



LESSON 6

Tribal Sovereignty and Persistence

LEARNING OUTCOMES

- Students will use maps to examine the continued impact of colonization on Oregon tribal people today.
- Students will use a close reading protocol to analyze and discuss informational text about the survival of the Cow Creek Umpqua Tribe beyond conflict with non-Indian settlers.
- Students will begin discussing U.S. Congress treaty violations and the Cow Creek Umpqua Tribe's persistent effort to maintain its tribal sovereignty.

ESSENTIAL QUESTIONS

- How did the Cow Creek Umpqua Tribe survive and persist beyond the impact of non-Indian contact?

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

60 – 90 minutes

Overview

As we learned in the previous lessons about contact between the Cow Creek Umpqua Tribe and non-Indian explorers/settlers, the tribe experienced violence, illness, and loss of its land. In this lesson students will continue to reflect on the impact of colonization by comparing maps that show the ancestral territories of Oregon tribes and the present-day Indian reservations in the state. Students will reflect on the size and location of current state and federal reservations and think about how dispersion and relocation affected tribal sovereignty. Students will continue to work with the teacher to complete a timeline of key events in the history of the Cow Creek Band of Umpqua Tribe of Indians. Students will also practice close reading skills and participate in reflective discussion and writing about the efforts of the Tribe to maintain its sovereignty.

Background for teachers

In September 1853, General Joel Palmer, superintendent of Indian affairs for the Oregon Territory, arrived in Southern Oregon to bring an end to the Rogue River War by negotiating peace treaties with the tribes. This treaty required the Cow Creek Umpqua Tribe to give up its ancestral land to the U.S. government. In exchange for the land, the



Tribe was promised peace, reservation land, and goods and services totaling approximately \$12,000. There was also a promise that the reservation would guarantee food, medicine, shelter, and protection from hostile settlers. These promises were not fulfilled and eventually led to more conflict.

Throughout this time period the Cow Creek Umpqua Tribe survived and persevered. Tribal members lived in the mountains surrounding upper Cow Creek and the North and South Umpqua Rivers. The mountains provided safety and the opportunity to continue their way of life. The teacher should frame the historical events described in this lesson with an emphasis on tribal perseverance.

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

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

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?

- Cow Creek Sovereignty and Persistence slide deck: In the folder of materials, there is a PowerPoint slide deck with images that can be used to support this lesson.
- History of the Cow Creek Umpqua Tribe: Sovereignty and Persistence: One teacher's copy of this informational text for the overhead projector and one copy per student.
- Tribes and Bands of Oregon Map: This map provides a general picture of the location of tribal homelands before contact with non-Indians.
- Oregon Reservations Map: This map shows the current land holdings and location of Oregon Indian reservations.
- Standing Strong: The Tribal Nations of Western Oregon
- <https://www.youtube.com/watch?v=-43tfBzWfDE>

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



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 when students express misperceptions or bias.
- Students will write a reflection/journal entry that will allow the teacher to assess their understanding.

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 a close reading protocol to support analyzing informational text and video.

Learning targets

- I can use maps to examine the impact of colonization on Oregon tribes.

VOCABULARY

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

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

Treaty – A formal agreement between sovereign countries.

Indian reservation – Legal designation for an area of land managed by a federally recognized American Indian tribe.

Tribal sovereignty – Tribal governments are separate and unique sovereign nations with powers to protect the health, safety, and welfare of their enrolled members and to govern their lands. This tribal sovereignty predates the existence of the U.S. government and the state of Oregon.

Perseverance – Continuing to strive for something despite opposition or discouragement.



- I can use the close reading protocol to analyze and discuss informational text about the history of the Cow Creek Band of Umpqua Tribe of Indians beyond conflict with non-Indians.
- I can describe in writing the importance of persistence and resilience.

Options/extensions

- Encourage students to spend time researching the original tribal territories of Oregon by visiting the following websites:
 - **Cow Creek tribal website**
<http://www.cowcreek.com/>
 - **Oregon History Project**
<https://oregonhistoryproject.org/historic-viewers/indian-lands-oregon/>
 - **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 to share what they think they have learned today.
- Have students think-pair-share about questions they have based on what they have learned and how they might explore those questions as part of their culminating project. Prompt for two or more examples each, and then let a few groups share their ideas with the whole class.

