



## LESSON 2

# Cow Creek Tribal Life and the Treaty of 1853

### LEARNING OUTCOMES

- Students will know about the traditional lifeways and governance of the Cow Creek Umpqua Tribe prior to the treaty of 1853.
- Students will be able to identify and share key information and write in a journal page about the Cow Creek Umpqua Tribe, based on a slide deck, oral lecture, and reading passage.
- Students will identify key benefits and sacrifices outlined in the Cow Creek Treaty of 1853, based on an initial oral reading.

### ESSENTIAL QUESTIONS

- How quickly might traditional ways of life be dramatically changed?
- What is most important for a nation of people to live well?

### LOGISTICS

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

### TIME REQUIRED

1 – 1.5 hours

### Overview

As part of a unit to understand the government-to-government relationship the United States has with many American Indian tribes, this lesson gives students important context about the life and culture of the Cow Creek Band of Umpqua Tribe of Indians prior to the signing of the treaty in 1853. In lesson 1, students were introduced to the concept of treaties between governments and were asked to think about how tribes were often at a disadvantage during treaty negotiations.

### Background for teachers

The Cow Creek Band of Umpqua Tribe of Indians is a federally recognized sovereign nation located in Southwestern Oregon. Their tribal government office is located in Roseburg, and they have a current membership of more than 1,800 people.

Prior to the treaty of 1853, members of the Cow Creek Umpqua Tribe followed a seasonal cycle of hunting, fishing, and gathering. The Tribe had built long-standing relationships with other bands and tribes in the area and initially also had friendly relationships with the first non-Indian settlers who built trading posts along the river. As these settlers arrived in Umpqua ancestral territory, they did not understand the seasonal cycle of the tribes and



often mistook their temporarily unpopulated tribal villages as abandoned. These misunderstandings inevitably led to conflict.

These problems became more frequent as a series of western gold rushes brought more and more white settlers into the region. This westward expansion was promoted by U.S. government policies and actions, such as the Donation Land Act of 1850, which offered 320 acres of land to any unmarried, white male citizen over the age of 18 who was willing to settle on designated areas in Oregon Territory. This included territory that the Cow Creek Umpqua Tribe had called home since time immemorial. The Tribe fought diligently to maintain its way of life, manage its natural resources, and protect itself from those who were encroaching on its homeland.

Among those coming to Oregon Territory was General Joel Palmer. After leading a wagon train west from Indiana, Palmer was given the position of “peace commissioner” when war broke out between the Cayuse Tribe and white settlers. This war was precipitated by the devastating impacts of white settlement, including disease and murder that had wiped out nearly half the tribe in less than three months. Despite these atrocities, the peace commission, led by Palmer, eventually hung five Cayuse warriors for attempting to defend their territory and then forced the surviving tribal members onto a reservation.

## STANDARDS

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

#### Civics and Government

8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

8.9 Analyze the effect of historical and contemporary means of changing societies and promoting the common good.

#### Multicultural Studies

8.31 Analyze intersecting identities and relationships within the living histories of racial/ethnic groups, religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in the United States.

#### Historical Knowledge

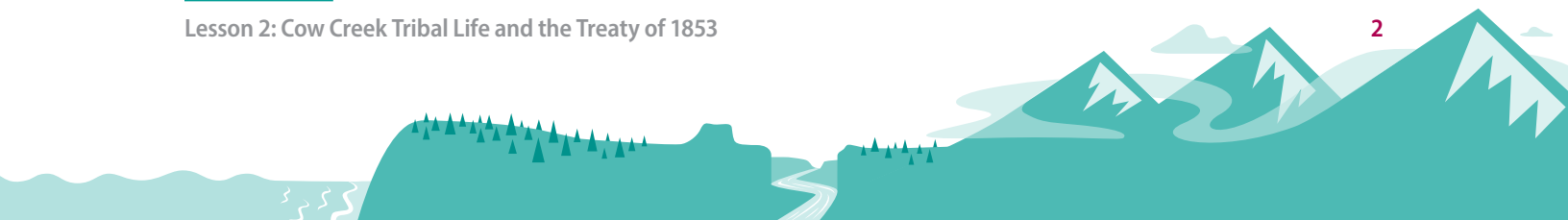
8.22 Evaluating continuity and change over the course of U.S. history by analyzing examples of conflict, compromise, cooperation, interdependence, and social justice from multiple perspectives.

