



SOCIAL SCIENCES

The Coast (Siletz) Reservation

ESSENTIAL UNDERSTANDINGS

- **Sovereignty**
- **Treaties with the United States**
- **History**
- **Genocide, federal policy, and laws**

LEARNING OUTCOME

- Students will identify key trends and events that led to the creation of the Coast (Siletz) Reservation

ESSENTIAL QUESTIONS

- Why did the U.S. government negotiate treaties with Tribal nations?
- What role does the Coast (Siletz) Reservation play in the history of the Tribal nations of Western Oregon?

LOGISTICS

- Where does the activity take place?
Classroom
- How are the students organized?
 - Whole class
 - Teams: 3 – 5
 - Pairs
 - Individually

TIME REQUIRED

One and a half hours

Overview

In this final lesson of the module on war and removal, students will have an opportunity to examine in depth the events leading to the creation of the Coast (Siletz) Reservation in 1855. They will use maps to consider the impact of the reservation on Native people from across Western Oregon and place events on the timeline they have been building throughout the war and removal module.

Background for teachers

In previous lessons, we've seen how scattered conflicts in Southern Oregon metastasized into a general regional war that spread violence and intimidation to places far from the actual fighting and ultimately pushed federal officials to hurriedly finalize the creation of the Coast (Siletz) Reservation. In this lesson, we'll expand that lens to look at how the creation of the Coast (Siletz) Reservation affected the Native peoples living throughout all of Western Oregon. While ethnic cleansing in Southern Oregon accelerated the creation of the Coast (Siletz) Reservation, federal officials had long planned to consolidate Native peoples from across Western Oregon onto a single reservation. As they forced multiple Tribes and bands together,



federal officials not only combined peoples with a variety of different lifeways, languages, and beliefs, but also peoples with different legal statuses and treaty agreements with the federal government. The tangle of varied legal obligations that resulted would ultimately undermine the new Tribal land base as federal officials exploited these confused beginnings to reduce the size of the reservation.

Treaties ceding Indigenous land lay at the heart of federal policy creating the reservation. The federal government had been trying to negotiate treaties in Western Oregon since the passage of the Oregon Donation Land Claim Act in 1850 but had rejected the first set of treaties negotiated by Superintendent of Indian Affairs for the Oregon Territory Anson Dart for being too “accommodating” to Native people by allowing them small individual Tribal reservations within their ancestral territories, reserved by each of the Tribes who negotiated those treaties.¹ The Table Rock Treaty of 1853 (see the “Table Rock Treaty of 1853” Siletz Tribal history lesson) provided a new push—both by highlighting the urgency of intervening in the climate of rising tensions between Tribes and settlers and by offering a template agreement that had proved acceptable to Congress. Between 1853 and 1855, Dart’s replacement, Joel Palmer, traveled across

STANDARDS

Oregon social sciences standards²

Civics and Government - 8.5, 8.7, 8.8, 8.10

Multicultural Studies - 8.5, 8.9, 8.14, 8.24, 8.28

Geography - 8.19, 8.20

History - 8.22, 8.23, 8.24, 8.28

Historical Thinking - 8.29, 8.30, 8.31

Social Science Analysis - 8.32, 8.33

¹ This sentence speaks to the public sentiment against the Dart treaties. It’s important to remember that case law from the U.S. Supreme Court has consistently established that, within treaties, Tribes grant rights to the United States (not the other way around) and that any land or right not specifically ceded in treaties is retained by Tribes.

² Oregon is in the process of revising its social sciences standards. This document references the draft 2018 standards for grade 8.



Western Oregon, negotiating a series of treaties with individual Tribes. All of these treaties called for the creation of temporary reservations near ancestral homelands until a “permanent” reservation could be designated. While many of these Tribes, especially in the Willamette Valley, had not been forced into large-scale fighting against settlers, bullying, intimidation, and small-scale aggression—especially as violence in Southern Oregon escalated—made it clear that they had little choice but to negotiate with the government. The U.S. Senate ratified all these treaties, making them legally binding.

