



SOCIAL SCIENCES

# Table Rock Treaty of 1853

## ESSENTIAL UNDERSTANDINGS

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

## LEARNING OUTCOMES

- Students will take notes from a slide deck to construct and analyze a timeline about major events in the history of the Confederated Tribes of Siletz Indians from time immemorial to present day.
- Students will participate in a close analytical reading and critique of the Table Rock Treaty and consider the legacy of U.S. government policy and practices.

## ESSENTIAL QUESTIONS

- How did Manifest Destiny impact Tribal sovereignty?
- What made the Table Rock Treaty of 1853 significant for Indian policy in the United States?

## LOGISTICS

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

## TIME REQUIRED

Two hours

## Overview

This is the first of four lessons in the war and removal module. This lesson will give students a basic understanding of the historical context leading up to and including the signing of the Table Rock Treaty of 1853 between the U.S. government and the Tribes of the Rogue River Valley in Southern Oregon. Content in this lesson is based on the book *The People Are Dancing Again: The History of the Siletz Tribe of Western Oregon*.<sup>1</sup>

This lesson includes three activities. First, the teacher will lead students through a presentation that provides historical context for the treaty negotiations in 1853. The presentation covers the concept of Manifest Destiny, an ideology that was used to justify territorial expansion of the United States throughout the 1840s and 1850s, and discusses the Donation Land Claim Act of 1850, which sought to promote settlement of Oregon Territory by non-Indians. In the second activity, students will create a timeline of the important events covered in the presentation.

<sup>1</sup>Wilkinson, C. (2010). *The people are dancing again: The history of the Siletz Tribe of Western Oregon*. University of Washington Press.



In the third activity, students will work in small groups to engage in close reading of a primary text (excerpts of the Table Rock Treaty) and then reflect in a whole-class discussion using a three-phase protocol. By the end of the lesson, students should have a more nuanced understanding not only of the historical context and events surrounding this treaty but also the Native perspective of those events, which has rarely been considered in the historical record.

## Background for teachers

This lesson provides a broad overview of the historical context for the Table Rock Treaty of 1853, a close reading of the text of the treaty, and reflection on the long-term impact of the treaty on the Confederated Tribes of Siletz Indians. These activities cover complex issues that have rarely been taught from a Native perspective and that many students may find challenging. To support student learning, teachers should be well versed in the lesson plan and the text of the treaty and should have read chapter 5 of *The People Are Dancing Again: The History of the Siletz Tribe of Western Oregon*, which provides the necessary background for this lesson.

The events leading up to and following the signing of the Table Rock Treaty took place at the height of westward expansion and raise complex legal, political, moral, and ethical questions that are still playing out to this day. While teaching this lesson,

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

## STANDARDS

### Oregon social sciences standards<sup>2</sup>

**Civic and Government** – 8.3, 8.5, 8.7, 8.8, 8.10

**Multicultural Studies** – 8.3, 8.5, 8.9, 8.14, 8.24, 8.28

**Geography** – 8.19, 8.20, 8.21

**Historical Knowledge** – 8.22, 8.23, 8.24, 8.28

**Historical Thinking** – 8.32, 8.33

## MATERIALS

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

- Maps
- Poster paper and markers
- Excerpts from the Table Rock Treaty of 1853 (PDF file)
- PowerPoint slide deck
- Table Rock Treaty Graphic Organizer
- Chapter 5 of Wilkinson, C. (2010). *The people are dancing again: The history of the Siletz Tribe of Western Oregon*. University of Washington Press.
- Donation Land Claim Act of 1850 (PDF)



it may be helpful to bear in mind this observation from Judge Matthew Deady, who participated in the Table Rock Treaty negotiations and other negotiations between the U.S. government and the Tribes of the Rogue River Valley in the 1840s and 1850s: *“It ought never be forgotten, that in all the disputes and controversies between the whites and Indians upon this Coast concerning the occupation of the soil (or almost anything else for that matter) it may be safely assumed that the latter are not in the wrong”* (Wilkinson, 2010, p. 91).