Appendix

The following files are associated with this lesson.

- 00.M2_L6_Sovereignty and Persistence
- 01.M2_L6_History of the Cow Creek Umpqua Tribe_Sovereignty
- 02.M2_L6_Cow Creek Sovereignty and Persistence.pptx
- 03.M2_L6_Oregon_Reservations
- 04.M2_L6_Tribes_and_bands_traditional_oregon

Activity 1

Tribal homeland and Indian reservations

Time: 30 minutes

Begin lesson

Briefly review the learning targets with students. Clarify the meaning and intent of the learning targets as necessary.

Step 1:

Project a copy of the map *Tribes and Bands of Traditional Oregon* and ask students to take a few minutes to study the tribal regions.

Say:

The tribal regions shown on this map are approximate. Individual nations will often have different ideas about the boundaries of their ancestral territory. The purpose of this map is to show that tribal homelands covered large areas of what is now known as Oregon and that Native people were present in every region of the state.

Step 2:

Next, project a copy of the map, *Indian Reservations in Oregon*.

Say:

This is a map of the current Indian reservations in Oregon. A reservation is an area of land managed by an American Indian tribe. There are currently seven Indian reservations in Oregon. Each one is managed by a federally recognized nation: Burns-Paiute Tribe; Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians; Coquille Indian Tribe; Confederated Tribes of Grand Ronde; Confederated Tribes of Siletz; Confederated Tribes of Umatilla Reservation; and Confederated Tribes of Warm Springs. There are also two planned reservations that do not show on this map: one for the Cow Creek Umpqua Tribe and one for the Klamath Tribes. The word “reservation” reflects the status of tribes as independent, sovereign nations, with land that is reserved solely for them.

Activity 1 *(Continued)*

Step 3:

Distribute writing paper or ask students to take out a writing journal. Project both maps, Tribes and Bands of Traditional Oregon and Indian Reservations in Oregon. Ask students to reflect independently and then respond in writing to the following questions:

What do you notice about the difference in tribal territory between the two maps? Why do you think this happened?

Step 4:

After 10 minutes of reflection and writing, ask students to turn to a partner and share their thoughts.

Step 5:

After an additional two to three minutes of pair-share, ask for volunteers to share out. Student answers are likely to include illness, non-Indian settlement, starvation, and war. Some students might be aware that certain Indian tribes gave up land in the process of negotiating peace treaties with the U.S. government.

Say:

Many tribes (including the Cow Creek Umpqua Tribe) made formal agreements with the U.S. government in which they had to share their ancestral territory with other tribal nations, move from that territory altogether, or give up much of the territory to ensure they could live in peace. These agreements are called “treaties,” and they limited the tribes’ ability to govern themselves and to live how they wanted. In other words, these treaties undermined tribal sovereignty.

In the next reading activity, we will learn about key events that affected the sovereignty of the Cow Creek Umpqua Tribe and how the Nation continued to persevere in the face of this injustice.

Activity 2

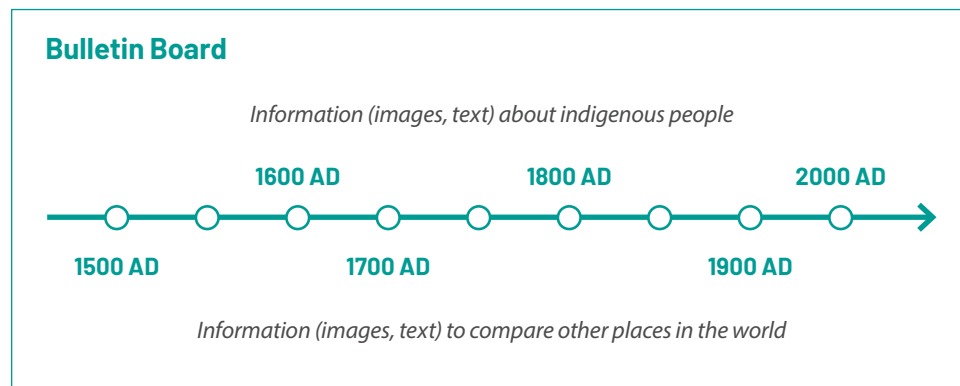
Close reading and reflection

Time: 60 minutes

Setup

In advance, ensure that there is additional space on (or near) the existing class timeline showing the Cow Creek Umpqua Tribe's history in Oregon "since time immemorial." For this lesson students will be learning about key events between 1853 (the Rogue War) and 1918 (tribal government established).