At the same time, Palmer had been hard at work identifying a suitable location for the “permanent” reservation mentioned in the treaties. Tribal people across the region had made clear they would never accept being moved east of the Cascade Mountains as federal officials had originally hoped. Instead, Palmer settled on the Oregon coast as the location for the permanent reservation. Wet, wind-swept, and with a rocky, mountainous geology that impeded north-south travel and offered little flat land for farming and grazing, the Oregon coast did not seem particularly desirable to settlers. To Palmer, it was the ideal place to enact the plan of the Indian Office to confederate all of the Tribes and bands from Western Oregon together as a single political entity on the same reservation. In April 1855, Palmer moved to secure the land he had identified for the reservation, sending a request to Washington to officially reserve the land from settlement. The historical record shows that the

MATERIALS

The following instructional tools and materials will be needed to deliver this lesson. Unless otherwise indicated, copies of reading texts and handouts are provided as appendices or attachments to this lesson.

- **Slides** (PowerPoint slide deck)
- **Classroom writing surface** (i.e., blackboard, whiteboard, chalkboard, chart paper and markers)
- **Map packet.** Assemble packets for student groups of three to five students using the map packet provided in the lesson materials. Alternatively, post maps in an online location where students can easily view and access them. Copies of each map are also provided in the PowerPoint slides.
 - Confederated Tribes of Siletz Indians Western Oregon Language Map
 - Confederated Tribes of Siletz Indians Aboriginal Areas within Oregon
 - Confederated Tribes of Siletz Indians Original Reservation Boundary
 - Siletz Tribes Treaty Cessions
- **Reading: Wilkinson, chapter 7 (“The Coast Reservation”) of *The People Are Dancing Again*.** Provided for lesson prep for teachers and/or use by students if desired. If sharing with students, consider posting the PDF in an online location where students can easily access and read it.



several treaties already ratified established the presidential authority to create the reservation, but Palmer wanted to be sure that his plan was on secure legal footing and alert the General Land Office to the boundaries of the proposed reservation so that no settlers would try to claim the land while Native people were being relocated to the reservation.

Having identified a reservation, Palmer returned his attention to treaty-making. By early 1855, the Tribes living along the Oregon Coast were the largest groups of people yet to sign treaties ceding their ancestral territories. To resolve the issue, Palmer embarked on a whirlwind tour of the entire Oregon coast, offering leaders of Tribes the same treaty with no option to negotiate. Within months, Palmer managed to collect the signatures of the remaining Tribal representatives on the Coast. One month later it was sent to Washington, D.C. via ship—a long journey around South America that often took months to complete. Unlike earlier Western Oregon treaties, in the Coast Treaty, the Tribes along the Oregon Coast agreed to cede their ancestral territories in return for a permanent reservation on the Central Oregon coast—one with slightly smaller boundaries than the request Palmer had sent months earlier. The agreement required most Tribes to leave their traditional homelands and relocate to the reservation, but some Tribes, like Tillamook, Alsea, Yaquina, and Siuslaw peoples, were already living on the land where the new

VOCABULARY

Acre - A measurement of land area equal to 43,560 square feet; traditionally thought to represent the amount of land a yoke of oxen could plow in one day.

Executive order - A rule or order issued by a U.S. president to an agency of the executive branch with the force of law; an executive order does not have to be voted on, approved, or ratified by Congress.

Reservation - “A federal Indian reservation is an area of land reserved for a Tribe or Tribes under treaty or other agreement with the United States, executive order, or federal statute or administrative action as permanent Tribal homelands, and where the federal government holds title to the land in trust on behalf of the Tribe.”³

Ratification - To gain the approval of all parties to a legal agreement—such as a treaty—before it can take effect; the U.S. Constitution gives the Senate the authority to ratify treaties with other sovereign nations.

Sovereignty - The inherent authority of a nation to govern itself; Tribal sovereignty is the inherent right of a Tribal nation to create its own constitution, governance structure, and laws, and negotiate government-to-government treaties and other legal agreements with other sovereign nations.

Treaty - A formal written agreement between two or more sovereign governments that has been signed by their representatives and ratified by the lawmaking authority of each government.

