggested extension activities provide teachers with additional ways to differentiate student learning.

¹ English language learners.



Background for teachers

As we have been learning, the Cow Creek Umpqua Tribe is indigenous to the land currently known as Oregon. The Tribe traditionally lived in Southwestern Oregon's Umpqua Valley, near what is now the city of Roseburg. They were seasonal gatherers and migrated to different parts of the Southwest Oregon Valley at different times of the year, depending on local customs and available resources. For example, each spring they would migrate upriver to areas such as the Narrows, Rock Creek, and high mountain meadows. The Cow Creek Umpqua Tribe made extensive use of the huckleberry patches along the Rogue-Umpqua Divide and the hunting areas in the watershed of Jackson Creek. In addition, there was broad usage of the South Umpqua Falls and Big Rocks areas for fishing and general subsistence purposes. The Tribe is a steward of this land and has always felt a responsibility to care for it. The purpose of this lesson is to introduce students to the physical features of the Cow Creek Umpqua Tribe's ancestral territory to begin to understand the importance of this land to daily life and the well-being of the tribal community.

STANDARDS

Oregon social studies standards²

Ethnic Studies – 4.10

Geography – 4.7

Historical Thinking – 4.11, 4.14

Multicultural – 4.7

Oregon English language arts standards

Informational Text – 4.RI.2; 4.RI.7

Writing – 4.W.2

Speaking & Listening – 4.SL.1; 4.SL.5

MATERIALS

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

- Maps: Assemble a packet of the following maps for each student. These maps can be found in the appendix materials of this lesson or printed for free from the Portland State University Center for Geography Education in Oregon website: <https://www.pdx.edu/geography-education/> Maps should be printed in color to decipher key landscape attributes, and overhead transparencies of each map should be created for teacher use. If your class has access to it, use the hard copies of these maps in the Student Atlas of Oregon.

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² Oregon is in the process of revising its social studies standards. This document references the draft 2018 standards for grade 4.



Resources

Cow Creek tribal website
<http://www.cowcreek.com/>

Cow Creek Band of Umpqua Tribe of Indians: Connecting with the Land

This video provides a brief history of the Tribe and describes the importance of preserving cultural practices. This video was made by Lyle Murphy and Bruno Seraphin, in partnership with the Cow Creek Band of Umpqua Indians, for the University of Oregon Museum of Natural and Cultural History and the Oregon Folklife Network.

<https://vimeo.com/215256986>

The Oregon Encyclopedia

https://oregonencyclopedia.org/theme/environment_and_natural_resources/

Portland State Center for Geography Education in Oregon

<https://www.pdx.edu/geography-education/>

Geography bee

Contact National Geographic Society
www.nationalgeographic.com/geographicbee

Oregon Department of Education - Social Science

www.ode.state.or.us/go/SocialSciences

Geography organizations

National Geographic
National Council for Geographic Education
Geographical Association (UK)

MATERIALS *(Continued)*

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

- 03_M2_L2_General Reference Map of Oregon
- 04_M2_L2_Physical Regions of the Pacific Northwest Map
- 05_M2_L2_Topography Map
- 06_M2_L2_Rivers and Lakes Map
- 07_M2_L2_Wildlife Distribution Map
- 08_M2_L2_Ecoregions Map of Oregon
- 09_M2_L2_Ecoregions in Pictures Map
- 10_M2_L2_Vegetation Zones
- 11_M2_L2_Vegetation Zones: Elevation Cross-Section
- Ancestral Territory Map Activity: (12_M2_L2_Ancestral Territory Map Activity) Print one copy for each student. This activity includes the following:
 - Student map (with directions)
 - Discussion questions
 - Teacher answer key [REMOVE FOR STUDENT COPY]
- Classroom map: First, create a transparency of a blank outline map of Oregon, then project this blank map onto a large piece of butcher paper and trace it. Remember to outline the borders of the Cow Creek ancestral territory. Use the following maps from the appendix to create this large blank map:
 - 01.M2_L2_Cow-Creek_land-change-maps.pdf
 - 06_M2_L2_Rivers and Lakes Map

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Considerations for teachers

Assessment: How will you know if students are learning?