8.23 Evaluate continuity and change over the course of U.S. history by analyzing the key people and events from the 1780s through Reconstruction.

8.24 Evaluate the cause and effect of social, political, and economic factors that motivated westward expansion, the invasion of indigenous peoples, and the resulting impacts.

*(Continued on next page)*

<sup>1</sup> Oregon is in the process of revising its social studies standards. This document references the draft 2018 standards for grade 8.



Based on these actions, Palmer was then granted the authority to oversee U.S. government negotiations with all tribes in the Oregon territory. His title of “peace commissioner” was itself an affront to the tribes, as it implied they were perpetrators of terrorism and violence, when in fact they were only defending themselves and their ancestral territory from white intrusion and outright attempts at genocide. Other than physically defending themselves, the only recourse the tribes had was to take their grievances to the federal Indian agent, who often ignored them.

For decades, the dominant narrative about this period in U.S. history was that of white settlers and their “heroic” attempts to settle the American West despite physical hardship and the “terrorism” of American Indian people. This narrative has been put forth by the mainstream media and in history books, films, and novels. For many decades, American Indian people have been working to correct this narrative by offering an indigenous perspective on events.

As students begin to study the Cow Creek Treaty of 1853—the first of nine treaties Palmer would negotiate with tribes in Oregon Territory over a two-year period—it is essential that teachers consider this background context carefully. Teachers and students are likely to have been exposed to dominant narratives about Indian and white interactions in the American West and may have implicit biases as a result. Rather than avoid that reality, teachers are encouraged to engage students in open and honest dialogue about how cultural biases may impact the way we read historical documents, the way we

## STANDARDS *(Continued)*

### Oregon English language arts standards

6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

6-8.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two ) for a range of discipline-specific tasks, purposes, and audiences.

6-8.WHST.1 Write arguments focused on discipline-specific content.

## MATERIALS

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

Slide deck and internet access to view video – one copy for each student

Reading handout – one copy for each student

Ancestral territory map – one copy for each student

Cow Creek Treaty of 1853 – one copy for the whole class

Optional: chart paper, sticky notes

interpret the events that led up to them, and the way we make sense of their continuing influence on the present day.

### Additional reading

Cow Creek Band of Umpqua Tribe of Indians. (2006). Lands worth only \$.02 1/3 cents per acre, 1979. In S. D. Beckham (Ed.), *Oregon Indians: Voices from two centuries* (pp. 517–530). Corvallis, OR: Oregon State University Press.

Riddle, G. (2006). Lifeways of the Cow Creek Band of Umpqua, 1851. In S. D. Beckham (Ed.), *Oregon Indians: Voices from two centuries* (pp. 91–100). Corvallis, OR: Oregon State University Press.

Shaffer, S. C. (2006). A better day for our people, 1996–97. In S. D. Beckham (Ed.), *Oregon Indians: Voices from two centuries* (pp. 548–553). Corvallis, OR: Oregon State University Press.

### Considerations for teachers

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

- *Formative*: Bell ringer journal entries, journal notes pages, and graphic organizers should be reviewed for completeness and clarity on topic. Participation in jigsaw and “give one, get one” activities should be monitored and supported to ensure students are on topic and to clarify any misinformation.
- *Summative*: Teacher should evaluate students’ written statements about what they would choose to keep or trade in a treaty. Students

### VOCABULARY

This unit has four key vocabulary terms that will be used in all lessons.

#### Unit vocabulary

**Treaty** – Formal (written) agreement between independent governments that have been ratified. An exchange of promises between governments.

**Ratified** – Approved by all of the parties to the treaty before the treaty can take effect.

**Sovereignty** – A type of political power, exercised through a form of government over people, land and resources.

**Governance** – To have the authority to make decisions for a larger group of people, land or resources.

#### Lesson vocabulary

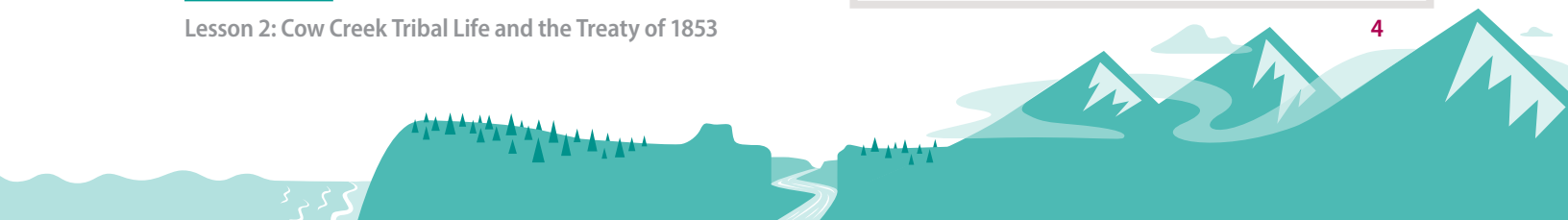
**Cite** – To acknowledge and document where one obtained a particular quote or piece of information.

