



SOCIAL SCIENCES

# From Homelands to Homesteads— Understanding the Legacy of Allotment

## ESSENTIAL UNDERSTANDINGS

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

## LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Describe the General Allotment (Dawes) Act of 1887 and its impact on the Siletz Tribe as a whole as well as individual Tribal families.
- Describe how the legacy of allotment shapes the modern political, cultural, and economic realities of the Confederated Tribes of Siletz Indians.

## ESSENTIAL QUESTIONS

- What was the General Allotment (Dawes) Act of 1887 and what were its consequences for the Confederated Tribes of Siletz Indians?
- How does the legacy of allotment continue to impact the Confederated Tribes of Siletz Indians today?

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## Overview

In this lesson, students will examine how the U.S. government's policy of allotment compounded earlier losses of reservation land guaranteed to the Confederated Tribes of Siletz Indians by treaty. Students will engage with primary and secondary documents as well as maps to understand the impact of allotment on the Tribes of Siletz as well as individual Siletz people and families and will gain an understanding of how the legacy of allotment continues to impact the Tribe's political, cultural, and economic realities to this day.

## Background for teachers

In 1887, Congress passed the General Allotment Act, also known as the Dawes Act after its main proponent, Senator Henry L. Dawes of Massachusetts. The Act authorized the president (through the Department of the Interior's Indian Office, later renamed the Bureau of Indian Affairs in the 1940s) to break up Native American Tribal landholdings into individual parcels, called "allotments," that would be distributed to individual Native people. Any remaining Tribal



**LOGISTICS**

- Where does the activity take place?  
*Classroom*
- How are the students organized?
  - Whole class     Teams: 3 – 4
  - Pairs             Individually

**TIME REQUIRED**

Two and a half hours of class time

land not allotted to Tribal members would then be deemed “surplus” and could be made available for sale or distribution to non-Native settlers and commercial interests. Reformers argued that individual allotments would free Native people from the corrupt supervision of Indian agents and ease their integration into mainstream American society by severing the Tribal bonds of communal landownership, which reformers blamed for the persistence of traditional beliefs and customs. The fact that allotment would reduce the federal government’s responsibilities to Tribes and make vast quantities of Tribal land available for settlement and commercial development by settlers was an equally important motivation for proponents of allotment—especially on reservations with valuable natural resources such as the huge swaths of old-growth timber on the Coast (Siletz) Reservation.

**STANDARDS****Oregon social sciences standards<sup>1</sup>**

**HS.4** - Examine institutions, functions, and processes of U.S. government.

**HS.5** - Evaluate the relationships among governments at the local, state, Tribal, national, and global levels.

**HS.39** - Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

**HS.55** - Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.

**HS.60** - Analyze the history, culture, Tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States.

**HS.61** - Analyze and explain persistent historical, social and political issues, conflicts and compromises in regard to power, inequality and justice and their connection to current events and movements.

**HS.65** - Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States, and the world.

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<sup>1</sup> Oregon is in the process of revising its social sciences standards. This document references the draft 2018 standards for high school.

Across much of the country, the actual process of allotment was rife with confusion, mismanagement, and fraud. Native people quickly found that the federal bureaucracy was much more adept at disposing of Indian land than protecting individual Native property owners. Nowhere was this truer than Siletz, where allotment all but decimated the remaining reservation land holdings—first by disposing of nearly 80 percent of the remaining unallotted reservation in 1894 and then by slowly selling off individual allotments when Siletz people proved unable to pay taxes, needed money to survive, or passed away. This lesson is designed to allow students to examine and critique the process of allotment at Siletz through a close reading of primary sources created by Siletz people, federal officials, and non-Native land speculators.

### To prepare for this lesson, teachers should:

- Read chapter 10 and the beginning of chapter 11 of *The People Are Dancing Again* (included in the lesson materials).
- Review all handouts and worksheets for this lesson.
- Ensure students will have access to all materials (printed and/or electronic) and audiovisual resources (e.g., internet access and web-enabled devices such as laptop or tablet computers) needed to participate in this lesson (see “Materials” section above).
- Prepare classroom audiovisual technology to display the slides.