- Students should be assessed both formatively and summatively. The formative assessment will consist of teacher observation of student participation. The summative assessment will consist of a physical map of the Cow Creek ancestral territory that each student creates.

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

- The teacher and students will collaboratively build a word wall to visually display key concepts for this lesson.
- The teacher must have a grasp of how to read a variety of maps of Oregon (e.g., general reference, topographic, physical).
- The teacher must have some knowledge of the geography of Oregon, including place names and major mountain ranges and waterways.
- The teacher must be prepared to activate engagement strategies, such as think-pair-share and group discussion.

MATERIALS *(Continued)*

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

- Word wall: Create an area of the classroom that can be dedicated to a student-created word wall or a display of key vocabulary.
- What Is a Map? This is a visual providing an overview of how to define a map.
- Supplies
 - Large roll of butcher paper
 - Classroom student dictionaries (or computers)
 - Set of color markers or crayons



Learning targets

- I can identify key land features using multiple maps, including the general reference map, physical map, rivers and lakes map, and topographical map.
- I can recognize key features of the Cow Creek Umpqua Tribe's ancestral territory and describe several ways in which the Tribe interacted with the natural environment.

Options/extensions

- Using the topographical map [05_M2_L2_Topography Map], have students explore the concept of elevation. Compare the different elevations of Oregon and discuss how they may have influenced the people groups living in each area.
- Students can study one aspect of the land features that make up the Cow Creek Umpqua Tribe's ancestral territory and create a written report or presentation for the whole class.

Reflection/closure

Review the learning targets and have students complete an exit ticket that demonstrates their understanding for the day. Have each student provide two or three sentences that briefly explain what they learned about the environmental features of the Cow Creek Umpqua Tribe's ancestral territory.

VOCABULARY

Ancestral lands – Lands inhabited and utilized by Tribes in their past, as well as today.

Natural environment – Encompasses all living and nonliving things occurring naturally (meaning, in this case, not artificial).

Cartographer – A person who draws or produces maps.

Topographical map – Shows many kinds of geographic features, including mountains, elevations, vegetations types, animal types, rivers, lakes, and much more.

General reference map – These are simple maps showing important physical (natural and manmade) features in an area. The purpose is to summarize the landscape.

Physical map – A physical map focuses on the geography of an area and will often show the mountains and valleys.

Ecoregion – An ecoregion is an area of land in which similar climate, plants, and animals interact to create a distinct environment.

Wildlife – Native wild animals of a region.

Vegetation – Plants found in an area or habitat.

Appendix

The following files are associated with this lesson.

- 01_M2_L2_Cow Creek Land Change Map
- 02_M2_L2_What Is a Map.pdf
- 03_M2_L2_General Reference Map of Oregon
- 04_M2_L2_Physical Regions of the Pacific Northwest Map
- 05_M2_L2_Topography Map
- 06_M2_L2_Rivers and Lakes Map
- 07_M2_L2_Wildlife Distribution Map
- 08_M2_L2_Ecoregions Map of Oregon
- 09_M2_L2_Ecoregions in Pictures Map
- 10_M2_L2_Vegetation Zones
- 11_M2_L2_Vegetation Zones: Elevation Cross-Section
- 12_M2_L2_Ancestral Territory Map Activity

Activity 1

Create classroom word wall (pre-teach vocabulary)

