



LESSON 1

Timeline – Restoration to Present Day

LEARNING OUTCOMES

- Students will utilize previous learning about the Tribe and its history (before contact with outsiders and from the time between contact and termination of federal recognition) to understand why key events in the Tribe’s modern history are so important.

ESSENTIAL QUESTIONS

- In what ways did the tribe work to recover from the injustices inflicted by the U.S. government?
- How does the Tribe’s modern history demonstrate its persistent efforts to take care of its people?

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

45 – 65 minutes

Overview

This lesson serves as a bridge between the past and present, teaching students about the long struggle of the Cow Creek Umpqua Tribe to restore its sovereignty and reclaim access to the land and resources that were rightfully theirs, as established by treaty with the U.S. government.

The Cow Creek Umpqua Tribe was a sovereign nation long before its contact with outsiders, but the U.S. government temporarily took away the tribe’s sovereignty and seized its land through a treaty that was not upheld by the government. The Nation persisted in its fight to regain its sovereignty and continued to work to restore the rights and resources—including land—that the U.S. government agreed to in the original treaty.

Students will also learn about an underlying cultural belief that has carried the Tribe through its long struggle and into the current day: the good of the people. In many ways, the Tribe acts like a family. The businesses it has established and the rights it has fought for are all intended to benefit the tribe collectively. For example, when the Nation won its land claims settlement, instead of thinking about individual gain, Tribal Manager Dr. Kathryn Staiano said, “After making sure individual Indians have services they are entitled to, we will move into developing the tribe economically.”



This lesson will activate learning by reviewing and synthesizing prior knowledge. Student will then explore a few key events in the Tribe's modern history, which will provide a clear understanding of the Cow Creek Umpqua Tribe's continued presence in Oregon and ongoing effort to build a strong future for its people.

Background for teachers

So far, students have learned about the history of the Cow Creek Umpqua Tribe since time immemorial (before contact with outsiders) and during the period between contact and termination of their federal recognition. This lesson provides an introduction to the Nation's modern history through the lens of key events that changed its relationship with the U.S. government and ultimately restored its ability to access resources for the benefit of tribal members. Teachers should keep in mind that the Nation continued to fight for its legal rights throughout the 20th century. It was due to its persistent lobbying of Congress that the Nation was able to achieve significant milestones, such as formal recognition, a land claims settlement, fund distribution, and a land conveyance. Take some time to read about the Nation's modern history before delivering this lesson. In addition to the accompanying handout, you can find information at the Tribe's website.

STANDARDS

Oregon social studies standards¹

Ethnic Studies – 4.10; 4.12

Economics – 4.3

Geography – 4.8

History – 4.13

Historical Thinking – 4.15

Oregon English language arts standards

Informational Text – 4.RI.2; 4.RI.3

Writing – 4.W.1

Speaking & Listening – 4.SL.1

MATERIALS

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

- *K-W-L* Handout: Provide one copy per student.
- *Modern Tribal History* text: Provide one copy per student.
- *Modern Tribal History* questions: Provide one copy per student.

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 participate by sharing their knowledge in a K-W-L chart, by collaboratively reading and answering questions on a hand-out about modern tribal history, and by writing an inference about why they think the key events they learn about are important to the Nation. By monitoring their conversations and written responses, you will be able to assess their learning.

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

- The teacher will need to prepare the K-W-L chart and think about what they will include in the chart if the students struggle to come up with ideas of their own.
- The teacher will need to read the expository text on the Tribe's modern history and be prepared to support students in their understanding of key events. Think about why these events are so important to the Tribe so that you can help the students understand the significance of each event.

VOCABULARY

Termination (1954) – Literally, termination means the end of something. The Western Oregon Termination Act of 1954 ended the federal government's recognition of multiple tribes and ended the government's promises to abide by the treaties that were previously established.

Federal recognition (1982) – This was a reversal of the termination act. It restored federal acknowledgement of The Cow Creek Umpqua Tribe as a sovereign nation and restored the legal obligations that the government had to treat the Tribe with legal fairness and respect.

Land claims settlement (1984) – This was an agreement that the Cow Creek Umpqua Tribe reached with Congress to pay \$1.5 million for all land that was unfairly seized from the Tribe in the 1850s. It is roughly equivalent to the amount the government originally earned when it sold the land to white settlers who moved into the area soon after the treaty was signed. The amount was equal to what would have been paid 130 years earlier, and it was not adjusted for inflation.