**Obligations** – An act or course of action that a person is morally or legally bound to take.

**Peace commissioner** – A person appointed by the U.S. Congress to carry out actions on behalf of the U.S. government and to the benefit white settlers moving west.

**Semi-sedentary** – A way of life in which a group of people live in a single location for the majority of a calendar year while periodically moving to other, temporary locations based on the predictable availability of natural resources.

**Seasonal rounds** – The pattern of movement from one resource-gathering area to another based on the predictable availability of natural resources.



will be successful when they can identify and justify: use of land, use of resources for food/shelter, and protection of lifeways for family, and when they can make reference to other students' contributions.

### Practices (group roles, classroom routines)

- *Bell ringer* – An independent activity students can do for the first few minutes as they enter the classroom. Bell-ringer activities are intended to connect students' prior learning to the lesson that will be taught in the current class period. They should be short and focused.
- *Jigsaw* – A cooperative learning strategy that helps students engage with written text. Students are organized into "home groups" of three. Each home group is focused on a single concept or topic. Within the home group, each student is assigned one subtopic for which they will serve as the "expert." Students then regroup into their expert groups based on subtopic.. Together, each expert group reads and identifies the key information about their subtopic. Experts then return to their home group to deliver subtopic information and acquire information from the other members about the larger concept or topic. Home group members are expected to learn all content from the other members.
- *Gallery walk* – A discussion technique that students can use to synthesize thoughts of a concept and while analyzing and evaluating other's ideas or perspectives on a concept. This lesson uses a variation of gallery walk with a docent. Students in teams will create a poster identifying critical information from the reading, an illustration for a non-linguistic representation and a question for further exploration. The docent is a contributing team member that stays with the poster to give a one-minute explanation of the team's poster elements. Student groups move from other team's posters to view, analyze, discuss, connect with their own learning and question the elements on the poster. The docent does not answer or contribute to their discussion, but can take notes
- *Give one, get one* – A cooperative learning strategy that is intended to help students reflect on their own thinking about a topic while also considering the perspective of a peer. In this lesson, students are asked

to identify things they would want to retain and things they would be willing to give up as part of a treaty-negotiating process. Students then partner with another classmate that has the same or a similar perspective. One partner then gives an example and justification for one of their choices, while the other partner listens, documents the idea and justification, and considers whether it matches their own perspective or offers new thinking. Students then switch roles and repeat the process. The teacher may choose to extend the activity by asking students to find a new partner and repeat the process.

### Learning targets

- I can identify key information about the lifeways, history, and governance of the Cow Creek Umpqua Tribe prior to the treaty of 1853, based on a video, a slide deck, and a text.
- I can identify and justify elements that might be included in a treaty, based on the values and perspective of a U.S. government peace commissioner and a Cow Creek tribal leader.

### Reflection/closure

Wrap up the lesson by having students write a summary statement at the bottom of their journal notes page about what they have learned.

### Appendix

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

- Slide Deck day 1 with Script
- Journal Notes Page
- Vocabulary Worksheet
- Treaty Examples Two Column Notes Page
- Treaty Elements Page
- Ancestral Territory Map

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## Activity 1

### Pre-writing warm up – Write, pair, share

*Time: 5 to 10 minutes*

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#### Slide 1: Bell ringer activity

A bell ringer activity gives students the opportunity to review and extend their thinking on a topic. In this version, students are asked to write in response to the prompt below, which is designed to connect what they have learned about treaties to their own personal experience. Students are expected to know the definition of a treaty and to have thought about how tribes were at a disadvantage during treaty negotiations. The teacher may want to ask students to share their writing with a partner, in groups, or with the whole class.

*Prompt:* Treaties are binding agreements between two governments. Have you ever made a promise or agreement with someone you weren't sure you could trust? Why did you choose to enter into that agreement or accept that promise? What are some reasons the Cow Creek Umpqua Tribe may have entered into a treaty with the U.S. government?