### STANDARDS *(Continued)*

#### Oregon social sciences standards

**HS.66** - Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape Oregon, the United States, and the world.

**HS.67** - Evaluate historical sources for perspective, limitations, accuracy, and historical context.

#### Oregon English language arts standards

**9-10.RH.2** - Determine the central ideas or information of a primary or secondary source; provide an accurate and evidence-based summary of how key events or ideas develop over the course of the text.

### MATERIALS

Unless otherwise indicated, the following materials are provided as appendices or attachments to this lesson.

- **Slides** (PowerPoint slide deck)
- **Classroom audiovisual technology and internet access** to display PowerPoint slides, video, and websites (see following items)
- **Web-enabled devices for students** (school/district-issued laptop or tablet computers for allotment-mapping activity; students could also use personal smartphones if school or your own classroom policy permits their use for instructional purposes and classroom internet access is available).

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## References

- Indian Land Tenure Foundation. (n.d.). *Land tenure history*. [Online]. <https://iltf.org/land-issues/history/>
- Kappler, C. J. (1927). *Indian affairs: Laws and treaties*. [Online]. <https://dc.library.okstate.edu/digital/collection/kapplers>
- Wilkinson, C. (2010). *The people are dancing again: The history of the Siletz Tribe of Western Oregon*. University of Washington Press.

## Considerations for teachers

### Assessment

The core activity of this lesson is focused on student discussion and engagement with primary texts. Teachers can assess student learning by monitoring student pair and small group discussion.

### Practices

- *Small group* – Small group activities allow students to share and analyze ideas with three to five other people. This practice can be good for students who do not want to share their ideas with the whole class and/or who may be afraid of others' reactions. The teacher should monitor group discussions to determine the degree to which students are understanding the concepts and contributing to the group.

### MATERIALS *(Continued)*

Unless otherwise indicated, the following materials are provided as appendices or attachments to this lesson.

- **“The Dawes ‘Allotment’ Act”** video from PBS (run time: 2:07; available on the PBS website at <https://www.pbs.org/video/dawes-allotment-act-4gxnnz/>)
- **“Siletz Allotment Map”** handout (one copy per student group; note that this is a large PDF file and is best printed on 11x17 or poster paper or viewed electronically to allow for zooming in to see more detail)
- **“Depoe Charlie”** handout (one copy per student group)
- **“Allotment Documents”** handout (one copy per student group)
- **“Document Organizer”** handout (one copy per student group)
- **Bureau of Land Management, General Land Office Records** webpage, accessible at <https://glorerecords.blm.gov/>
- **Earth Point Township and Range-Search by Description** webpage, accessible at <https://www.earthpoint.us/TownshipsSearchByDescription.aspx>
- **Google Maps** website, accessible at <https://www.google.com/maps>
- **Reading: Wilkinson Chapter 10 (“Losing the Land”) of *The People Are Dancing Again***. Provided for lesson prep for teachers and/or use by students if desired.
- **Reading: Wilkinson Chapter 11 (“Change and Perseverance”) of *The People Are Dancing Again***. Provided for lesson prep for teachers and/or use by students if desired.

- *Classroom discussion* – Large group, whole class discussion allows students to express their thoughts and hear the thoughts of others. For the instructor, this practice is a good way to take the pulse of the group and see what general themes are emerging. For students, large group discussion can be a way to express themselves or to hear differing perspectives from others.
- *Differentiation* – This lesson makes use of readings with complex sentence structures and archaic language. You may choose to organize groups based on reading needs and supports or have students identify appropriate scaffolds for understanding if necessary.

### Learning targets

- I can describe the General Allotment (Dawes) Act and its impact on Native American Tribes generally and the Siletz Tribe specifically.
- I can describe how the legacy of allotment shapes the modern political, cultural, and economic realities of the Confederated Tribes of Siletz Indians.

### 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.

**Bias** – Prejudice in favor of or against one thing, person, or group compared to another.

**Point of view** – The position or attitude from which something or someone is observed; also called “perspective.”

**Primary source** – A document, recording, photograph, first-person account, newspaper article, film, or other record that historians can study and analyze in order to describe and interpret the past.