## Resources

### Links to useful websites that add more detail or context

- Information about the Donation Land Claim Act of 1850 [https://www.oregonencyclopedia.org/articles/oregon\\_donation\\_land\\_act/#.YobBYJPML0q](https://www.oregonencyclopedia.org/articles/oregon_donation_land_act/#.YobBYJPML0q)
- Copy of the Table Rock Treaty of 1853 (included in lesson materials)
- Confederated Tribes of Siletz Indians website <https://www.ctsi.nsn.us/>
- Tribal history of the treaty period
  - [www.ctsi.nsn.us/the-early-treaty-making-pe-riod-of-1851](http://www.ctsi.nsn.us/the-early-treaty-making-pe-riod-of-1851)
  - [www.ctsi.nsn.us/the-western-oregon-trea-ties-of-1853-1855](http://www.ctsi.nsn.us/the-western-oregon-trea-ties-of-1853-1855)

## VOCABULARY

**Treaty** – U.S. law recognizes treaties as the supreme law of the land. Treaties are granting of certain rights from Tribes to the United States, and reserving of all rights not specifically granted by the Tribe.

**Ratification** – Under founding U.S. law, Tribes are sovereign governments—to be negotiated with through treaties as in dealing with any other foreign nation. The U.S. Senate has treaty approval powers, and their approval creates a formal agreement to the terms of a treaty between the United States and a Tribe or group of Tribes. After being ratified, the president formally proclaims the treaty, making it law.

**Ceded land** – Tribal lands ceded to the U.S. government under treaty. Negotiations for these transfers often happened against a background of upheaval or threats of violence that fell unequally on Native American Tribes.

**Tyee** – The word in the Chinuk Wawa language for chief or recognized leader.

**Indian reservation** – An area of land reserved by a Tribe, or selected for a Tribe or confederation of Tribes, established through treaty agreement, executive order, or any other federal action as a Tribal land base.

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- Council of Table Rock [oregonencyclopedia.org/articles/council\\_of\\_table\\_rock/#.XPP-kcR7mMo](https://oregonencyclopedia.org/articles/council_of_table_rock/#.XPP-kcR7mMo)
- Joel Palmer [https://oregonencyclopedia.org/articles/palmer\\_joel\\_1810\\_1881\\_/#.XPP-0cR7mMo](https://oregonencyclopedia.org/articles/palmer_joel_1810_1881_/#.XPP-0cR7mMo)
- Table Rocks geography [https://oregonencyclopedia.org/articles/table\\_rocks/#.XPP\\_CMR7mMo](https://oregonencyclopedia.org/articles/table_rocks/#.XPP_CMR7mMo)

### Key ideas to be aware of

- Indian Country or Indian Territory
- Manifest Destiny
- Assimilation
- Donation Land Claim Act of 1850
- Peace and friendship treaty
- Table Rock Treaty of 1853

### Significant historical figures in Oregon Territory, 1853–1856

- Apserkahar (Horse Rider)-Tyee Joe
- Anachahara-Tyee Jim
- Tecumtum (Elk Killer)-Tyee John
- Joel Palmer
- General Joseph Lane
- Judge Matthew Deady

### VOCABULARY *(Continued)*

**Sovereignty** – The inherent nature of sovereignty is the power of a country or another independent political body to do everything necessary to govern itself, such as making, executing, and applying laws; imposing and collecting taxes; making war and peace; and forming treaties or engaging in commerce with foreign nations.

**Ancestral lands** – The lands, territories, and resources of Indigenous peoples. The term demonstrates a relationship to the land based on ancestry, and includes ties beyond land rights to include spiritual and cultural connections that may be unacknowledged by the American legal system.

**Assimilation** – After the American Revolution, the U.S. government enforced a program to permanently alter Native people’s ways of living and being. The U.S. government policy of assimilation was an attempt to destroy traditional Native peoples by forcing them to change their language, dress, habits, foods, and belief systems to match those of U.S. society.



## What teachers should do prior to delivering the lesson

- Read chapter 5 of *The People Are Dancing Again*
- Familiarize yourself with the concept of Manifest Destiny and its influence on territorial expansion in the 1840s and 1850s
- Understand the Donation Land Claim Act of 1850 and the impact it had on white settlement in Oregon
- Familiarize yourself with the Table Rock Treaty of 1853 (included in the materials or this lesson)
- Familiarize yourself with the timeline activity and develop one yourself as an example for students
- Familiarize yourself with the literacy engagement activities of the Four “A”s text protocol and the three-phrase discussion arc

## Considerations for teachers

### Assessment

Students should be assessed both formatively and summatively. The formative assessment will be teacher observation of student participation in class and group discussions. The summative assessment will be teacher review of each student’s written analysis to confirm understanding of important facts and themes.

### ADAPTIONS FOR DISTANCE LEARNING



This lesson is structured around independent and group analytical work as well as small-group and whole-class discussions. Much of the lesson 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.