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## Activity 2

# Cow Creek Umpqua tribal life prior to the treaty: Slide deck (slides 2–12)

Time: 10 to 15 minutes

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## Slide 2: Introduce specific information about the Cow Creek Umpqua Tribe

### Say:

*Here is a screen shot of the Cow Creek Band of Umpqua Tribe of Indians website. As we go through our lesson today there are a few key ideas I want you to remember.*

*First, the Cow Creek Umpqua Tribe is a sovereign nation of people with its own laws and traditions and a way of life that predates the formation of the United States by several thousand years.*

*Second, the Cow Creek Umpqua Tribe entered into a treaty with the U.S. government in 1853 and has spent more than 150 years struggling to get the government to live up to the promises and obligations set forth in that treaty.*

*We know that treaties are created between two or more sovereign nations, and at times they can be a useful way for those nations to avoid conflict and to compromise for the good of both parties. However, we also know that those treaties are often unfair or designed to give one party certain advantages over another.*

*In our lesson yesterday, you experienced what it might feel like to have significant things taken away from you while going through a treaty-making process. I want you to pick a partner you did not talk to yesterday and discuss the things you chose as most important to you and what it was like to give up some things in exchange for others. Remember, in the last lesson we discussed both concrete objects, such as the house you live in, as well as abstract concepts, such as “home” and “family.”*

Give students 5 to 10 minutes to pair and discuss while you monitor. Make sure students have the journal notes page.



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## Activity 2 (Continued)

### Say:

As you listen and read today, I want you to use your journal notes page to document some things that tribal leaders and U.S. government officials might consider to be important to gain or retain during the treaty-making process. You will see that your notes are divided into four topics: land; housing and food; governance and sovereignty; and U.S. government, settlers, and the gold rush. On your paper you'll write down any key ideas you hear or read about today. We're also going to work on citing our information, so I want you to take note of where you heard or read about each key idea.

Let's get started. First, we're going to watch a short video from the Museum of National and Cultural History, then I'll discuss a few things in a slide show. After that you'll review a short reading and collect additional information from your classmates. Finally, you'll get to hear the actual text of the treaty between the Cow Creek Umpqua Tribe and the U.S. government.

### Slide 3: Video from the Museum of Natural and Cultural History

<https://vimeo.com/215256986> (Video does not play automatically but is hyperlinked to a webpage.)

### Slide 4

#### Say:

Before you look at the actual treaty, it's important to have some background information about the Tribe. For example, the name Cow Creek Tribe is an English name given to the Tribe by outsiders. In the Tribe's native Takelma language they are known as the Nahank<sup>h</sup>uotana. What do you think it might feel like to sign a formal treaty that does not even accurately represent your identity?

Next, I want you to think about the ancestral territory of the Cow Creek Umpqua Tribe. That territory stretched across more than six million acres in Oregon and down into California and included areas of both the Umpqua and Rogue rivers. It was—and is—a vast and beautiful landscape, rich in natural resources that

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## Activity 2 (Continued)

*provided the Tribe with food, medicine, tools, and materials for clothing and shelter. For the Tribe, it was also like a church or a temple—it was full of sacred places that were inseparable from the Tribe’s understanding of itself and its place in the order of things.*

*The Tribe had a relationship with the land that can be difficult for us to fully understand today. The rhythms of tribal life were attuned to the rhythms of the landscape and its seasons and cycles. The Tribe was semi-sedentary, which means tribal members spent part of each year in a village and the rest of the year they migrated to different parts of their territory based on which natural resources were available to them. They had been following this cycle for thousands of years before white settlers showed up, and they knew this vast territory the way you might know your own backyard or your neighborhood.*

*It’s also important to know that there were several other tribes in this area and indeed across the entire state now known as Oregon. For example, in the immediate vicinity of the Cow Creek Band’s ancestral territory, the Umpqua Tribe lived to the north, the Upper Coquille Tribe lived to the west, and the Southern Molalla Tribe lived to the east. Each tribe spoke its own unique language, although most also learned the languages of neighboring tribes so they could interact and trade with them.*