**Secondary source** – A document or other material that interprets, evaluates, or discusses information found in one or more primary sources. Secondary sources interpret primary sources of information.



## Appendix

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

- Slides\_Allotment.ppt
- Materials\_Siletz\_Allotment\_Map
- Materials\_Depoe\_Charlie.pdf
- Materials\_Allotment\_Documents
- Materials\_Document\_Organizer
- Chapter\_10\_The\_People\_Are\_Dancing\_Again
- Chapter\_11\_The\_People\_Are\_Dancing\_Again

### ADAPTATIONS FOR DISTANCE LEARNING



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

**A suggested sequence follows:**

1. Hold a class meeting online and, using the PowerPoint slides and the steps in Activity 1 (“Warm-Up”), have students respond to the discussion prompts provided on slide 2 (“Warm-Up”). 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.
2. Using a web conferencing or online meeting platform, the PowerPoint slides, and the steps and talking points in Activity 2 (“The Dawes Act”), provide a virtual lecture on the General Allotment (Dawes) Act of 1887.
3. Using a web conferencing or online meeting platform, the PowerPoint slides, the handouts and links to online resources provided in the “Materials” section, and the steps and talking points in Activity 3 (“Allotment: The Siletz Experience”), support students as they work together online to explore and discuss documents retracing the history and impact of allotment on the Confederated Tribes of Siletz Indians. You can assign students to groups to work on the activities synchronously or asynchronously as outlined. Alternatively, you can present the material and activities in a lecture format to all students and/or direct students to complete the activities independently

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## ADAPTATIONS FOR DISTANCE LEARNING



*(Continued)*

during class time or as homework. Ensure students have access to any information, documents, and links they need from the “Materials” section to complete the work. This may mean providing print or electronic copies of lesson materials and/or reformatting documents so students can work with them virtually.

4. Using a web conferencing or online meeting platform, the PowerPoint slides, the handouts and links to online resources provided in the “Materials” section, and the steps and talking points in Activity 4 (“Mapping the Legacy of Siletz Allotments”), support students as they work together using online mapping tools to retrieve and explore maps retracing the establishment and subsequent history of Siletz allotment land parcels. You can assign students to groups to work on the activities synchronously or asynchronously as outlined. Alternatively, you can present the material and activities in a lecture format to all students and/or direct students to complete the activities independently during class time or as homework. Ensure students have access to any information, documents, and links they need from the “Materials” section to complete the work. This may mean providing print or electronic copies of lesson materials and/or reformatting documents or restructuring the activity so students can work with them virtually.
5. Convene one or more follow-up online class meetings to review together and debrief student group (or individual) work, reflect on the lesson together (see steps in Activity 5, “Reflection”), and answer any remaining questions.

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## Activity 1

### Warm-up

Time: 15 minutes

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Students engage in a warm-up activity to activate their prior knowledge.

#### Step 1

Display slide 2 (“Warm-Up”) and ask students to discuss the prompts with a partner. The prompts ask students to think about whether they have ever visited Depoe Bay, Oregon and if so, what they saw and did while they were there.

#### Step 2

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

#### Step 3

If needed or helpful, use slides 3 (“Siletz ancestral homelands and languages”), 4 (“What is an acre?”) and 5 (“Reservation reductions”) to provide a brief summary of earlier Siletz History lessons to refresh students’ memories of the history surrounding the creation of the Coast (Siletz) Reservation, the relocation of many Western Oregon Tribes and bands to the reservation, and the subsequent loss of reservation lands through illegal reductions in 1865 and 1875.

#### Say:

*Siletz ancestors come from many different groups of Native American people from across what is now Western Oregon, Northern California, and Southwest Washington. Beginning in the mid-1850s, the U.S. government forcibly removed dozens of these groups from their ancestral homelands and concentrated them on the 1.1-million-acre Coast (Siletz) Reservation, a large strip of land that initially encompassed close to a third of the Oregon coastline. Over time, the federal*



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## Activity 1 (Continued)

*government abandoned its promise to secure a “permanent home” for the people removed to Siletz and instead bowed to the demands of settlers and business interests to reduce the size of the reservation. Within 20 years of its establishment in 1855, the government had reduced the Coast (Siletz) Reservation by more than 80 percent—first in 1865 by an illegal presidential executive order that opened a 200,000-acre tract of land centered on Yaquina Bay and then by an act of Congress in 1875 that removed an additional 700,000 acres (two-thirds of the original reservation).*

### Step 4

Review the learning targets and vocabulary for the lesson.