#### Activity 1: Historical Context for the Table Rock Treaty of 1853

1. Using a web-conferencing or online meeting platform to show PowerPoint slides 1–10, provide an overview of the history of the Table Rock Treaty of 1853. Provide students with an electronic or hard copy of the slide presentation for notetaking.
2. Make sure to read out loud all key talking points provided and ask students to write down questions as they follow along with the virtual presentation.
3. After slide 3, show this video: <https://youtu.be/pJxrTzfG2bo>. After the video, ask students to respond to the following question using the chat or other online discussion platform: *How do you think the concept of Manifest Destiny might have contributed to the rapid expansion of American settlement?*
4. At the end of the presentation, ask students to share their clarifying questions and be prepared to review slide deck content.

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## Practices

The teacher must be prepared to lead a timeline activity that engages students in analysis of historical events and deepens their thinking. Use this protocol to help students go beyond labeling dates to events:

### 1. Compare the timeline with another from history.

- How does this timeline compare to others you have seen or helped create?

### 2. Identify problems and causes of conflict.

- What was a general or overall problem? What ideologies or ways of thinking led people to make the decisions they did?
- How could people have lived differently to make their lives better?
- How could a leader have changed their actions to produce a better outcome?

### 3. Imagine a new ending.

- Identify a turning point in the timeline. What conditions would need to be present to have a different or better outcome?
- What are the biggest reasons that your alternate ending did not happen?

**4. 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 takes the activity to a higher level of thinking. Some ways to categorize items on a timeline:

## ADAPTIONS FOR DISTANCE LEARNING

*(Continued)*



### Activity 2: Timeline Activity

1. Using a web-conferencing or online meeting platform, the PowerPoint slide 12, and their notes from Activity 1 as a reference, ask students to consider the main events leading up to the signing of the Table Rock Treaty and to craft a timeline leading up to the Rogue River War.
2. Provide students with some options for how to create a timeline with supplies they have at home (e.g., graph paper, butcher paper, Post-it notes, index cards, a digital tool such as PowerPoint).
3. (Optional) Allow students to complete the timeline as a homework/independent assignment. Once completed, provide students with the opportunity to share their timelines with the class.

### Activity 3: Reading of the Table Rock Treaty

1. Using a web-conferencing or online meeting platform to show PowerPoint slides 11–25, provide an overview on how to read, analyze, and discuss excerpts of the Table Rock Treaty.
2. Provide electronic or hard copies of the Table Rock Treaty excerpts and the Table Rock Treaty Graphic Organizer (one copy per student).

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- Ask students to identify anticipated and unanticipated events.
- Group events into causes and results.

**5. Identify common themes.** What does the timeline say as a whole? The themes could be added above or below the timeline. A sub-headline or secondary title could be added to give further explanation, like the subtitle of a book, which often adds specific information that clarifies a more evocative main title (e.g., *The People Are Dancing Again: The History of the Siletz Tribe of Western Oregon*).

Teachers should also understand how to facilitate structured discussion protocols such as the following:

- **Four “A”s text protocol.** A description of this protocol is available from the School Reform Initiative website at [schoolreforminitiative.org/doc/4\\_a\\_text.pdf](https://schoolreforminitiative.org/doc/4_a_text.pdf).
- **Socratic Seminar protocol.** A handout is provided in the appendix.
- **Three-phase discussion arc.** Described as “A way to share the past, or even the future. Creating takes minutes.”
  - *Phase one* - The goal in phase one is to establish both sides of the historical question. What was each party to the treaty bringing to the negotiation? Students should be prompted to support their



### ADAPTIONS FOR DISTANCE LEARNING (Continued)

#### Activity 3: Reading of the Table Rock Treaty (Continued)

3. (Teacher Model Activity) Read Articles 1 and 2 of the Table Rock Treaty as a facilitated read-aloud with the whole class. Model for students how to complete the Table Rock Treaty Graphic Organizer.
4. (Independent Practice) Assign each student an article (3-8) of the Table Rock Treaty and ask them to independently read the article and continue to fill in the graphic organizer. This assignment can be completed as homework.
5. (Three-Phase Discussion Arc) Gather the whole class for a facilitated discussion on the following questions: *What does the U.S. government promise Tribal people in exchange for their land? How likely is it that the U.S. government will live up to its promises? Why or why not?*

claims with textual evidence. The teacher should highlight and restate the key differences in student responses so that struggling students can better understand the frame of the discussion and clearly see each side of the historical question.