### Slide 5

#### Say:

*The Cow Creek Umpqua Tribe had multiple bands, which were like large extended families. Each band lived in its own village and was led by a chief who was chosen based on ability, not birthright. The position of chief was not considered to be hereditary—it didn’t pass automatically to an heir of the previous chief. Each chief had to earn the honor. The bands often took their names from the landscape around Cow Creek where their people lived. Over time, there came to be a strong sense of identity and solidarity among these bands, and this remains important*

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## Activity 2 (Continued)

*for the Cow Creek Band of Umpqua Tribe of Indians today. This solidarity was essential to the Tribe's survival during the oppressive era of non-Indian settlement and it's what has allowed them to thrive in modern times.*

### Slide 6

**Say:**

*The various bands that made up the Cow Creek Umpqua Tribe lived about half the year in relatively large, permanent villages. Each band had its own village site and its own designated leaders and governing process. The focus was on making decisions that supported the health and well-being of all members of the band. In the villages, families lived in plank houses, and during their seasonal migrations they traveled in smaller groups and lived in camps consisting of shelters made of rocks or brush.*

### Slide 7

**Say:**

*Men often hunted and fished, and women gathered roots, berries, nuts, and seeds. In this photo you can see a traditional basket worn across the forehead in order to keep the hands free, allowing for greater speed and efficiency. Baskets were designed for different purposes and could be made watertight and even used for cooking depending on the materials and the way the materials were woven.*

*In addition to using resources for the benefit of people, there was also a reciprocal relationship between the land, air, water and people. The Cow Creek were masters in the use of fire to manage the landscape. Burning off old growth allowed for new growth and encouraged animals to forage among the tender shoots, leaves, and berries. These forestry practices are still used today to prevent wildland fires and support healthy ecosystems.*

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## Activity 2 (Continued)

### Slide 8

**Say:**

*Each season brought unique opportunities. In late summer, in addition to gathering huckleberries, the Cow Creek prepared for the hunting season by repairing brush fences and preparing or maintaining tools. The gathering of huckleberries was so significant that it is documented as part of the tribal ways of governing, learning, and gathering between the bands, that supported the tribe in recognizing their sovereignty in later years after the treaty. In the fall, families traveled from the mountains back to their permanent winter villages in the low lands. Tribal members also monitored the land and participated in clearing underbrush to make room for healthy new growth in the following seasons.*

### Slide 9

**Say:**

*The Cow Creek Tribe members were used to interacting with other bands and other tribal nations due to the location and abundance of the land and available resources. In early 1819, the Northwest Company fur trappers came and slaughtered many natives in the area, they were eventually driven out. The Hudson's Bay Company took a slightly less violent route to start and noted the traditions and customs practiced by the different tribes but also the area to create two profitable trading posts. Multiple tribes including the Cow Creek, used these posts and since each had their own unique language a Chinook jargon developed among them, which helped the different people interact. French Canadian fur traders and those in tribes lived and worked alongside each other and would sometimes intermarry. Some fur traders and those from different companies disrespected the people and the land, taking more than what was necessary as well as bringing new diseases and acts of violence causing death across multiple tribes.*

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## Activity 2 (Continued)

### Slide 10

*This timeline gives a more specific idea of what was happening in a short span of time and the influence of non-natives in the area. In 1846 there was greater conflict between the developing United States and the different trading companies in the area. When the Oregon treaty of 1846 was signed, it declared that the United States owned Oregon Territory outright and no longer shared the land with the United Kingdom, Ireland, and France. The Hudson Bay company developed a policy to slaughter and take as much fur bearing animals as they could in order to drive up their profits and decimate the resources for tribes in the area as well as incoming settlers. Then there was the discovery of gold in 1848. The Donation Land Act of 1850 encouraged more people moving west into the Oregon Territory by promising 320 acres to white men over the age of 18 and 640 acres to married couples for free. That meant that the United States was giving away land that wasn't really theirs, since multiple American Indian tribes had existed there since time immemorial, with their own sovereignty and governance. As more gold was found the settlers and miners continued to trample across the land that had been protected and used by the Cow Creek Umpqua Tribe.*

### Slide 11

#### **Say:**

*Many people came from the cities and were ill-equipped to live in the west, but the promise of getting rich off gold or free land didn't stop them. This rush of people drained resources, polluted waterways, and cut off traditional seasonal routes for those who have lived there for countless generations. It totally disrupted the way of life for the people, the land and the resources for survival.*

*More people meant a strain on the available resources and an introduction of even more new diseases. Mining also eventually contributed to polluted and destroyed waterways, which hurt both fishing and hunting opportunities.*