Indians Distribution of Judgment Funds Act (1987) – The land claims money was to be given to the tribal government to use on behalf of the Tribe for the public good. However, the Bureau of Indian Affairs (BIA) kept the money and planned to dole it out to individual tribal members over many years. This act required the BIA to work with the Tribe to create an endowment that would give interest annually to the tribal government for various tribal services.

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Learning targets

- I can recall key details I've learned about the Tribe and its history before contact with outsiders and from the time between contact and termination of federal recognition.
- I can identify questions I have about the Tribe today based on what I've learned about its past.
- I can read an expository text about the Tribe's modern history and describe key events with some guiding questions.
- I can collaborate with my classmates to discuss my learning.

Options/extensions

- Have students create and engage in math problems that compare the funds the Tribe received at different points for their land.
- They ceded 473,174 acres in 1853.
- They received \$0.023 (or 2.3 cents) per acre in the 1853 treaty.
- The U.S. government sold the same land for \$1.25 per acre.
- In 1982 (the time of the land settlement of \$1.5 million), \$1.25 from 1853 would have been worth approximately \$13 per acre.
- Example math problem: In 1982, did the U.S. government reimburse the Tribe for an amount that was equal to what the land was originally worth?

VOCABULARY *Continued*

Conveyance – To pass on from one party to another. (This term is used in the Modern Tribal History text to explain how the government “conveyed,” or passed on, federal lands to the Tribe.

Western Oregon Tribal Fairness Act (2017) – This Congressional Act gave more than 17,000 acres of federal land back to the Tribe and created an agreement by which all resources (for example, lumber, mineral rights) were given to the Nation to manage and use for the economic benefit of all tribal members.

- Have students review two sets of maps—the ancestral lands of the Tribe and the land conveyance map that shows what Congress gave back to the Tribe in 2017. Call students’ attention to the inset map of Oregon so they can compare the size of land areas in each map. Have students discuss their comparisons and any opinions or inferences they may have from looking at the maps.

For example, the land given back in 2017 is very small compared to the ancestral lands. The land is held in trust by the federal government. Is the 2017 land conveyance reasonable given how history has unfolded? Is it fair? Should the Tribe advocate for more land? If so, should Congress give them more land? Consider having students write a brief persuasive essay on one of these topics. Have them support their argument based on everything they know so far about the interaction between the Tribe and the U.S. government.

Reflection/closure

- Review the learning targets.
- Discuss with students what they believe they have learned today (using the exit ticket activity – triangle, circle, square).
- Have students think-pair-share about questions they might have as a result of their learning and that they might want to explore as part of their culminating project. Prompt for two or more examples from each group, and then let a few groups share their ideas with the whole class.

Appendix

The following files are associated with this lesson.

- 01.M3_L1_KWL-Handout_Current-History.docx
- 02.M3_L1_Cow-Creek-Modern-History.docx
- 03.M3_L1_Cow-Creek_Modern-History-questions.docx
- 04.M3_L1_Cow-Creek_land-change-maps.pdf

Activity 1

Activate prior knowledge

Time: 15 – 20 minutes

Use the timeline the class has been creating to summarize the Tribe’s history up to this point. Create a three-column, K-W-L² chart like the one below. This chart helps students document what they know about the Tribe’s past (K), what they want to know about the Tribe’s present (W), and what they learn in the current lesson (L). The chart’s K portion should include two subcolumns: “time immemorial” (for events that took place before contact with outsiders) and “contact to termination” (for events that took place after contact with outsiders and led to termination). Draw the K-W-L chart on poster paper or a white board and keep it posted where students can see it for the entire lesson.

Say:

We’ve been learning a lot about the Cow Creek Umpqua Tribe. We’ve learned about the time before contact with non-Indians (what we call “time immemorial”), and we’ve learned about the impact that contact had on the Tribe. Today, we’re going to do a quick review of what we already know so that we can figure out what we’d like to learn about the Tribe’s current reality.

Pass out the K-W-L chart for students to do some independent and pair thinking.

² K-W-L chart: K – What do we already *know*? W – What do we *wonder* that we’d like to learn? L – What did we *learn*?



Activity 1 (Continued)

Say:

I've drawn a K-W-L chart (explain what this means if you've never used one before) on the board like the one that I just passed out to you, and I'd like your help filling it out. You'll notice that there are a few key ideas that I want you to focus on for this chart because they can be compared in each period of the Tribe's history. In "time immemorial," for example, what do we know about the Tribe's people, land, living places, food and resources, social structures, and interactions with other nations and governments? Can someone give me an example?

Call on one student to give an example. (An example might be that the Tribe lived on and managed millions of acres of land.) Be sure the example is accurate; if not, then modify it to be accurate and then write it on your K-W-L chart.