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³ This definition is from the U.S. Department of the Interior, Bureau of Indian Affairs: [bia.gov/faqs/what-federal-indian-reservation](https://www.bia.gov/faqs/what-federal-indian-reservation)



reservation was established. They had to agree to curtail their homelands to fit within the reservation boundaries and accept that the government would also bring other Tribes (like those who had negotiated the Willamette, Umpqua, and Upper Rogue Valley Treaties) to the reservation along with all the other Native people living on the Oregon Coast.

Palmer's reservation set-aside request was sent months before the Coast Treaty negotiations but was delayed when the letter and associated map were separated during the overland journey to Washington D.C. It wasn't until months later that the letter request and the associated map were eventually reunited, and the request was presented to the president for consideration. Acting quickly on the recommendation of the General Land Office and the Indian Office, President Franklin Pierce signed an executive order on November 9, 1855 establishing the Coast Reservation, which used the boundaries set out in the request (encompassing 1.1 million acres), rather than those agreed to in the Coast Treaty (encompassing 800,000 acres). The Coast Treaty documents arrived just days after the executive order, but the Indian Office chose not to submit them to Senate for ratification for over a year. Ultimately, the Senate never ratified the Coast Treaty, possibly because it thought the treaty was moot with the executive order having already established the reservation and Native people had already been removed to the new reservation.

VOCABULARY *(Continued)*

Unratified treaty - A treaty negotiated by a U.S. government official with a sovereign nation that is ultimately not ratified by the U.S. Senate; having negotiated in good faith and believing the treaties to be in effect, many Tribal nations, including the ancestors of what became the Confederated Tribes of Siletz Indians, honored their side of treaties, which usually meant giving up land in exchange for promises of protection and support that ultimately never came.

ADAPTIONS FOR DISTANCE LEARNING



The lesson is primarily structured around pair-shares and group discussion, but much of it can be adapted for distance or independent learning purposes. A suggested sequence follows. Be sure all students have either print or electronic access to the materials described.

1. Hold a class meeting online and, using the PowerPoint slides and the steps in Activity 1 ("Warm up"), have students brainstorm and discuss (verbally or in a chat box, whiteboard, or online document) responses to the discussion questions on slide 2 about what makes a place or a space a "home." Alternatively, you can post the discussion questions in your school's online classroom platform or an online document and have students respond to them asynchronously.

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This sequence of events had huge consequences for the Tribes and bands that were subsequently confined or relocated to the new Siletz Coast Reservation. Typically, the boundaries of Indian reservations are described within a treaty and then established by the ratification of that treaty. Reservation land created in this way cannot be taken away by a sitting president; only Congress can do so, and only with full compensation as guaranteed by the Fifth Amendment to the Constitution. The creation of the Coast (Siletz) Reservation by executive order gave it an ambiguous status. Though the presidential action to establish the Coast (Siletz) Reservation was authorized by the already ratified treaties signed in the Rogue, Umpqua, and Willamette Valleys, executive orders were a new tool for creation of reservations, and many other reservations created by executive order were not tied to direct ratified treaty language directing the president to create a reservation. As a result, some later officials formed the mistaken impression that the Coast (Siletz) Reservation lacked a tie to ratified treaties because the Coast Treaty had not been ratified. Those incorrect perceptions around the use of an executive order and the failure and refusal to ratify the Coast Treaty gave later officials cover to illegally reduce the size of the reservation. Later federal actions stole huge swaths of reservation land without further treaty agreements with the Tribes on the reservation or compensation for those losses, despite the fact that the reservation was created to fulfill the obligations in the several treaties that had been ratified by the Senate.

ADAPTIONS FOR DISTANCE LEARNING



(Continued)

2. Using a web-conferencing or online meeting platform, the PowerPoint slides, the map packet handout, and the steps and talking points in Activity 2 (“The Coast (Siletz) Reservation”), provide a virtual lecture and class discussion on the context and events leading up to establishment of the Siletz Coast Reservation.
3. Using a web-conferencing or online meeting platform, the PowerPoint slides, and the steps and talking points in Activity 3 (“Timeline activity”), have students update the timeline they have been developing throughout the lessons in this unit and facilitate students’ discussion and reflection to think deeply about the general history of Native people in Western Oregon during the 1850s. You may need to make adaptations to the timeline to make it visible and/or accessible to students online.
4. Convene one or more follow-up online class meetings to review and reflect on the lesson together (see steps in Activity 4, “Reflection”) and answer any remaining questions.