- *Phase two* - The goal of phase two is to closely examine one or two quotes and establish multiple interpretations. Students may spontaneously begin to discuss a particular quote, but teachers should be prepared to turn students' attention to quotes that are likely to promote discussion, pique students' interest, and illustrate the main historical question. Close analysis of written text should prompt students to focus on each historical actor's words and move away from preconceived judgments.
- *Phase three* - The goal of phase three is to return to the central historical question and have students formulate more nuanced, complex answers. After the first two phases, students should have a deeper understanding of the source document and the historical context and question. They should show an understanding of the complexities of the historical question and be able to support their argument with textual evidence.

### Learning targets

- I can identify the impact of the U.S. government's mindset and policies on the Confederated Tribes of Siletz Indians during westward expansion.
- I can discuss the historical context for the signing of the Table Rock Treaty of 1853.
- I can identify ways in which the U.S. government violated the agreements of the Table Rock Treaty and discuss the impact those actions continue to have for the Confederated Tribes of Siletz Indians and surrounding communities.



## Reflection/closure

Students will participate in a whip-around using information from the slide deck, timelines, and/or treaty articles to answer the question, “What is one way U.S. government policy or practices affected the Siletz Nation over time?”

## Options/extensions

Watch Oregon Public Broadcasting’s “Broken Treaties” documentary: <https://www.opb.org/television/programs/oregon-experience/article/broken-treaties-oregon-native-americans/>

## Appendix

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

- Big Questions Notes Page.pdf
- Chapter\_5\_The\_People\_Are\_Dancing\_Again.pdf
- Materials\_Oregon Donation Land Act.pdf
- Materials\_Table Rock Treaty 1853.pdf
- Slides\_TableRockLesson.pptx

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## Activity 1

# Historical context of the Table Rock Treaty of 1853

*Time: 30 minutes*

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### Overview

Students will take notes from information provided in a slide deck regarding Manifest Destiny, the Donation Land Claim Act of 1850, and treaty negotiations and violations.

### Slides 1 and 2

#### Say:

*As part of understanding the era of war and removal in the history of the Confederated Tribes of Siletz Indians, we're going to create a timeline of events and then use the timeline to think more deeply about the issues. Our goal is to go beyond simply memorizing names, actions, dates, and places—the who, what, when, and where. We want to dig into how and why. What is the historical context for these events? What led to them? What followed as a result? What influenced the chain of events that took place and how might they have turned out differently? What can we learn from them that could inform future decisions? These are big questions.*

*You may use the Big Questions Notes page to capture important concepts, issues, and ideas while we review these slides. You will be able to use these notes as you develop your timeline and during our discussion later.*

### Slide 3

#### Say:

*In 1845, newspaper editor John O'Sullivan coined the term "Manifest Destiny" to describe the ideology of continental expansionism. This term describes the doctrine or belief that Americans, and specifically white American settlers, were divinely (by right of God) ordained to settle the entire continent of North America. U.S.*

## Activity 1 (Continued)

*President James K. Polk (1845–1849) is the leader most associated with Manifest Destiny; however, many U.S. government officials and others who wished to promote western expansion in the 1840s and 1850s contributed to this way of thinking. While the term “Manifest Destiny” was newly coined in the 19th century, the underlying ideas are much older, dating back to the first colonial contact between Europeans and Native or Indigenous peoples throughout the world. This ideology has been used by Europeans for centuries to justify the violent removal of Indigenous people from land on which they had lived since time immemorial.*

*We’re going to watch a brief video that will give you a visual sense of the realities of the massive changes that occurred across the country, and I want you to pay close attention to what happens in the Western United States. This video goes by very quickly, so I want you to keep this question in mind: What did this mean for the Tribes who had been living in the Rogue River Valley since time immemorial?*

### Slide 4

Show video: [youtube.com/watch?v=pJxrTzfG2bo](https://www.youtube.com/watch?v=pJxrTzfG2bo)

#### Say:

*That’s dramatic, isn’t it? How do you think the concept of Manifest Destiny might have contributed to the rapid expansion of American settlement? I want you to consider this as you start talking through the events leading up to the signing of the Table Rock Treaty. Manifest Destiny was an attempt to provide a philosophical argument or justification for the American invasion of Indian Country.*

*What do we mean by Indian Country? It’s important to think about the hundreds of individual Tribal nations, each with their own ancestral lands, that had been living in all parts of what is now the United States. These Tribes were recognized under U.S. law as sovereign nations. Sovereignty is the power of a country or another independent political body to do everything necessary to govern itself, such as*