Key ideas	K – What do we know about the Tribe?		W – What do we wonder about?	L – What did we learn?
	Time Immemorial	Contract to Termination	Current	
People				
Land				
Living places				
Food and resources				
Social structures				
Interactions with other nations/governments				



Activity 1 (Continued)

Say:

That was a great example. Thanks! Now, I would like you to spend five minutes thinking about what you know about each of these key ideas, for the Time Immemorial and Contact to Termination columns. You can use any notes you've taken, our class timeline, or any other resources that are easy for you to get from your desk.

Give students five minutes to work on their own. Monitor while students are working. Give help as needed. (The purpose is to activate thinking, not to demonstrate mastery. Keep the time limited.)

Say:

Great work everyone. Now, take two minutes to share your ideas with your partner (one minute per person). You are welcome to add to your chart if your partner says something you hadn't thought about yet.

Give students two minutes to share their thinking with a partner. Monitor the conversations as students talk.

Say:

I appreciate how you all shared your ideas and listened to each other so well. I heard a lot of great thinking! Now, let's build a larger chart together. I'm going to call on you to share your thinking. If you have something new for the row and column I'm on, then share it. If not, you can say, "I don't have anything new for that part, but I do have something for another section." And then tell me what it is, OK?

Activity 1 *(Continued)*

Build the larger, class-sized version of the K-W-L chart together. Call on students to share their ideas based on what you heard as you walked around and monitored student thinking and partner conversations. Complete the “K” section using your students’ voices, but with information similar to what is in the example below. If they didn’t identify everything in this example, add from the example as appropriate. If they came up with ideas that are accurate and beyond this example, be sure to include them.

Key ideas	K – What do we know about the Tribe?		W – What do we wonder about?	L – What did we learn?
	Time Immemorial	Contract to Termination	Current	
People	Free, independent, family-like relationships, interactions with similar nations, healthy balanced lives	Increasing interactions with outsiders, family-like relationships, conflict and war, increase in disease from outsiders, some married white French settlers to survive		
Land	Millions of acres	Reduced to a few thousand acres, reservation promised but not given		
Living places	Villages	Scattered, refugees from war with the U.S., some on reservation		

Continued on page 10.



Activity 1 (Continued)

Key ideas	K – What do we know about the Tribe?		W – What do we wonder about?	L – What did we learn?
	Time Immemorial	Contract to Termination	Current	
Food and resources	Hunt, gather, manage the land	Unable to hunt/gather, had to scavenge from farms and do as much hunting/gathering as possible		
Social structures	Tribal government	Tried to maintain tribal governance, but stripped of recognition in 1954		
Interactions with other nations/governments	Interacted with other nations, but maintained identity and place	Stripped of identity as a unique nation – a people without a land		

Say:

Class, you have done some great summarizing of all the historical information we've studied in recent weeks. What we have so far takes us through 1954, but the Tribe is alive and well to this day. We want to learn about the Tribe's current historical reality. We can see that there are some similarities and many differences between the Time Immemorial and Contact to Termination columns. For example, a similarity is that the Tribe still has an intact family structure, but a difference is that their land was taken and reduced to a reservation that was never delivered as promised. What are some other similarities and differences?

Have a few students share their ideas to compare the Time Immemorial and Contact to Termination columns.



Activity 1 (Continued)

Model the “W” (wonder) portion of the K-W-L: *Based on those similarities and differences, I have some questions about the current reality for the Tribe. I wonder if they got any land back. Do you wonder anything about what life is like for them today? Tell your neighbors what you wonder. What are you curious about?*

Give students a couple minutes to talk to their neighbors about their wonderings. Then call on students to share out loud until you have completed the “W” column on the chart. Some examples are provided below. Take students’ wonderings, then add your own (based on the examples or on your own curiosity).

Key ideas	K – What do we know about the Tribe?		W – What do we wonder about?	L – What did we learn?
	Time Immemorial	Contract to Termination	Current	
People	Free, independent, family-like relationships, interactions with similar nations, healthy balanced lives	Increasing interactions with outsiders, family-like relationships, conflict and war, increase in disease from outsiders, some married white French settlers to survive	<ul style="list-style-type: none"> • Are they still at war with outsiders? • Do they still have an intact family structure? • Are there still French people that are part of the tribe? 	
Land	Millions of acres	Reduced to a few thousand acres, reservation promised but not given	<ul style="list-style-type: none"> • Did they get any of their land back? • Did they ever get anything that was promised to them? 	

Continued on page 12.