### Step 5

Pause to take any questions from students before moving on.

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## Activity 2

# The Dawes Act

Time: 30 minutes

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In this activity, students learn general details about the Dawes Act and its impact on Tribal nations.

### Step 1

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

### Step 2

Display slide 6 (“General Allotment (Dawes) Act of 1887”) and provide a few opening remarks to transition to the activity.

#### Say:

*In 1887, Congress passed the General Allotment Act, also known as the Dawes Act after its main proponent, Senator Henry L. Dawes of Massachusetts. The Act authorized the president (through the Department of the Interior’s Indian Office, later renamed the Bureau of Indian Affairs in the 1940s) to break up Native American Tribal landholdings into individual parcels, called “allotments,” that would be distributed to Native American individuals and heads of families. Any remaining Tribal land not allotted to Tribal members would then be deemed “surplus” and could be made available for sale to non-Native settlers and commercial interests. Proponents of allotment justified the Act by arguing that issuing Native people individual tracts of land would aid in the federal project of assimilation. They claimed that forcing Native people to own and manage land individually would break up Tribal ties and integrate Native people into the American economy as self-sufficient farmers and ranchers.*

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## Activity 2 (Continued)

### Step 3

Using the following prompts or others you think of, ask student groups to discuss among themselves why they think Congress passed the Dawes Act.

- *What do you think of the reasoning used to justify allotment? What is the relationship between American values and individual property ownership?*
- *Why do you think Congress passed the Dawes Act? Do you think that getting access to reservation land or forcing Native people to assimilate was a bigger motivation?*
- *What consequences, good or bad, do you think allotment had for Tribes?*

### Step 4

Play “The Dawes ‘Allotment’ Act” video from PBS (see link in “Materials”).

### Step 5

Ask students if they have any questions about the video, and then ask them to discuss among themselves their reactions to it, using prompts such as the following or others you think of.

- *Did the video confirm any of the thoughts you had prior to watching the video?*
- *What questions do you still have about allotment?*

### Step 6

Share the following key points about the Dawes Act with students.

#### Say:

*As you might have guessed, the Dawes Act was much better at reducing Native landholdings and impoverishing Native communities than encouraging assimilation. Due to the Dawes Act, Tribes from across the United States lost more than 60 percent of their reservation lands from 1887 to 1934. That’s 90 million acres*

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## Activity 2 (Continued)

*(nearly the size of Oregon and Washington combined). Most losses were from the sales of “excess land” not allotted to Native people, but families also lost individual allotments in a dizzying variety of ways, including foreclosure, fraud, clerical errors, and federal inheritance policies. Cut off from important hunting, fishing, and gathering areas on what had been communal reservation land, the ultimate legacy of the Dawes Act for Native people was one of loss and poverty.*

### Step 7

Pause to take any questions from students before moving on.

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### Activity 3

## Allotment: The Siletz experience

Time: 60 minutes

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In this activity students review and discuss primary and secondary source documents to gain an understanding of allotment as experienced by the Siletz people.

### Step 1

Display slide 7 (“Allotment on the Coast (Siletz) Reservation”) and introduce students to the background of allotment as enacted at Siletz.

#### Say:

*We’ve learned a bit about the national story of allotment. Now, we’re going to look more closely at the experience of allotment at Siletz.*

*While allotment was a nationwide initiative, the way that it played out on individual reservations depended greatly on local context, including such factors as the goals of the local Indian agent, attitudes of the surrounding settler community, the value and desirability of reservation land to settlers, as well as the history and experiences of Native people with the government and its promises. At Siletz, the desirability of priceless acres of old-growth timber on the reservation played a key role in motivating federal officials to use allotment to gain as much reservation land as possible—even pushing Congress to create new ways to siphon off Indian land holdings. Those methods would eventually be used on other reservations, as well.*

