



SOCIAL SCIENCES

Tribal Governments in Oregon

ESSENTIAL UNDERSTANDINGS

- Tribal government
- Sovereignty
- History

LEARNING OUTCOMES

- Students will know the different federally recognized Tribes in Oregon
- Students will know various types of maps
- Students will understand how landscapes can shape societies
- Students will understand that there were many Tribal nations across the Pacific Northwest and many are now part of a Confederated Tribe in Oregon
- Students will explain how maps provide information on landscapes that influence how people live

ESSENTIAL QUESTION

What is the relationship between land and people?

LOGISTICS

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

TIME REQUIRED

One hour and 45 minutes to two hours and 15 minutes of class time.

Overview

This lesson introduces students to the different federally recognized Tribes in Oregon and the Confederated Tribes of Siletz Indians in particular. In this lesson, students will:

- Work with various types of maps to understand how landscapes shape societies.
- Understand that a confederated Tribe is composed of two or more Tribes and bands.
- Name and place the federally recognized Tribes in Oregon on a contemporary map.
- View a video and slide deck to assist in their learning.

Background for teachers

Native people from across Oregon come from a diverse set of cultures, ways of being, and lifeways tied to their ancestral homelands. The same is true of Tribes across the country. The Bureau of Indian Affairs notes that as of 2020, there were 573 federally recognized American Indian and Alaska Native Tribes and villages. Each has a unique history and contemporary story. This lesson will introduce students to the nine federally recognized Tribes in Oregon in general, and the Confederated Tribes of Siletz Indians in particular.



References

- *The First Oregonians*, edited by Laura Berg. Multiple chapters written by Tribal members highlight the unique stories from each Tribal nation. Chapter 8, “The Confederated Tribes of Siletz Indians: Diverse Peoples Brought Together on the Siletz Reservation,” pages 161–171, is written by Robert Kentta.
- Educators should also review the Confederated Tribes of Siletz Indians Tribal website at <https://www.ctsi.nsn.us> and the interview with Alfred “Bud” Lane III from Smithsonian Folklife, available at [youtube.com/watch?v=weOas5yN6q0](https://www.youtube.com/watch?v=weOas5yN6q0).
- Photographer Matika Wilbur started Project 562 in 2012 to document the uniqueness of the Tribes. The project has expanded into additional storytelling methods, such as blogs and videos, to tell Tribal stories—including history and contemporary issues.
- Educators should also review the text *The People Are Dancing Again: The History of the Siletz Tribe of Western Oregon*, by Charles Wilkinson. Wilkinson also has an 8:48 minute video discussing the book and his experience, located at [youtube.com/watch?v=NEtAIGxp6pc](https://www.youtube.com/watch?v=NEtAIGxp6pc).
- Information about foldables are available at k12.wa.us/sites/default/files/public/indianed/tribal-sovereignty/high/cwp-hs/unit4/level1-materials/foldables.pdf.

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

STANDARDS

Oregon social sciences standards¹

- 4.7** - Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region.
- 4.11** - Analyze the distinct way of knowing and living amongst the different American Indian Tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization. (*History*)
- 4.14** - Examine the history of the nine federally recognized Oregon Tribes. (*History*)

MATERIALS

Prior to the lesson, teachers should prepare the following materials:

- Slide deck
- Map foldable notes
- Advance organizer
- Federally recognized Tribal map of Oregon and a set of Tribal flags
- Final assessment
- One sheet of construction paper, glue, scissors
- A way to project a slide deck for students to view
- “Skookum Tillicum: The Strong People of Siletz” video: vimeo.com/473603439/0d783d38a7



Considerations for teachers

Prior to delivering the lesson, teachers should also ensure that they are able to stream the video being used with students, “Skookum Tillicum: The Strong People of Siletz” at vimeo.com/473603439/0d783d38a7.