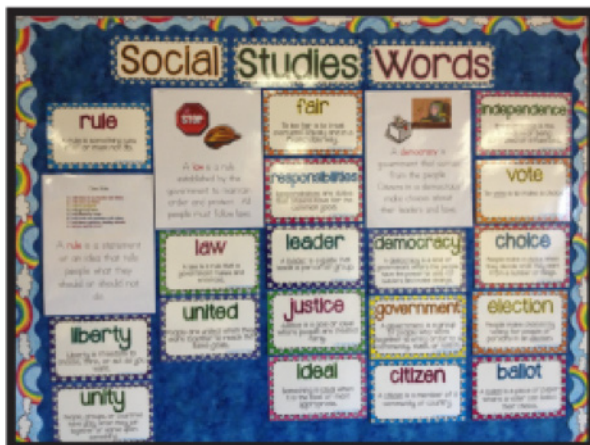
Time: 45 minutes

Setup

The purpose of this activity is to pre-teach essential vocabulary by creating a classroom word wall. A word wall is a collection of vocabulary words that are displayed in large visible letters (and visuals) on a wall or other display surface in the classroom. The word wall is designed to be an interactive tool for students and should contain key words that will be referenced throughout the unit. While some words are pre-taught, ideally the word wall is a “living document” that the teacher and students can continue to create together throughout the lesson, module, or curriculum unit, as students encounter unfamiliar words.

Before beginning this activity, dedicate wall space in the classroom for a word wall. If the classroom lacks adequate wall space, consider using a three-panel display board or foam display board. These freestanding materials don’t require any wall space and can be moved around the room and placed on a table for easy visibility. The classroom word wall is also a great place to post the learning targets.

See below for some examples of a word wall.



Activity 1 *(Continued)*

Step 1:

Review the learning targets for this lesson and briefly clarify their meaning and intent, as needed.

Say:

Class, we have learned that the land currently known as Oregon was once fully inhabited by indigenous sovereign tribal groups. We've been studying the Cow Creek Umpqua Tribe as one of the nine federally recognized Tribes in Oregon. The Cow Creek Umpqua Tribe is intimately connected to the land and relies on its natural resources to maintain its way of life. The Tribe believes that if the natural environment is not healthy and thriving, then the people will not be healthy and thriving. In this lesson we are going to learn about the key features of their ancestral territory and how these features influenced daily life and other life cycles of the Tribe. We'll begin with a group activity to develop a shared understanding of some important vocabulary.

Step 2:

Divide students into work groups of three to five. Assign each group one vocabulary word for the class word wall.

Step 3:

Assign the following group roles (multiple students can share group roles as needed):

Recorder: Writes down the dictionary definition of the word and any associated ideas the group develops during discussion.

Reporter: Presents the group's definition and visual representation to the rest of the class.

Artist(s): Creates a visual or graphic that helps elaborate the meaning of the word.

Activity 1 (Continued)

Say:

To build a classroom word wall for this lesson, I'd like each group to create a small poster that defines and provides an image or graphic of the vocabulary word your group has been assigned. Associating an image with a word is a great way to help us remember its meaning.

Step 4:

Provide each group a copy of a dictionary (or access to an online dictionary), 8 X 10 construction paper, and a set of color markers. Give each group about 15 minutes to create its small poster and to post it to the word wall.

Step 5:

Once all posters are complete and posted on the word wall, ask each reporter to briefly present their group's definition and visual image.

Activity 2

Create a physical map of the Cow Creek Umpqua Tribe's ancestral territory

Time: 45 minutes

Step 1:

Display the visual, What Is a Map? and provide a brief overview for students.

Say:

Class, you will recall from our previous lesson on people groups of Oregon that the entire land mass of Oregon prior to the coming of white settlers was populated by Tribes who had lived in the land since time immemorial. For this lesson, you will be creating a physical map that will allow you to identify key environmental features specific to the ancestral territory of the Cow Creek Umpqua Tribe. This will help us begin to explore how the natural environment of the Tribe's ancestral territory influences its way of life and its relationship to the land.

Step 2:

Provide each student with the blank student map of Oregon—this map should include an outline of the Cow Creek Umpqua Tribe's ancestral territory. In addition, post the large classroom map in view of all students.

Say:

A map is like a photograph taken from directly overhead—a bird's-eye view. The mapmaker uses colors, lines, symbols, and labels to represent the features that we would see in the photograph. As we have learned, there are many different types of maps that show different features of the land.