*Allotment at Siletz began in 1891 with the arrival of special allotting agent J.S. Mayhugh. Many of the Tribal people Mayhugh first encountered seemed open to the idea of allotment. Several of the treaties that Siletz people had signed in the 1850s had provisions allowing agents to allot individual tracts of lands on the reservation, so some Native leaders had been living on their own parcels for*

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### Activity 3 (Continued)

*decades. A bigger appeal was a deep distrust of federal officials fueled by the illegal reservation reductions of the 1860s and 1870s. Many people at Siletz feared that it was only a matter of time before the government would eliminate the rest of the reservation, and they saw getting individual land title as a way to hold onto at least a piece of what they had been promised.*

*It didn't take long for Tribal people to realize that the promises of allotment were just as compromised as the promises of a permanent reservation. Federal officials initially announced that they would issue 40-acre allotments, only half of the amount promised in the Dawes Act, relenting to the full 80 acres only after a vigorous protest from Native people. When it came time to actually issue the allotments, however, Siletz people found themselves cut off from the most desirable land. The Indian agent at Siletz insisted on reserving large sections of the best and most productive farmland, claiming that the land was necessary to support the agency boarding school. When Tribal people and Mayhugh objected, the Indian agent convinced the Indian Office to replace Mayhugh with a different allotment agent. To make matters worse, poor surveys and other legal confusions plagued the process. In the end, some allotments seem to have been issued haphazardly on isolated and difficult to reach terrain or steep hillsides unsuitable for habitation.*

*From the perspective of Siletz people, this parade of allotment agents, disputes over the best land, and shifting expectations combined into a tangled mess of conflicting messages and disappointment. By the time Mayhugh was replaced, he had already promised a large number of allotments to Native people, only for his replacement to reject those allotments that included the most desirable locations. At the same time, agents at Siletz were working hard to limit the number of people eligible to select allotments—ruling that Native people who had been forced to leave the reservation to support themselves were ineligible to select allotments on reservation land. Likewise, people still living in the sections ripped from the*



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### Activity 3 (Continued)

*reservation in 1865 and 1875 were ruled ineligible to select land from the remaining reservation. Federal officials did eventually offer allotments from federal land to “off-reservation Indians,” but Native people found that federal regulations made actually securing an allotment very difficult. At the very least, even as the government stripped away the majority of the remaining reservation, allotment was supposed to leave each Siletz person with at least some usable land, but the government couldn’t even manage that.*

#### Step 2

Distribute the “Allotment Documents” and “Document Organizer” handouts (see “Materials” section) to student groups and give them a few minutes to familiarize themselves with their contents.

#### Say:

*We’re going to read and analyze some documents related to allotment at Siletz. We will start with two letters written by Siletz people to officials in Washington, D.C., to try and get a better understanding of how the unfair process of issuing allotments affected Siletz people and families. As you read these letters, try to imagine what the experience of allotment was like for the authors of these letters.*

#### Step 3

Display and review with students the slides discussing the benefits and challenges of primary and secondary sources and how points of view and biases can color or shape both (slides 8, 9, and 10).

#### Step 4

Point groups to the first page of their “Allotment Documents” handout and have them read and discuss it together for several minutes. Ask if students have any questions.

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## Activity 3 (Continued)

### Step 5

Ask each group to appoint a facilitator, note-taker, and timekeeper.

### Step 6

Display slide 11 (“Reading analysis instructions”) and use it and the “Document Organizer” handout to provide instructions for the activity. Students will work in their groups to review the two letters in the first section of the “Allotment Documents” handout, answer the questions in the first section (“Set I: Siletz Letters”) of the document organizer, and be prepared to share what they learn with the whole class.

### Step 7

Give student groups approximately 20 minutes to read and discuss the documents using the document organizer. Circulate among the groups to answer any questions and ensure they are on task and understand what they are supposed to be doing.

### Step 8

After the groups have completed the work, ask them to share with the whole class a brief summary of what they learned and discussed.

### Step 9

Guide students to a deeper understanding of what they read and how it relates to allotment as directly experienced by Siletz people, emphasizing the following points.