Assessment

- *Formative assessment:* Review student maps, information chart, and advanced organizer for completion and correction. Monitor student discussions for engagement and address any misunderstandings.
- *Summative assessment:* Students will complete a final assessment that measures their knowledge about Tribes in Oregon and types of maps (see the “Final Assessment” handout and slides 13 and 14 in the accompanying PowerPoint presentation).

Practices

Students will often pair up to share observations. They should be assigned partners and should receive direction on how to talk and listen equally.

VOCABULARY

Federally recognized – Tribal nations recognized as having a government-to-government relationship with the United States

Since time immemorial – A very long time; longer than human memory

Confederated Tribe – Tribal governments composed of multiple Tribes or bands, often created by federal Indian policy that removed many diverse groups onto a single reservation



Learning targets

- I can identify various types of maps.
- I can explain how landscapes affect ways of life.
- I can compare the differences between at least two Tribes in Oregon.

Options/extensions

- Students may research the federally recognized Tribes in Oregon and create a poster to describe Tribal membership, governance, location, and other historical information to compare how each nation is unique.
- Students may view the Project 562 website videos and write a short summary to compare Tribal nation perspectives.
- Teachers may choose to zoom in to more local information from Native Land and have students identify areas of interest and explore what Tribes and bands are in various regions. There are options to map the languages and treaties that were in the area.
- Extend the understanding of maps by using lessons from one of these resources from National Geographic:
 - “Many Ways to Name a Place”
[nationalgeographic.org/activity/many-ways-name-place](https://www.nationalgeographic.org/activity/many-ways-name-place)
 - “Analyze a Community Map”
[nationalgeographic.org/activity/analyze-community-map](https://www.nationalgeographic.org/activity/analyze-community-map)

ADAPTATIONS FOR DISTANCE LEARNING



The lesson is primarily structured around small-group and whole-class discussion and exploration, but several pieces can be pulled out and used as standalone content and activities for distance learning or independent learning purposes. Below is a suggested sequence. Be sure all students have either print or electronic access to the materials described.

1. Use the PowerPoint slides provided to convene an online class meeting virtually, either synchronously through an online meeting or asynchronously through a learning management system (LMS) or online classroom platform.
2. The content for *Activity 1: Introduction to the Confederated Tribes of Siletz* should focus on slides 1–5 (e.g., confederated Tribes, ancestral territory, and language).
3. If possible, provide a synchronous lesson that demonstrates how to complete Map Activity 1. Students can color this map in real time as a whole group. If this is not possible, skip this activity.
4. For *Activity 2: Create a Physical Map of Ancestral Territory*, demonstrate for students how to access the free resource on the Portland State Center for Geography Education in Oregon website “[Student Atlas of Oregon](#).” Show students how to locate each of the physical maps they will need for this lesson.
5. Next, ask students to work on and submit Map Activity 2 independently. You may need to convert the packet to a fillable form or online document or provide some other means of capturing student responses (e.g., submitting photos of completed work).

(Continued on next page)

- “Mapping Landforms”
nationalgeographic.org/activity/mapping-landforms
- “Comparing Historical Maps”
nationalgeographic.org/activity/comparing-historical-maps
- Request an official state map of Oregon or print one for students to compare different areas: oregon.gov/odot/data/pages/maps.aspx.
- Review and examine each of the Tribal nation flags. Have students compare and contrast the symbols in each. Have them explore the Tribal websites to find information about the symbolic meaning.

Reflection/closure

Students should share with a partner or in a triad how the landscapes may have shaped the lifeways of Tribes and how the maps helped them understand the differences. Students will also complete the summative assessment, which is available as a separate file to print for students, as well as on slides 12 and 13.

ADAPTATIONS FOR DISTANCE LEARNING

(Continued)



6. Have students respond to discussion questions verbally or in a chat box (if teaching synchronously) or in a threaded discussion (if teaching asynchronously).
7. Review and select additional activities from the “Options/extensions” section (see below) that are conducive to distance or independent learning and have students complete them and submit their work.
8. Have students write and share a short summary/reflection on what they learned and post it in the comments or whiteboard section of your learning management system or online classroom platform.