Activity 2 (Continued)

Step 3:

Distribute the packet of maps to each student. Using these maps and the large classroom map review the following concepts with the whole class:

- Each map has a title
- Each map has labels for the four directions: N, S, E, W
- Each map has labels for major physical features, such as rivers, lakes, mountains, cities, and the Pacific Ocean

Step 4:

Have students explore the following maps:

- 01_M2_L2_Cow Creek Land Change Map
- 03_M2_L2_General Reference Map of Oregon
- 04_M2_L2_Physical regions of the Pacific Northwest Map
- 06_M2_L2_Rivers and Lakes Map

While exploring the maps, ask students to “put your finger on” major features, such as rivers, lakes, mountains, cities, and the Pacific Ocean. The teacher can also use the large classroom map of Oregon to label and point out each feature for the whole class.

Say:

Class, turn to the Rivers and Lakes Map. Please put your finger on the Umpqua River, which ends at the coast. Trace your fingers to the east and find the South Umpqua River and the North Umpqua River. The Cow Creek Umpqua Tribe’s ancestral territory included the South Umpqua River and its primary feeder stream, Cow Creek. We do not see Cow Creek on the River and Lakes Map. Why?

Activity 2 (Continued)

Say:

Based on many sources, including many oral histories, we are able to learn a lot about the Tribe and its traditional lifeways, which remained relatively consistent for thousands of years prior to contact with white settlers. For example, we know that they lived in villages (post and point to image), they used hunting and gathering for food and other purposes (post and point to image), they were fishers (post and point to image). We'll learn more about each of these aspects of their traditional lifeways in later lessons, but I want you to notice that these images describe their history from 14,000 B.C. all the way to the 1800s.

Step 5:

While students continue to explore the maps, have a whole-group discussion using the following key questions:

Key questions:

- What do you notice about the location of rivers? (Some rivers define the borders of Oregon, while others are inside of Oregon.)
- Why do you think the dots for cities are different sizes?

Step 6:

Divide students into groups of three to five. Assign group roles:

1. One student is the task leader, who will make sure the group stays focused.
2. One student is the question keeper, who will ask the teacher for help if the group gets stuck.
3. One student is the notetaker, who will fill out the group's map and document its discussion.
4. One student is the reporter, who will share the group's map and discussion with the whole class.






Activity 2 *(Continued)*

Step 7:

Instruct the groups to work together to identify and label each of the following physical features on their blank student map. (Project this list and the key below it.)

- Coast Range
- Klamath Mountains
- Cascade Range
- Blue Mountains
- Willamette Valley
- Umpqua River
- North Umpqua River
- South Umpqua River
- Cow Creek
- Rogue River
- Crater Lake
- Umpqua National Forest
- Rogue River-Siskiyou National Forest

Activity 2 (Continued)

| | |
|------------------------|--|
| Mountain Ranges | Brown Triangles  |
| Rivers/Creeks | Curvy blue lines  |
| Lakes | Round blue circles  |
| Forests | Green Ts or small tree images  |
| Valleys | Small yellow Xs  |

Step 8:

After the groups have had approximately 15 minutes, ask each group reporter to point out and label on the large classroom map two or three land features. Continue to call on each group until all features have been labeled on the large classroom map. (If time is not available for this step, the teacher can project the Teacher Copy of the Cow Creek Umpqua Tribe’s ancestral territory map for a whole-class review.)

Step 9:

Wrap up the lesson with a whole-class discussion on the following questions:

- What types of land features make up the Cow Creek Umpqua Tribe’s ancestral territory? (e.g., lakes, rivers, mountains, valleys).
- How are the land features of the Cow Creek Umpqua Tribe’s ancestral territory different than or similar to the rest of Oregon?
- What kind of weather would you experience near the mountains? Forests? Valleys?



Activity 2 *(Continued)*

- Using the Wildlife Distribution map, what types of animals share the Cow Creek Umpqua Tribe’s ancestral territory?
- Using the Ecoregions Map of Oregon and the Ecoregions in Pictures map, what is the climate of the Cow Creek Umpqua Tribe’s ancestral territory?
- Using the two Vegetation Zones maps, what type of vegetation is found in the Cow Creek Umpqua Tribe’s ancestral territory?