Here is an example:



Continue to use the space above the timeline for the stories and history of the Tribe and the space below the timeline to represent familiar events or historical milestones that took place in other parts of the world at approximately the same time. In the PowerPoint presentation in the folder there are images that can be used to depict key historical events of the Cow Creek Umpqua Tribe during this time period.

Activity 2 (Continued)

Step 1:

Distribute the one-page informational text, History of the Cow Creek Umpqua Tribe: Sovereignty and Perseverance and the Close Reading Graphic Organizer. (One copy of each per student.)

Say:

In this next activity, we're going to use the same close reading protocol we learned during the lesson about first contact between the Cow Creek Umpqua Tribe and non-Indian settlers. The article that we'll read was created by the Tribe to educate others about their history.

As we read this article, we'll identify new or important words, create a visual of the big idea, and answer text-dependent questions. In addition, we're going to add the important events we learn about to our classroom timeline.

Step 2:

Project a copy of the text.

Step 3:

Read text aloud. Students should follow along with the reading. Ask students to write down new or important words in the space provided on the Close Reading Graphic Organizer. After the read-aloud, ask students to share these words and decide which to define and post to the word wall immediately and which students will uncover through further reading.

Activity 2 *(Continued)*

Step 4:

Read independently. Ask students to read the text silently and to underline words or phrases that stand out for them for any reason (for example, they are interesting, confusing, or troubling).

Consider providing additional structure by asking students to write an “I” for “Interesting,” a “C” for “Confusing,” and a “T” for “Troubling.”

Allow 5 to 10 minutes for volunteers to share some of these words with the whole class.

Step 5:

Text-dependent questions. Ask student to work with a partner to answer the text-dependent questions on their Close Reading Graphic Organizer.

Step 6:

Visual creation. Have students create a visual image on the Close Reading Graphic Organizer that captures a big idea/takeaway from the text.

Step 7:

Timeline and class discussion. At this point, facilitate a class discussion using visuals from the Sovereignty and Persistence Slide Deck. As you review key events from the reading, post visuals of these events to the class timeline.

Activity 2 (Continued)

Step 8:

Next, show a brief excerpt (17:00 to 24:12) of the video Standing Strong: The Tribal Nations of Western Oregon. 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 members of the Cow Creek Umpqua Tribe share in their own words the history of conflict and treaty making with the U.S. government. Please listen closely, and we'll have a discussion at the end of the video.

Step 9:

Play video and ensure students are watching and listening closely.

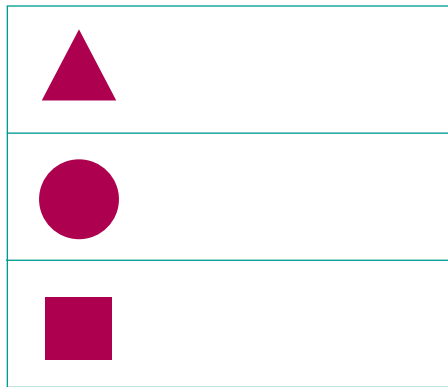
Activity 3

Wrap up the lesson

Time: 10 minutes

Step 1:

Have students take out a piece of paper and divide it equally into thirds (like folding a letter); then have them draw a triangle in the top third, a circle in the middle third, and a square in the bottom third (see illustration below).



Step 2:

Their exit ticket for today's lesson is to respond to each third:

- Triangle – What are three things you thought were interesting about our timeline lesson?
- Circle – What's one thing rolling around in your head about the Tribe's first contact with non-Indians?
- Square – What is something that squares with your thinking? In other words, what is something you already knew or that you really liked about this lesson?

Adapt the questions as appropriate, but have students respond with a brief reflection and then collect their papers to guide how you approach future lessons on the Tribe's history.