Appendix

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

- Slide deck
- Map foldables notes
- Advance organizer
- Oregon map of Tribes
- Final assessment
- Language Map of the Confederated Tribes of Siletz Indians

Activity 1

Federally recognized Tribes in Oregon

Time: 30 – 45 minutes

Slide 2

Ask students to play Four Corners—identify four corners or separate areas of the room and label them Coast, River Valley, Forest, and Mountain. Let students know they will choose one of the areas in which to live. Allow time for students to move to their preferred area. Each student must choose one area; they cannot straddle two or more landscapes for this activity.

Once they choose an area, students will collaborate with others in the same corner to come up with a variety of benefits of their chosen region as a place for people to live. Examples may include hearing the crashing of waves by the ocean, availability of fish in the rivers, having lots of trees in the forest for clean air, or the hiking trails and waterfalls of the mountains. There are guiding questions on the side of the slide to help student groups identify additional benefits of their chosen area.

After student groups develop their lists, have them share with the class their ideas about why certain areas may be preferable places to live.

Slide 3

This slide has an embedded time-lapse video of present-day Oregon showing the different landscape regions and a selection of Tribes. Let students know that many different groups of people lived across the land of the Pacific Northwest and what we now call the state of Oregon.

Activity 1 *(Continued)*

Play the video for students and pause at certain intervals for observation and discussion.

- Pause at 4 seconds. Ask students what they notice.
- Pause at 7 seconds. Ask students what they notice. Where are most of the Tribes clustered? Why do they think that is happening?
- Pause at 11 seconds. Ask students what they notice.
 - What do they think the stars mean? (Locations of Tribal headquarters.)
 - Why are there fewer Tribes listed? (After the land grab of the 1850s, Tribal nations were relegated to reservations.)
 - What are the red areas near the stars? (Designated Tribal reservation land.)

Say:

Since time immemorial” means a very long time—indefinite in the record of history, or before human memory. Native people have been living in Oregon since time immemorial. Each Tribe has its own unique ways of living, governance, and relationship to the land that are shaped by the landscape, animals, and plants that provide sustenance, shelter, and other important resources for daily life. Hunting for game such as deer and rabbit is different than fishing in rivers or the ocean. The types of plants available for housing, tools, weaving, food, and medicine also vary by region, and different groups use them in different ways. For example, in the broad lowland valleys like the Willamette and Rogue, two kinds of oak trees drop their acorns every fall, making a huge bounty of food for people and animals alike to store for winter. On the coast, where oaks are rarer, acorns might be more of a special treat. At the same time, Native people in Oregon have always been connected to each other through trade, family, and marriage. While each Tribe is unique, they are also part of a larger regional culture that shares many of the same traits and ways of looking at the world.

Activity 1 (Continued)

When settlers arrived in Oregon, they found this unique and complicated world. Over time, as more and more settlers arrived in Oregon, they decided to fight against Native people. They wanted all the land for themselves and their families and considered themselves and their society to be better than Native American people. They thought that their ways of using the land (such as fur trapping, farming, mining, or logging) were more important than the ways that Native people used the land to survive. Settlers pushed out, often violently, the people who had been here since time immemorial. The discovery of gold and a promise of free land from the U.S. government turned many of these conflicts into outright wars that only ended when the federal government confined almost all of the Native people living in Oregon to small reservations.

We're going to keep this in mind—all the history and the relationship between land and Tribal ways of life—while we look at one kind of tool that tells us about land: maps.

Slide 4

This is an image from Native Land, which is available at native-land.ca and as an app for mobile devices. It shows the estimated traditional territories of Indigenous Tribes and bands and is frequently updated in an effort to continue to be more accurate. Users can view this information across multiple continents and zoom down to local levels.

Say:

This view of our modern-day state of Oregon is from a project called Native Land, which can be found on their website or app. Each of the different colored areas shows the ancestral territory of unique Tribes or bands. What do you notice on the map?