- *Siletz people wanted land near each other.*
- *Siletz people fought to secure land for future generations.*
- *Government regulations made getting access to land difficult.*



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### Activity 3 (Continued)

- *Siletz people experienced allotment as a series of promises made and broken by federal officials.*

#### Step 10

Pause to take any questions from students before moving on.

#### Step 11

Provide a brief transition to the next step of the activity.

##### Say:

*The biggest way that Native people lost land due to allotment was through the sale of unallotted land—deemed “surplus” by the U.S. government. Selling surplus land technically required the approval of Tribal people—but like so many other instances in Tribal history, government agents refused to take “no” for an answer and were willing to mislead, manipulate, and bully Tribal people to get the result they wanted. In the end, federal officials liquidated all but a few scattered timber plots and agency buildings of what remained of the Coast (Siletz) Reservation—nearly 80 percent of what remained of the reservation. Though able to select individual allotments, liquidating the Tribal land base in this way severely curtailed important rights to water, fishing, and gathering sites that Tribal people relied on to survive.*

*Next in our packet is another pair of documents—one is an excerpt of the minutes of one of the meetings between Siletz representatives and federal officials to discuss selling “excess” land. The other is an excerpt from a tell-all book by a reformed land speculator describing what happened to reservation land once it was opened for sale to non-Siletz people.*

*Note that in the second reading in this section you will encounter the terms “pale-face” and “redmen” to refer to white and Native people, respectively. We would not use these terms today—they are hurtful terms. But, they were in common use at the time the document was written and studying the way that people talked about*

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### Activity 3 (Continued)

*race and ethnicity can help us understand the past. Many historical documents contain words that are archaic and/or offensive to people today, and it's OK to feel offended by them. We will study this document to help enhance our understanding of history as it was experienced and interpreted by the people living through it at the time, but please remember that words like these have the power to hurt people today and make them feel unsafe or unwelcome in our classroom or community.*

#### Step 12

Give student groups another 20 minutes to read and discuss the documents using the prompts in the second section ("Section II: Government Talk") of the document organizer. Circulate among the groups to answer any questions and ensure they are on task and understand what they are supposed to be doing.

#### Step 13

After the groups have completed the work, ask them to share with the whole class a brief summary of what they learned and discussed.

#### Step 14

Guide students to a deeper understanding of what they read and how it relates to allotment as implemented by government officials at Siletz, emphasizing the following points.

- *While government officials told the Siletz people the surplus lands were worthless, they were in fact very valuable and in high demand by non-Native settlers and business interests.*
- *Government officials could more easily control and manipulate Native people than non-Native settlers.*

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### Activity 3 *(Continued)*

#### Step 15

Pause to take any questions from students before moving on.



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## Activity 4

# Mapping the legacy of Siletz allotments

Time: 30 minutes

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In this activity students use mapping tools to trace the history and subsequent development of Siletz allotment land.

### Step 1

If desired, have students reorganize into new table groups using the sorting method of your choice.

### Step 2

Ensure students have access to web-enabled devices such as school-provided laptop or tablet computers or their personal devices such as smartphones if you or your school's policy permit their use for instructional purposes.

### Step 3

Distribute to the student groups copies of the "Siletz Allotment Map" handout (see "Materials") and have students study the map briefly. Ask if they have any questions, then provide a few remarks to set up the activity.

### Say:

*Ultimately, even the allotments issued to individual Siletz people proved difficult for Tribal members to maintain. The government initially planned to hold allotments "in trust" for Siletz people for 25 years, which meant they would be untaxed and not eligible for sale. However, officials quickly backtracked and began issuing titles (or patents) much sooner. Once they gained title to their allotments, many Siletz people lost allotments when they were unable to pay state and local taxes, while others sold allotments under desperate circumstances to survive or get access to medical care. Other Siletz people lost their allotments due to inheritance rules passed by Congress, such as the Siletz Inherited Land Act of 1901. This law forced Siletz people who already had allotments to allow the Indian Office to sell*

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## Activity 4 (Continued)

*any additional allotments that they might inherit. This scheme proved so successful that Congress expanded the law to authorize selling inherited allotments nationwide in 1902 with the so-called “Dead Indian Act.” By the early 1950s, only 76 of the original 551 allotments issued from the Coast (Siletz) Reservation to individual Siletz people remained in trust.*

