



LESSON 5

Impact

LEARNING OUTCOMES

- Students will continue to develop close reading and listening skills by identifying cause-and-effect relationships from text and video.
- Students will discuss the impact of non-Indian exploration, fur trapping, and gold mining on the Cow Creek Umpqua Tribe.

ESSENTIAL QUESTIONS

- What were some of the impacts of non-Indian exploration, fur trapping, and gold mining on the Cow Creek Umpqua Tribe?

LOGISTICS

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

TIME REQUIRED

30 – 45 minutes

Overview

This lesson explores the interactions between the Cow Creek Umpqua Tribe and non-Indian people following their first contact in 1819. Students will learn about the subsequent waves of immigration (from fur trappers, settlers, and gold miners) and the impact of the colonization that resulted. When learning about colonization, there are two terms that can help frame the discussion: survivance and self-determination.

For many years, the story of contact and colonization was told only from a white perspective. In this version, American Indians were often portrayed as a conquered people whose land was stolen and whose cultures, beliefs, and ways of living were destroyed. The concepts of survivance and self-determination help us see this story in a different way.

From this perspective, indigenous people, such as the Cow Creek Umpqua Tribe, not only survived in the face of extreme adversity, but also retained their essential cultures, beliefs, and tribal identities, carrying them into the present day. In many cases tribes were even able to retain or reclaim large areas of their ancestral territory. This is not a story of victimhood but one of strength and perseverance.

During this lesson, students will continue to analyze informational text and video to explore the impact of colonization from an Indigenous perspective.



Background for teachers

First contact occurred in approximately 1819, when fur trappers from the North West Company arrived at the Umpqua watershed. This first encounter ended tragically, with the fur trappers firing on and killing many tribal people.² In 1836, the Hudson Bay Company built a permanent trading post known as Fort Umpqua at the mouth of Elk Creek. The new trade post brought with it many new material goods and technologies but also a host of problems, such as exposure to diseases for which the Cow Creek Umpqua Tribe had no immunity.

Non-Indian explorers established the Applegate Trail in 1846. This brought a large flow of non-Indian settlers into the Cow Creek homeland. In addition, the discovery of gold on Jackson Creek opened a new mining frontier and thousands of miners entered the Rogue and South Umpqua watersheds.

Each wave of immigration had an impact on the Cow Creek Tribe, its ancestral lands, and the resources the Tribe had depended on for thousands of years. Despite this adversity, the Tribe remained in its ancestral territory and fought to preserve its way of life.

STANDARDS

Oregon social studies standards¹

Ethnic Studies – 4.10

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?

- History of the Cow Creek Umpqua Tribe: First Contact. Teacher's copy of this informational text for the overhead projector and one copy per student.
- Impact Graphic Organizer: A teacher's copy and one blank copy for each student.
- Broken Treaties: An Oral History Tracing Oregon's Native Population. (View the segment from 8:34 to 17:53.)

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

² Berg, L. (2007). *The first Oregonians* (2nd ed.). Corvallis, OR: Oregon State University.

Prior to delivering this lesson, preview a video³ produced by the Cow Creek Tribe and the Oregon Museum of Natural and Cultural History to supplement your understanding. The video can be found at <https://vimeo.com/215256986> and is also provided in the electronic folder (see “Connecting with the land”).

Resources

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

Oregon exclusion timeline
<https://www.portlandoregon.gov/bps/article/412697>

The Oregon Encyclopedia
https://oregonencyclopedia.org/theme/environment_and_natural_resources/

Oregon Department of Education - Social Science
www.ode.state.or.us/go/SocialSciences

Broken Treaties: An Oral History Tracing Oregon’s Native Population. (*View the segment from 8:34 to 17:53*)

<https://www.opb.org/artsandlife/series/broken-treaties/oregon-tribes-oral-history-broken-treaties/>

Standing Strong: The Tribal Nations of Western Oregon
<https://www.youtube.com/watch?v=-43tfBzWfDE>

VOCABULARY

Teachers should pre-teach the following key vocabulary words and add them to the word wall created during Module 2.

Colonization – The act of settling among and establishing control over the indigenous people of an area.

Conflict – To come into disagreement, to be in opposition. To fight or do battle. When two cultures come into contact, there is often conflict.

Survivance – The idea that indigenous people have not only survived colonization but have carried forward their cultures, beliefs, and ways of understanding the world.

Persistence – To continue existence or occurrence.

Justify/Justification – The attempt to prove that something is right or reasonable.

³ The video was produced before passage of the Western Oregon Tribal Fairness Act in 2018, which returned treaty lands to the Tribe. Teachers should preface the video by sharing this information, and they may want to use it as an opportunity to reinforce the concepts of survivance and self-determination: After a decades-long legal battle, the Tribe was finally able to regain its treaty lands.



Considerations for teachers

Assessment: How will you know if students are learning?

- Students will engage in a substantial amount of discussion with partners and groups. The teacher should actively monitor student discussion for correct understanding and should intervene and reteach when students express misperceptions or bias.
- Students will complete a cause-and-effect graphic organizer and will write a reflection/journal entry.

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 continue to collaboratively build a word wall to visually display key concepts for this lesson.
- The teacher must have a grasp of basic world, U.S., and tribal history before starting the lesson.
- The teacher must be prepared to guide students in analyzing informational text and video for descriptions of cause and effect.