Students may mention the large number of different colors, the irregular borders, the overlapping of borders, the fact that some areas close to the coast are smaller and some in the southeast are larger, and so on.

Activity 1 (Continued)**Say:**

Many Tribes lived in areas that had different resources at different times of the year. People would travel where the resources were bountiful and trade those resources and goods among other Tribes. Those routes were so well traveled that they still make up much of our roadway system today. However, over time all these Tribes were forced into treaties that reduced these areas into smaller reservations. Many of these unique Tribes and bands, each with their own histories and ways of living, were combined into confederations. That means they were moved to the same area and recognized as a single political government, even if they were originally many different Tribes or bands from very far away. The Confederated Tribes of Siletz Indians, for example, is made up of people from across Western Oregon and even into Southwest Washington and down to Northern California.

Highlight this area by pointing to the map.

Say:

Additionally, because of the actions of the U.S. government, some groups have been split between different modern federally recognized Tribal governments. For example, descendants of Coos people originally from the area near Coos Bay are today enrolled as Tribal members of either the Confederated Tribes of Siletz Indians; the Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians; or the Coquille Indian Tribe. Descendants of Takelma and Shasta people from the Rogue Valley are enrolled at either the Confederated Tribes of Siletz Indians or the Confederated Tribes of Grand Ronde. In all, there are nine federally recognized Tribes in Oregon. Most are confederations of different ancestral Tribes and bands.



Activity 1 *(Continued)*

Engage students to share their level of prior knowledge by asking if they:

- Know how many of the federally recognized Tribes in Oregon are confederated nations.
- Can name any of the confederated Tribal nations.
- Know where any the Tribal headquarters are located.

Say:

Just like each country has a flag to show symbols of their government and history, each Tribe also has a unique flag.

Pass out the blank “Federally Recognized Tribal Map of Oregon” and a set of Tribal flags to each student. Ask students what they notice about each flag’s symbols. Have students cut flags and place them where they think the Tribal headquarters might be. After students individually place the flags, they can connect with a partner or create a triad to discuss, change, or confirm their decisions. Show students how they can glue the flags in their correct locations when they are ready.

Activity 2

Types of maps

Time: 45 – 60 minutes

Students will use the slide deck with examples of maps to create notes in a foldable organizer.

Give students a copy of the “Map Foldable Notes.” Have them cut along the dotted lines and fold on the solid lines to create a six-window foldable document. Students can glue the back of the foldable to the back of the “Federally Recognized Tribal Map of Oregon” to keep the information together.

Say:

In your foldable, you will take notes about the different types of maps. We will use the maps to better understand how landscapes shape the way people live.

Slide 5

Say:

The map we’ve been looking at is called a thematic map. It is created for a special purpose or theme based on a single subject—like our map of the headquarters of the nine federally recognized Tribes in Oregon. Other thematic maps may show where there are populations of specific animals or plants. In your foldable, write the definition of a thematic map on the inside of the flap.

Now let’s look at the map to see where different Tribes have their headquarters around Oregon.

Slide 6

This slide is animated. Each click reveals the full name of a Tribal nation, starting with the Confederated Tribes of Warm Springs Reservation and going clockwise around the map.

Activity 2 (Continued)

Say:

Here are the locations of each of the Tribes. Starting at the north central part of Oregon, we have the Confederated Tribes of Warm Springs Reservation. You may glue the flag in this location. Be sure to write the full name of the Tribe. You may want to put a number on the map and then the name on the side.

Heading north and to the east is the location of the Confederated Tribes of the Umatilla Indian Reservation. Glue the flag in the correct location and write the full name of the Tribe on your paper.

Continue following the pattern of naming the Tribal nation, having students glue the correct flag in the location, and writing the full name on their paper.

Say:

Place a star next to the Confederated Tribes of Siletz Indians. Turn to a partner and tell them at least two observations you have about the current location of the Tribe.