*While some settlers moved west for a hope for peace and land and a way of life to raise families and be self-sustaining under the U.S. policies and propaganda that supported the greed brought people out with the idea that it was land that was*

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## Activity 2 (Continued)

*just open and not used. Many of the miners were focused on instant fortune and had little respect for the settlers and less for Cow Creek tribal members. There are many stories about the lawlessness of the miners and crimes against Cow Creek members.*

### Slide 12

**Say:**

*As the assigned “peace commissioner,” Joel Palmer was expected to support the new people settled into the Oregon Territory, while monitoring the relationship with all the tribes and trading posts in the area. This position was often not one of “peace” and was also called “Superintendent of Indian Affairs.” As part of his job, he was tasked with the U.S. government’s goal of expanding the country’s land base, which meant reducing the traditional Indian territory to smaller, confined reservations. He was only in the Oregon Territory for two years, but still managed to create nine treaties with tribes, the first being the Cow Creek Umpqua Treaty of 1853. All his treaties reduced the land to a minute fraction of the traditional territory in exchange for the promise of pennies on the acre, some housing and a few articles of clothing. He used treaties as a quick and cost-effective way to meet these goals with less violence for a short period of time.*

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### Activity 3

## Cow Creek life prior to the treaty: Reading Jigsaw

Time: 15 to 20 minutes

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Distribute the reading handout with graphic organizer and place students into “jigsaw” groups, as described in the practices section. Depending on class size, you could have six groups total, with two groups for each topic area. Students will read their section and be responsible for determining critical information and creating a nonlinguistic representation and a question for continued exploration of the topic.

Students will be expected to work collaboratively to determine each of the elements and be responsible for speaking to the process to determine how and why those were the choices.

### Slide 13

#### Say:

*I'm going to split you into three groups. Everyone will read the first section, Cow Creek Tribal Life, then each group will read an assigned section deeply with a purpose. The group that you are in will read your section or sections and consider what other class members need to know. You and your team will decide from the video, the slides and your reading, the three important things that seem most important to your group to know about your topics. You will create a picture to help demonstrate your team's thinking as well as create one question that you would like to learn about in your topic.*

*You and your team will have 10 minutes to read and decide then write it down. We will do a gallery walk in which others are going to read what you wrote and have a chance to talk about it. During the gallery walk, each team member will have one minute to tell a new group of people, who haven't read about the topic, how your team came up with these examples.*



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### Activity 3 *(Continued)*

Teachers can have the choice for students to collaboratively create on a piece of chart paper to hang on the wall, or to use a sheet of 8.5 x 11" paper to place where it is easily accessible for a group of students to view and comment on. These will be called "stations." Larger classes can have multiple teams for each topic, aiming for about three to five in each group.

#### Slide 14

Regroup students so students from each topic area of the jigsaw are represented in new groups. Teachers may choose to have students take notes for each station for what they have learned and a question they continue to have to submit for feedback or formative assessment.

Allow for one to two minutes of students independently reading and analyzing the new information. Ensure that a team member is given full speaking time to discuss the process of decision-making the team had to determine the poster's contents. Give the students three to five minutes to discuss and connect knowledge from the poster before moving to the next. Students should move quickly and with focus through a majority of the stations, but it depends on class size and time. The teacher may choose to review only a few, as long as all students see the posters for each of the three topic areas.

Students can use sticky notes to jot ideas, questions or additional information next to the original team's poster.

Teachers will circulate to ensure active participation from all students and guidance for time to speak and listen.

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## Activity 4

# Treaty Negotiations and Justification (Slides 13 and 14)

Time: 20 to 30 minutes

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Hand out copies of the ancestral territory map and divide the class into two groups.

Give one group the perspective of a leader who is responsible for both their own family and a larger group of people. Give the other group the perspective of a new superintendent of Indian affairs, who is responsible for representing the interests of their government.