Note: Additional details about the legal history of the establishment, subsequent reduction, and eventual liquidation of the Coast (Siletz) Reservation are covered in several Grade 10 Siletz History lessons (see, for example, “Creating the Coast (Siletz) Reservation”). The goal of this lesson is to expose middle-school students to the idea that the Coast (Siletz) Reservation was created for people from throughout Western Oregon and to introduce the complex legal history of the reservation. You may also wish to review the sixth-grade lesson “Siletz History: Our Many Treaties” for a primer on the meaning and importance of treaties.

To prepare for this lesson, teachers should

- Read chapter 7 (“The Coast Reservation”) of *The People Are Dancing Again* (included in the lesson materials).
- Review all materials for this lesson and all lessons in the war and removal module.
- Ensure students have access to all materials (printed and/or electronic) needed to participate in this lesson (see materials section).
- Prepare classroom audiovisual technology to display the slides and other lesson materials (see materials section).

Resource

Confederated Tribes of Siletz Indians website: www.ctsi.nsn.us

Considerations for teachers

Assessment

Students can be assessed formatively through teacher observation of student participation in the activities and discussions.

Practices

- The teacher must have the knowledge and skill to read various maps of Oregon.
- The teacher should create conditions that activate engagement strategies such as think-pair-share and group discussions.
- The teacher must be prepared to lead a timeline activity that engages students in analysis of historical events and deepens their thinking.

Learning target

- I can identify key circumstances and events that led to the creation of the Coast (Siletz) Reservation.

Appendix

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

- Materials_Map_Packet.pdf
- The People Are Dancing_Chapter_7
- Slides_The_Coast(Siletz)_Reservation.pptx

Activity 1

Warm up

Time: 15 minutes

Overview

Students reflect on the meaning of home, the role of place in their conception of home, and what it would mean if they had to leave their home or were forced to leave their home by threats of violence.

Step 1

Display slide 2 (“Warm up”) and ask students to discuss the questions with a partner or in table groups.

Step 2

Ask for a few volunteers to share what they discussed in their pairs or groups.

Step 3

Connect student reflections to the themes and information to be covered in this lesson.

Say:

In previous lessons, we’ve talked about the factors leading to the forced removal of Native people from their ancestral homelands across Western Oregon, focusing on the escalating acts of violence and genocide against Tribes and bands in Southern Oregon that led to the Rogue River Wars. Today, we are going to wrap up our lessons on Siletz History by taking a step back to learn more about how the Coast (Siletz) Reservation was created. The U.S. government created the Coast (Siletz) Reservation to be a “permanent” home for Native people from all over Western Oregon. Unfortunately, unlike the Native people—who kept to their agreement to remove to the reservation—the U.S. government did not do its part to maintain and protect the “permanent” reservation lands in the following years and decades.

Activity 1 *(Continued)*

Step 4

Review the learning target and vocabulary for the lesson.

Activity 2

The Coast (Siletz) Reservation

Time: 30 minutes

Overview

In this activity, students learn general details about the background and context of the establishment of the Coast (Siletz) Reservation through teacher presentation and guided discussion.

Step 1

Sort students into groups of three to five using your preferred sorting method and have them reorganize into new table groups.

Step 2

Distribute the map packet (see the materials section) to student groups and give them a few minutes to familiarize themselves with the maps.

Step 3

Display slide 3 (“What is an acre?”) and discuss the definition of an acre. This is a measure of land area that students may or may not be familiar with, and it is an important part of the discussions that follow. Ask students who are familiar with the measurement to share what they know (e.g., they might know the acreage of their homes or family farm or ranchland).

Step 4

Using slides 4–7 and information from the “Background for Teachers” section above, review the points provided on the slides and provide an overview of the history of the establishment of the Coast (Siletz) Reservation. Scripted language is provided below if preferred. Refer students to the map packets and note that the maps in their packets match the maps provided in the slides

Activity 2 (Continued)

in case they are easier for students to see and follow along with. Allow groups a few moments to study each map and debrief what they learned about it before moving on to the next slide and map.