Allow students to share. Then have student pairs share out an observation with the whole class.

Say:

As we go through the examples of maps, you will compare this Tribe and its current headquarters to another Tribe of your choice in Oregon. Identify the second Tribe and put a star by it. Turn to a partner and describe two observations about that Tribe's location on the map.

Allow students to share with each other, and then have student pairs share an observation with the whole class.

Say:

Now let's go back to the types of maps and use those maps to help us think about how the different landscapes help make each Tribe unique.

Activity 2 (Continued)

Slide 7

Say:

In your foldable, write the definition of a highway map. This kind of map shows travel routes and highways in an area. They may also be called road maps. Many of the roads we use today are based on trails and pathways established prior to Oregon becoming a state. Tribes moved across all of North America to trade goods and gather resources. The ancestors of Siletz people were forced onto the reservation at Siletz from all over Western Oregon. Today, Siletz families live all over Oregon (and the world) but many still travel to their ancestral homelands to visit important sites, gather foods and medicines, and care for the land. Each fall, many Tribal members retrace the removal of their ancestors from Southern Oregon with a 213-mile community relay called Run to the Rogue that goes from Siletz to Oak Flats along the Rogue River—the longest relay in Oregon. Looking at the map, let’s think about the different routes Siletz people might use today to travel between the modern headquarters of the Confederated Tribes of Siletz Indians and another part of Western Oregon that comprises the ancestral territory of the Tribe. Choose a location in Western Oregon and trace that path that you would use to get there from Siletz. Are there multiple roads? If you see thicker lines, that indicates a more well-traveled road. The two very thick lines are part of the interstate system across the United States. Turn to a partner and share the observations you have about the two Tribes and the highway map.

Slide 8

Say:

In your foldable, write the definition of a political map. This kind of map shows boundaries that may be shaped by the landscape but are ultimately determined by people and governments. This particular map shows the boundaries of the counties in Oregon. You may notice that it is colored so that no two bordering counties are the same color. Remember the location of the two Tribes you have examined. Where do they fall in these boundary lines? A big thing to remember

Activity 2 (Continued)

is that Tribes are nations with equal status to a government such as the United States. These Tribes existed before the state of Oregon was even created, and the homelands of many Tribal people crossed what are now state boundaries. Some people removed to Siletz, for example, came from what is now Southwest Washington and Northern California in addition to Western Oregon. Although individual Tribal members may also be citizens of the state, county, and city where they live, Tribal governments are not a part of a state, county, or city. They are their own separate government. Turn to a partner and share your observations of the two Tribes and the political map.

Slides 9-11

Repeat the process of having students write each map definition, providing examples of the map's uses and possible variations they may have seen. Have them notice the features of the Confederated Tribes of Siletz Indians and their comparison Tribe. Have them turn to a partner to share comparison observations, and then have each pair of students share one observation with the whole class.

You may check for understanding by asking students to name the type of a given map or to give criteria for each type of map. An example is the "Language Map of the Confederated Tribes of Siletz Indians."



Activity 3

Introduction to the Confederated Tribes of Siletz Indians

Time: 30 minutes

Students will complete an advance organizer in conjunction with a 13-minute video titled “Skookum Tillicum: The Strong People of Siletz,” then share out facts they learned from the video. The video is embedded in slide 12 of the PowerPoint presentation.

Ensure that each student has a copy of the advance organizer. Let students know they will be watching a video about the Confederated Tribes of Siletz Indians. They should read each statement and decide if they think it is true or false. They do not have to be correct, but rather should think about what they know already and what new details the video will share. Let them know that after the video, they will go back and identify whether the statements are actually true or false. If a statement is false, they will correct it with information from the video. They will also need to write three facts they learned from the video in complete sentences.

After viewing, you may choose to have students gather in pairs to compare information and update statements. Have students share out one fact they wrote as part of a “whip-around” in which students must share one unique statement without repeating other students’ ideas.