### Say:

*I want you to imagine being either the newly placed superintendent of Indian affairs or a leader for your family and a group of people. As the superintendent you are responsible for getting the most land at the lowest cost, maintaining peace between settlers and the gold rushers, and trying to force tribal members to assimilate to a different way of life or to remove them completely. Keep in mind, as superintendent you also have aspirations for land and gold.*

*Those asked to consider the perspectives of a family leader, you are responsible for the safety and security of your extended family now as well as to maintain balance and stewardship of the land, the water, the air and the animals. We have discussed some things that were important to the Cow Creek Umpqua Tribe, and you can also reflect back onto the activity in which you had to cross off different things of value. Think about what would not only be important to you, but also your extended family that you are responsible for.*

*You will identify six important aspects of life, culture, identity that each side would want to make sure is part of the treaty, and five things that you might be willing to trade in order for the two governments to live and work side-by-side without more lives being lost for a total of 11 things that are important. You will work on these ideas independently, then we will do a sharing activity to continue to build on each*

## Activity 4 (Continued)

*other's ideas. We will do a first reading of the treaty to show what was actually written. This map will help to consider some of the land and resources available to both sides.*

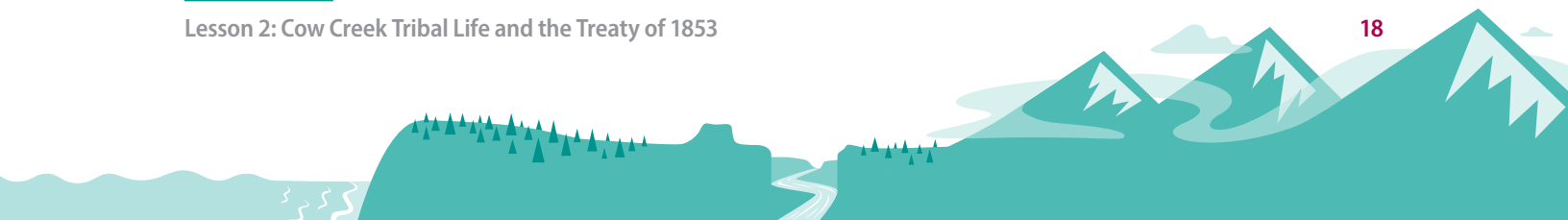
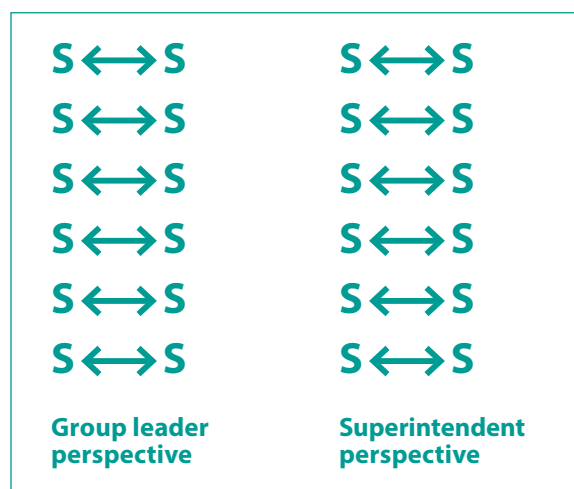
*After this activity I will do the first reading of the treaty in a read-aloud to see if any of the things of importance you talked about were in the treaty, if it was left out, or if there were things you and the class didn't consider yet.*

Have students create a list of six important things they would want to keep, and five things they would be willing to trade in order to keep the most important things.

### Slide 14

Students will split into their two groups of either the group leader or the peace commissioner perspective to participate in a give one, get one. Then, in their respective groups, create two lines to face each other so that students can share one example and justify their reasoning. Have students to write other's ideas and cite who gave that idea, that they would also like to consider as part of the treaty negotiations.

### Sample arrangement of students for "give one, get one" activity



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## Activity 5

# Read Aloud of the Cow Creek Treaty of 1853

*Time: 10 to 15 minutes*

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### Slide 15

Let students know that the treaty is an important historical document that is worthy of a critical reading. How many documents actually changed the course of Oregon history and had a devastating impact on the lives of an entire people? This is such a document. For this reason, they're going to have the opportunity to read it several times, each time with a slightly different purpose in mind. This initial reading is meant to give students a general sense of the structure and language of the document and to identify new vocabulary words. Students should also make note of any initial questions they may have.

If students need additional purpose-setting for this activity, then ask them to identify any benefits of the treaty (what is gained) and for whom those benefits are intended. Then, ask them to identify any sacrifices that called for in the treaty (what is lost) and who is being asked to make those sacrifices.

Let students know that the next lesson will involve multiple readings of the treaty and that ultimately they will be asked to participate in a panel discussion about the treaty, during which they will state an opinion and provide evidence to support it. The sooner they can start developing evidence, the stronger their argument will be.