Slide 4

“Siletz ancestral areas and languages” shows the ancestral areas of Western Oregon inhabited by multiple Tribes and bands of Siletz ancestors prior to contact with Euro-Americans and the languages and dialects they spoke.

Say:

Siletz ancestors came from many different groups of Native people living in what is now Western Oregon, Northern California, and Southwest Washington. These peoples shared many lifeways and customs (for example, the use of salmon as an important food source) and were and are related through kinship, trade, and marriage. But each Tribe and band has its own unique beliefs, values, practices, and relationships to their ancestral homelands. Native people in Western Oregon speak a diverse mix of languages and dialects; by some estimates, the multiple Indigenous languages of Western Oregon make it one of the most linguistically diverse regions in the entire world.

Slide 5

“Siletz ancestral areas and 1855 reservation boundaries” shows the ancestral areas of the Western Oregon Tribes and bands as well as the original boundaries of the Coast (Siletz) Reservation as established in 1855.

Say:

We’ve talked about how the Rogue River Wars in the 1850s led to the removal of almost every Native person living in Southern Oregon and the ways that the violence and intimidation of the wars spread up the Coast to regions far from the fighting. In fact, in the early 1850s, federal officials began targeting people living throughout Western Oregon for removal—intending to clear out the entire region

Activity 2 (Continued)

for settlement. To do this, federal officials coerced Native people to sign a series of treaties modeled on the Table Rock Treaty that we learned about in the beginning of this unit. In these treaties, Tribes agreed to cede almost all their ancestral territory in exchange for small temporary reservations in their homelands that would later be replaced with a larger permanent reservation selected by the president at a later date. Federal officials eventually located that larger permanent reservation on the Central Oregon Coast, a large strip from the ocean to the Coast Range that ran from Cape Lookout all the way down south of present-day Florence—nearly a third of the Oregon coastline! At the time, this strip of land seemed to lack the minerals and farmland that were drawing settlers to Oregon, and so, to federal officials, it seemed like the ideal spot to isolate Native people away from settlers.

Slide 6

“Original Coast (Siletz) Reservation (1855)” shows the 1855 boundaries of the Siletz Coast Reservation superimposed on top of current county boundaries. Prompt students to identify landmarks they recognize, such as rivers and current-day towns and cities.

Say:

The Coast (or Siletz) Reservation, as this land came to be called, was created in 1855 and was intended to be the new permanent land base for Tribes from across Western Oregon. While relatively large at 1.1 million acres, it was nonetheless a small fraction of the combined homelands of the Native Tribes and bands who would be forced to remove there from across Western Oregon. Since so many different peoples came to be grouped together on the reservation, it can be difficult to talk about a single common experience. We talked last time about the pain and violence of the removals from Southern Oregon for peoples forced to adapt to an entirely new climate and environment far from their homes. But for some peoples, like the Tillamook, Alsea, Yaquina, and Siuslaw groups, the reservation

Activity 2 (Continued)

was created out of large parts of their ancestral territory. While these groups weren't forced to remove, they saw equal amounts of disruption to their way of life as they were forced to share important hunting, fishing, and gathering sites with the arriving groups.

Step 5

Pause the presentation and facilitate a discussion with students about the information presented so far using the following prompts (and others you may think of). Have students discuss the questions in their groups first, and then have student groups share some of what they discussed with the whole class.

- *What do you think the experience was like for people of Tribes who had to move from their homes to the new reservation?*
- *What do you think the experience was like for people of Tribes who did not have to move to the new reservation but had to make room for and share their land with strangers?*

Step 6

Return to the presentation to teach students about the legal framework that established the Coast (Siletz) Reservation.

Slide 7

“Treaties and reservation” shows six of the ratified treaties ceding land and the one unratified treaty that people who would eventually be removed to Siletz signed with the federal government. These treaties guaranteed a permanent reservation on their homelands and a permanent reservation to be selected by the president at a later date. (Note: One additional ratified treaty signed at Table Rock in 1854 is not included in this illustration. That treaty did not cede additional land but included provisions allowing the government to consolidate Tribes who had signed the original Table Rock Treaty.)