*Each of these sales left a legal record, some of which you can explore online today. In this next activity, we’ll try to get a sense of what happened to Siletz allotments by looking at some land records from the General Land Office, now called the Bureau of Land Management or BLM. Today, most people think of the BLM as managing federal land, but in the 1890s a big part of the General Land Office’s duties was to distribute federal land to American citizens, businesses, towns, and states. Their database of patents, recording when land went from public (government) ownership to private ownership, is searchable online. We will use an online tool on the BLM website to look at some Siletz allotments to see what we can discover about their history from the legal record. Often, what looks like mundane or even “boring” information in land records can help tell important stories, such as those of the promises kept and broken that we have been discussing in this lesson.*

### Step 4

Ask student groups to work together to locate on their copies of the allotment map the allotments for members of the Depoe family and mark them with a pen, pencil, or highlighter.

### Step 5

Distribute to the student groups copies of the “Depoe Charlie” handout providing information about Siletz Tribal member Depoe Charlie and have groups read it together for a few minutes.



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## Activity 4 (Continued)

### Say:

*What is today Depoe Bay, Oregon, was originally part of the ancestral homeland of Tillamook peoples. It then became a part of the Coast (Siletz) Reservation before being allotted to Charlie Depoe and many members of his family. The family eventually sold the land, first to a nephew, before it finally made its way into the hands of land developers who founded the town of Depoe Bay with the hope of creating a tourist destination. We can trace back part of this story on the BLM land records webpage.*

### Step 6

Demonstrate the online tools that students can use to look up information about individual Siletz allotments. (Note: The following instructions were accurate as of spring 2022. Before delivering this lesson, you may want to check the instructions for accuracy and revise if necessary.)

1. Open a web browser and navigate to the **Bureau of Land Management’s General Land Office Records** webpage, accessible at <https://glorerecords.blm.gov/>
2. From the General Land Office webpage, click the **Land Patents** link.
3. On the Search page, make sure the tab to **Search Documents by Type** is selected.
4. In the **Location** section of the **Search** page, select “Oregon” from the **State** selector box and “Lincoln” from the **County** selector box.
5. In the **Miscellaneous** section of the **Search** page, enter “121” in the **Indian Allot. #** box. This is the number for Charlie Depoe’s allotment.
6. Click the **Search Patents** button.
7. Review the resulting list of search results. Note that most allotments will have a record of when they were first approved and a fee patent (or title)

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## Activity 4 (Continued)

was issued. Some, like the record of Charles Depoe, have more than one fee patent record.

8. Click the icon in the **Image** column for the 1894 land patent for “Depoe, Charles” and review the image that is retrieved.
9. Toggle between the **Patent Image** and **Patent Details** tabs for Charlie Depoe’s patent to review the type of information contained in allotment records. Note that many patents were issued to heirs as part of the process for selling inherited lands.
10. On the **Patent Details** tab for Charlie Depoe’s patent, click to select the **Map** option boxes in the **Land Descriptions** sections for “Lot/ Trct 4.” This will display a map showing the graphical representation of the Depoe allotments centered around what is now called Depoe Bay, Oregon. Note that you may need to reload the browser page and/or select and deselect the map selector boxes if the map is not immediately displayed or updated.

### Step 7

Pause to point students to the third section of their “Document Organizer” handouts (“GLO Allotment Patent Sheet”).

### Step 8

Demonstrate filling in the patent sheet using the information from the GLO record of Charlie Depoe’s allotment land patent.

1. The “Accession Number,” “Issue Date,” and “Names on Document” information in the worksheet can be found at the top of both the **Patent Details** and **Patent Image** tabs for the GLO allotment record.
2. The “Total Acres” information can be found in the **Survey Information** section of the **Patent Details** tab.