Activity 1 (Continued)

Key ideas	K – What do we know about the Tribe?		W – What do we wonder about?	L – What did we learn?
	Time Immemorial	Contract to Termination	Current	
Living places	Villages	Scattered, refugees from war with the U.S., some on reservation	• Where do they live now?	
Food and resources	Hunt, gather, manage the land	Unable to hunt/gather, had to scavenge from farms and do as much hunting/gathering as possible	• How do they take care of food now? • Do they do anything with the land now?	
Social structures	Tribal government	Tried to maintain tribal governance, but stripped of recognition in 1954	• Does the tribe still have its own government? • Did the U.S. government ever change its mind?	
Interactions with other nations/governments	Interacted with other nations, but maintained identity and place	Stripped of identity as unique nation – a people without a land	• If they were a nation then, what are they now?	

Say:

We can see that many changes occurred in the Tribe's way of life because of contact with outsiders, and specifically due to interaction with the U.S. government and its approach to ancestral territories. We also have some questions we're wondering about because of this, so we're going to do our best to find the answers to some of our questions. For the rest of the day we're going to focus on changes that



Activity 1 (Continued)

occurred specifically in the Tribe's relationship with the U.S. government in the past 40 years (since about 1980). In a moment, I'm going to pass out a brief expository text that tells the Tribe's history since termination. Here's what I'd like you to do.

1. Get into table groups (four students).
2. Read the questions on the handout I'm about to give you to guide your reading. Take turns reading each paragraph of the brief history handout.
3. Look for key events at the U.S. government level that are related to any of our wonderings. For example, did the U.S. government do anything new about the Tribe's land, people, or resources? If so, what?
4. If you get to a place you think answers a question, stop and write it down. You are welcome to help each other.
5. You'll be answering questions for these key dates: (write dates on board)
 - a. 1954
 - b. 1982
 - c. 1984
 - d. 1987
 - e. 2017
6. Be sure to look for text features, such as bold and italic print, to help you find information.

Are there any questions?

Have students get into groups, pass out the handouts, and let them get to work. Encourage collaboration. The text and content require higher level reading skills than are typical for grade 4, so support students' access to the text and information through collaborative conversation.

When groups are finished, review the answers they have provided to each of the questions. Call on volunteers to share their group's answer to each of the questions. Correct any misconceptions you hear.

Activity 2

Explore the Tribe's modern history

Time: 30 – 45 minutes

Say:

Great work everyone! You found all the key events that mark the Tribe's modern interaction with the U.S. government. Now, let's see if our reading answered any of our questions. Take out your K-W-L chart again and spend two minutes writing down any answers you have to your wonderings or the group's wonderings. Be ready to share your thoughts with the rest of us.

Refer to the K-W-L chart and point to the "L" column. Go through each of the rows and add anything students have learned. Ask them if they have learned anything about people, land, living places, and so on. Example might include:

- *People:* We learned they are free again. They have a focus on healthy, balanced lives for the tribe and their elders. They still act like a large family because they take care of each other.
- *Land:* They didn't get their land back, but they got reimbursed for some of their losses. The government gave them some land to fulfill the promise of a reservation.
- *Food and resources:* They work with the government to manage the land and resources in a way that is good for the Tribe.
- *Social structures:* The U.S. government restored the recognition of the Tribe.
- *Interactions:* The Tribe is a sovereign government.

Activity 2 (Continued)

Say:

Thanks for sharing your thinking, everyone! Before we wrap up today, I'd like you to write down one or two sentences that state your opinion (an inference) about why the events that we learned about today in the Tribe's relationship with the U.S. government are so important to tribal members. Here's a sentence frame you can use:

I think the events we learned about today are important to the Tribe because ... (Write the sentence stem on the board.)

You have two minutes to write your inference. Take out a piece of paper and do your best. Let me know if you have any questions.

Give students time to write their inferences. Examples might include: I think the events we learned about today are important to the Tribe because ...

- The Tribe was recognized as having the right to exist as a sovereign nation and was given some of the resources that were unfairly taken from them so long ago.
- The U.S. government treated the Tribe unfairly, and these actions have started to make up for so many of those things.
- The Tribe is an extended family and has an intact family structure, and since they just want to be able to take care of their people, these events make it so they can do that.

Activity 2 (Continued)

Monitor what students write and give them help as needed. When they're done, have them share their inferences with a neighbor and share one or two of your own. (Unless you are having the students save their work in a portfolio, collect the students' K-W-L charts, answers to the text questions, and their written inferences and consider saving them for use in their culminating projects.)

Say:

Thanks for sharing your inferences with your partner. This is the first of a few lessons on the present-day life and customs of the Tribe. I look forward to learning more with you!