Activity 2 (Continued)

Say:

As the government forced multiple Tribes and bands together into what became known as the Confederated Tribes of Siletz Indians, federal officials not only combined peoples with a variety of different lifeways, languages, and beliefs, but also peoples with different legal statuses and treaty agreements with the federal government. This map shows the treaties that we were talking about earlier—almost all ratified by the U.S. Senate.

But there is one exception. In August and September of 1855, coastal Tribes who had not previously signed treaties with the U.S. signed the Coast Treaty. Federal officials sent the Coast Treaty to Washington, D.C. by steamship, for ratification by the U.S. Senate in October. Remember, for a treaty to be legally enforceable, it must be ratified by the Senate the way that the Table Rock Treaty and other treaties throughout Western Oregon had been. Unlike the other treaties, the Coast Treaty included a provision for a reservation on the Central Oregon Coast—the reservation federal officials had identified as the best place to send Native people from across Western Oregon. Sending mail from the west coast to the east coast in the 1850s took a long time—often months! Most letters went via ship and had to travel all the way down around South America and back up to Washington D.C. When the Superintendent of Indian Affairs for the Oregon Territory, Joel Palmer, sent the Coast Treaty to D.C., he had no reason to expect that it wouldn't be ratified as well.

Instead, something unexpected happened. Months earlier, Palmer had sent a separate request to reserve the land necessary for a reservation on the Oregon Coast via overland stagecoach—probably worried that settlers might try to claim the land while the treaties were finalized and ratified. This request reached Washington, D.C. before the Coast Treaty. Since officials in Washington didn't know that the Coast Treaty was on its way, they acted on Palmer's first request. On November 9, 1855, President Franklin Pierce signed an executive order creating

Activity 2 (Continued)

the reservation based on this request rather than the treaty. The Coast Treaty documents arrived just days after the executive order, but the Indian Office chose not to submit them to the Senate for ratification for over a year. Ultimately, the Senate never did ratify the Coast Treaty, possibly because it thought the treaty was not needed with the executive order having already established the reservation.

It might seem like a small difference, but this sequence of events would come to have a huge impact on Siletz history. Typically, reservations established by a ratified treaty have a more solid legal basis than reservations created by executive order. Executive order reservations can be modified by future presidents at any time and for any reason. Reservation land created through ratified treaties cannot be taken away by a sitting president; only Congress can do so, and only with full compensation as guaranteed by the Fifth Amendment to the Constitution. Even though the Coast (Siletz) Reservation was clearly created to fulfill the ratified treaties signed with Tribes from across Western Oregon, future administrations would deny this connection, pointing to the unratified Coast Treaty to claim that the Coast (Siletz) Reservation lacked the legal protections of other reservations created by treaties. This left Siletz people vulnerable to subsequent presidential actions that reduced the size of the reservation over ensuing decades, even though the reservation was created to fulfill the obligations in the several treaties that were ratified by the Senate.

Activity 2 (Continued)

Step 7

Facilitate a discussion with students about the information presented using the following prompts (and others you may think of). Have students discuss the questions in their groups first, and then have student groups share some of what they discussed with the whole class.

- *Do you think the treaty process that created the Coast Reservation was a fair one? Why or why not?*
- *In what ways, do you think, has the creation and loss of the Coast Reservation shaped the experience of the Confederated Tribes of Siletz Indians?*

Step 8

Pause to take any questions from students before moving on.

Activity 3

Timeline activity

Time: 30 minutes

Overview

This is an ongoing activity that began with the first lesson about war and removal. The timeline should be constructed by students during class time and should reflect their own learning. In this activity, students return to the timeline a final time to reflect on the general history of Native people in Western Oregon during the 1850s.

Step 1

Ask students to consider the main events leading up to the creation of the Coast (Siletz) Reservation. If necessary, re-review key ideas and events from the previous “Table Rock Treaty of 1853” and “Rogue River Wars” lessons.