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## Activity 4 (Continued)

3. The “Township and Range Measurements” information can be found in the **Land Descriptions** section of the **Patent Details** page (use the information for “Lot/Trct 4”).
4. Open a second web browser tab and navigate to the **Earth Point Township and Range-Search by Description** webpage, accessible at <https://www.earthpoint.us/TownshipsSearchByDescription.aspx>. This tool will convert the township and range information into GPS coordinates.
5. Using the search tool provided, enter the township/range and section details from the GLO webpage for Charlie Depoe’s allotment and click the **View** button to generate its GPS coordinates.
6. Record in the handout the GPS coordinates for the **Centroid** of the **Section** results (not the **Township – BLM database** results) the allotment is located in. (In this case it will be “44.8192245, -124.0577719,” found in the box of results labeled, **Section – BLM database**).
7. Open a third browser tab and navigate to the **Google Earth** website at <https://www.google.com/maps>
8. Enter the GPS coordinates for the allotment section recorded in step 6 above in the Google Maps search box and click to see the results. Note that steps 4 through 7 above will only display Google Maps at the section level; Charlie Depoe’s allotments account for smaller parts of the section. You can return to the built-in map in the **Land Descriptions** section on the **Patent Details** tab of the GLO page to identify the exact Depoe allotment locations within the section by zooming in on the built-in map provided.
9. Using the maps provided by the GLO page and Google Maps, zoom in on the location of Charlie Depoe’s original allotments around Depoe Bay.





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## Activity 4 (Continued)

10. In the **Description of Current Status** section of the patent worksheet in the document organizer, write down a brief description of what can be found in the maps on the location of the original Charlie Depoe allotments (e.g., names of nature and human-made features such as streets and watercourses, names of businesses).

### Step 9

Pause to see if students have any questions about how to use the online mapping tools and/or the information retrieved and displayed.

### Step 10

Provide instructions for the next step of the activity.

#### Say:

*Now, I want you to do something similar. Choose an allotment number from the Siletz allotment map and look up the land patents. For each, fill in the worksheet in the document organizer that includes information about when the patent was issued and to whom, then determine the GPS coordinates of the land and use Google Maps to try and get an idea of who is using the allotted land today.*

### Step 11

Allow time for groups to complete the allotment record retrieval, mapping, and analysis process for another Siletz allotment parcel selected by each group. If one or more groups completes the task early, invite them to retrieve and explore additional allotment parcels as time allows.

### Step 12

Facilitate a class discussion about students' findings of how individual Siletz allotments are used today. Guide students to a deeper understanding of what

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## Activity 4 (Continued)

they learned, emphasizing that non-Siletz people individually and collectively benefit from former Siletz allotments in the forms of parks, towns, schools, businesses, and private landholdings.

### Step 13

Display slide 12 (“Cumulative land losses (acres)”) and review with students the data presented on the land losses suffered by the Confederated Tribes of Siletz Indians due to both reservation reductions and allotment.

### Step 14

Display slide 13 (“Current Siletz Tribal land ownership”). Ask students to discuss in their groups what they notice about the map and if they can identify any familiar landmarks that are on or near Tribal land, and then share the following key points.

#### Say:

*The legacy of allotment and other historical land losses shapes the political, cultural, and economic realities of the Confederated Tribes of Siletz Indians to this day. Only a handful of Siletz families still reside on allotted land. Today, the Tribe manages some 4,700 acres of reservation land and has a total land base of nearly 16,000—a minuscule portion of the original Coast (Siletz) Reservation, to say nothing of the millions of acres of land throughout Western Oregon ceded in treaties. Nevertheless, the Tribe focuses on making the best use of their lands for the benefit of Tribal people as well as the plants, animals, and other non-human relatives that sustain the Tribal community. The Tribe has worked to regain control or ownership of parcels of land within their peoples’ traditional homelands to help their members retain a connection to traditional lifeways and cultural practices, provide resources to support Tribal members, and steward resources for the benefit of future generations.*

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## Activity 4 *(Continued)*

### Step 15

Thank students for their work and answer any questions they have.

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## Activity 5 Reflection

*Time: 15 minutes*

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

### Step 1

Restate or point to the learning targets 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.

### Step 3

Ask students to work in their groups to write a draft of a social media post, a script or storyboard for a short online video, or a design for a digital mood board that summarizes or shares their reactions to what they learned in the lesson. Have them share their ideas with the whole class and/or create and present their creations.