Learning targets

- I can examine text and video to determine the impact of non-Indian exploration, fur trapping, and gold mining on the Cow Creek Umpqua Tribe.
- I can use a cause-and-effect graphic organizer to analyze the impact of colonization on tribal peoples.

Options/extensions

- Have students write a compare-and-contrast essay or create a compare-and-contrast presentation on what the classroom texts say about the colonization of tribal nations and the accounts provided by the following resources:
 - **Standing Strong: The Tribal Nations of Western Oregon**
<https://www.youtube.com/watch?v=-43tfBzWfDE>
 - **Cow Creek tribal website**
<http://www.cowcreek.com/>
 - **Oregon Is Indian Country (Oregon Historical Society)**
www.ohs.org/exhibits/traveling-exhibits/oregon-is-indian-country.cfm

Reflection/closure

- Review the learning targets.
- Ask students what they believe they have learned.
- Have students think-pair-share about additional questions they have based on what they have learned. Encourage them to think about how they could explore those questions as part of their culminating project. Prompt for two or more ideas from each pair of students, and then let a few students share their ideas with the whole class.

Appendix

The following files are associated with this lesson.

- 01.M2_L5_Impact.pptx
- 02.M2_L5_Cause and Effect Graphic Organizer
- 03.M2_L5_Signal word Posters

Activity 1

Cause and effect

Time: 15 minutes

Step 1:

Distribute the one-page informational text, History of the Cow Creek Umpqua Tribe: First Contact and the Cause & Effect Graphic Organizer. (One copy of each per student.)

Say:

In our previous lesson we learned about first contact between the Cow Creek Umpqua Tribe and non-Indians. We asked questions about the fairness and appropriateness of taking control and authority over spaces that are important to others. We discussed how settlers wrongly believed that the Cow Creek ancestral territory was vacant and unused, and therefore destined to be taken. In this lesson we are going to examine the impact of later exploration, fur trapping, and gold mining on the Cow Creek Umpqua Tribe.

Step 2:

Project a copy of the Cause & Effect Graphic Organizer. Distribute one copy of this graphic organizer and ask students to also take out the Contact Information Reading handout from the previous lesson (M2_L4).

Say:

We will begin by using our close reading skills to identify key events (“causes”) that took place between the Tribe and non-Indians and the impact (“effects”) of these events on the Tribe’s way of life.

Activity 1 *(Continued)*

Step 3:

Explain to students that the cause of something is an action or occurrence that happens first, and the effect is the result of that action or occurrence (or what happens second). Provide students with the following sample sentences and ask them to identify which sentence describes something that happened first and **is the cause** and which sentence describes something that happened next and **is the effect**.

Sentence 1: The school sent the children home and practice was cancelled.

Sentence 2: It was snowing outside during soccer practice.

Once students have successfully identified that Sentence 2 happened first and was the cause of the students being sent home, explain that Sentence 2 is the “cause” of Sentence 1. Consider creating additional examples and repeating this step until you are sure you have achieved whole-class understanding.

Step 4:

Read text aloud. Next, explain to students that they are going to listen to a read-aloud of the History of the Cow Creek Umpqua Tribe: First Contact text again. Students should follow along with the reading.

Ask students to circle words or phrases that could be considered a “cause” for the contact between the Cow Creek Umpqua Tribe and non-Indians. After the read-aloud, ask students to share these words/phrases with a partner.

Note: To support emerging readers, review the historical events added to the classroom timeline prior to this second read aloud. In addition, provide a copy of Signal Word Posters to help guide students in reading comprehension.

Activity 1 *Continued*

Step 5:

Facilitate a class discussion about which words/phrases describe causal events and then model for students how to add these events to the space provided in the Cause & Effect Graphic Organizer (see Teacher Copy.)

Step 6:

Read independently. Ask students to silently read the text again, this time underlining words or phrases that signal the **effect/impact** of these historical events. Post a list of the cause-and-effect signal words to guide students.

Step 7:

Facilitate a class discussion about which words/phrases describe the effect/impact and model for students how to add these effects to the space provided in the Cause & Effect Graphic Organizer (see Teacher Copy.)

Step 8:

Next, show a brief excerpt (8:34 to 17:53) of the video *Broken Treaties: An Oral History Tracing Oregon's Native Population*. The teacher should have the video excerpt in que using classroom computer/video equipment.

Say:

We're going to watch a brief video clip in which Oregon tribal members share in their own words the story of first contact. Most Oregonians have learned about the pilgrims, the Lewis and Clark expedition, and the movement of non-Indian settlers to the West, but very few understand the Indigenous perspective of this time period. I want you to listen carefully, and we will have a discussion at the end of the video.

Step 9:

Play video and ensure that students are watching and listening.

Activity 2

Wrap up the lesson

Time: 20 minutes

Step 1:

Distribute journal paper to each student and explain that they will now have time to reflect on the video in writing. Post the following questions and ask students to respond to one of them:

1. How did colonists justify the taking of tribal land?
2. Why do you think the perspective of tribal people has often been excluded from the study of this time period in American history?

Adapt the questions as appropriate.

Step 2:

After 10 minutes, ask students to turn to a partner and share their journal response. Ask students to share one question or make one comment on their partner's journal entry.

Step 3:

After a five-minute partner discussion, ask if there are any volunteers who want to share their journal response. Guide the class in a respectful discussion, redirecting or correcting inaccurate information or bias.