Step 2

Display slide 8 (“Timeline activity”). Ask students what events they think should be added to the timeline based on what they learned in the lesson about the establishment of the Coast (Siletz) Reservation and record (or have a student volunteer record) their list on a classroom writing surface. If necessary, prompt students to include the following:

- **April 1855** – Joel Palmer sends request to reserve land on the Central Oregon coast for a reservation
- **September 1855** – Request to reserve lands arrives in Washington, D.C.
- **October 3, 1855** – Coast Treaty signed and sent to Washington D.C. for ratification
- **November 9, 1855** – Executive order creating Coast (Siletz) Reservation
- **November 13, 1855** – Coast Treaty arrives in Washington, D.C.

Activity 3 (Continued)

Step 3

Note that before adding the new events to the timeline, students will first discuss some of them a bit more.

Step 4

Display slide 9 (“Timeline questions for students”). Ask students to form pairs to discuss the questions on the slide:

- *How did the timing of the Coast Treaty’s arrival in Washington, D.C. affect the Coast (Siletz) Reservation?*
- *How might this timeline differ from the perspective of people who had to move from another part of Oregon to the reservation compared to people who didn’t have to move but had to accommodate strangers being moved onto their homelands? What events would be most important for both groups?*
- *“What would it be like if the Siletz people’s treaty rights to their reservation (as established by executive order, pursuant to their treaties) and its resources had been fully understood and protected through time, from 1855 to the present?”*
 - *What would you expect the subsistence lifeways and economic status of the Confederated Tribes of Siletz Indians and its Tribal members to be?*

Step 5

Once the basic timeline has been refined and discussed following the steps above, use the following prompts to facilitate students’ deeper thinking about the timeline as a whole and the events discussed in today’s lesson and in previous lessons. As this is the final lesson in the 8th grade history sequence, this is an ideal time for students to engage with both the events leading to the creation of the Coast (Siletz) Reservation as well as the general timeline created over the past three lessons.

Activity 3 (Continued)

- **Compare phases of the timeline**
 - *How does this section of the timeline compare to our earlier work? What type of events (military, legal, social) had the biggest impact on the lives of Native people in Western Oregon?*
- **Identify problems and causes of conflict**
 - *What ideologies or ways of thinking led people to make the decisions that they did?*
 - Suggestions for discussion:
 - Colonialist mindset of non-Native settlers and business interests (“manifest destiny,” feelings of cultural superiority)
 - Native peoples’ determination to remain in their homes
 - Cultural differences
 - Communication differences and misunderstandings
 - *How could people have made different decisions that might have produced better outcomes?*
- **Imagine a new ending**
 - *How could this story have ended differently?*
 - Suggestions for discussion:
 - The Coast Treaty arrived in Washington, D.C. before the Coast (Siletz) Reservation land request
 - Congress ratified the Coast Treaty
 - Disputes, distrust, and violence leading up to the Rogue River Wars were resolved peacefully

Activity 3 (Continued)

- *What conditions would have been needed to produce a different or better outcome?*
- *What are the biggest reasons why events unfolded the way they did?*

- **Categorize events**

Tagging events on a timeline can help students make sense of them. A deeper explanation of why events are categorized in each way asks students to engage in higher-level thinking.

- *What anticipated and unanticipated events led up to the Table Rock Treaty, the Rogue River Wars, the Trails of Tears, and the establishment of the Coast (Siletz) Reservation?*
- *What are some similar causes and results of these anticipated and unanticipated events?*

- **Create a narrative**

Timelines are a way to place events in chronological order. Historians use timelines to build stories or narratives about the past that can help explain why things happen and the consequences of actions. Ask students to work in their groups to write a script or storyboard for a short video or a design for a digital mood board that summarizes and explains the events on the timeline and/or answers the following prompts. If/as time permits, have groups share their ideas with the whole class and/or create and present their narratives.

- *How would you explain this timeline to someone who hasn't been in this class?*
- *What is the overall "story" of this timeline?*

Step 6

Pause to take any questions from students before moving on.

Activity 4

Reflection

Time: 15 minutes

Overview

In this activity, students reflect on and summarize what they learned in the lesson.

Step 1

Restate or point to the learning target for the lesson and review with students. Ask if they have any questions about what they learned.

Step 2

Ask students to share with their groups what stood out or surprised them the most in the lesson. Ask for volunteers to share their responses with the whole group.