## Activity 1 (Continued)

*making, executing, and applying laws; imposing and collecting taxes; making war and peace; and forming treaties or engaging in commerce with foreign nations. As we will see, the U.S. government acknowledged the sovereignty of Tribal nations and negotiated government-to-government treaties with many of them, including many of the ancestral Tribes of the Confederated Tribes of Siletz Indians.*

*The historical record shows that the true motivation of western expansion was to gain control of Native land and the resources it held. Throughout the early to mid-1800s, the U.S. government took many steps to promote settlement of the West, regardless of the presence of the Native people on the land. These actions even went against many of the founding laws and policies the new U.S. government had developed over 100 years prior to the encroachment into the western lands. This desire for land—coupled with many other disconnected laws, policies, and enforcement—led to warfare, suffering, and the death of many people.*

*From the European-American perspective, land was something that could be bought and sold, and the legal owner of a given piece of land was said to have “title” to that land. The U.S. government was aware that the original inhabitants of Oregon held land title (or ownership), and obtaining Tribal lands was necessary before Americans could legally begin settling an area. Extinguishing Native land title became the focus of American settlement in Oregon Territory. Inevitably, this led to conflict, as Native people resisted leaving their homelands.*

### Slide 5

#### Say:

*Despite ongoing conflict between Tribes and settlers, in 1850, the U.S. Congress passed the Oregon Donation Land Claim Act. The act did not directly address Indian land title. In fact, it was intended to promote further American settlement in Oregon Territory as if that title did not exist—by authorizing American settlers to claim land in Oregon as their own.*

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## Activity 1 (Continued)

*The Donation Land Claim Act had its intended result. It increased American settlement by the thousands, which in turn led to greater conflict between settlers and Indians, especially in the Willamette and Rogue River valleys in Oregon.*

*The U.S. government knew it could not guarantee clear title to its settlers unless Tribal nations formally ceded those lands by treaty. To cede land means to give up the legal right to it, usually in exchange for something else. As a result, the government passed the Oregon Indian Treaty Act of 1851, which authorized certain government officials to negotiate treaties with Tribal nations. This act had multiple components that took away rights from those who were already living in this place. It established the Oregon Superintendent of Indian Affairs and directed that treaties must be negotiated, requiring all Tribal nations living in current-day Western Oregon to move east across the Cascade Mountains. This act would lead directly to the Table Rock Treaty of 1853.*

*This pattern can be seen over and over in the American West throughout the 1800s. Indian land was recognized as Indian land as long as it wasn't appealing to settlers. Once settlers became interested in a given area, they generally moved in and held it by forced occupation until they had caused enough trouble that the U.S. government used the force of the army to coerce Tribes into treaty negotiations, claiming it was necessary to "take action to secure the rights of its citizens." This was an unbalanced and unfair process.*

*In June of 1851, two major conflicts set the stage for the violence that would eventually lead to the negotiation of the Table Rock Treaty. First, the U.S. Army attacked Native villages along the Rogue River near Table Rocks, killing about 50 people and taking 30 women and children prisoner. At about the same time, a group of settlers led by Captain William Tichenor arrived by boat at what is now Port Orford with the intention of establishing a townsite near an existing Native village. Native people living on the coast resisted this intrusion. Tichenor's crew fired a cannon into*

## Activity 1 (Continued)

*the crowd, killing about 30 Native people, then fled. Violent clashes like these took place across the region and the entire Pacific Northwest.*

*The discovery of gold in California in 1849 sent thousands of miners spilling over into the gold-rich parts of Southern Oregon. Violent clashes continued, creating simmering tensions that often boiled over into open murder or warfare. For example, in the summer of 1852, a settler vigilante force and Takelma Tyees Joe and Sam met to resolve conflict over a miner killed in the Siskiyou Mountains. Misunderstanding each other, the miners shot their Native hostage before turning on the Takelma as they tried to swim away down the Rogue—killing 13 people. In this way, conflicts between individual settlers and Native people, or even rumors, splashed back in deadly ways on Tribes as a whole. Rather than negotiate with Tribes, some miners and settlers urged the U.S. government to simply exterminate the Native people and take their land.*

*By the summer of 1853, miners were openly harassing and murdering individual Native people traveling in small groups as well as continuing assaults on larger villages. In response, Native leaders resorted to open combat with the U.S. Army and its volunteers, culminating in a ferocious battle at Upper Evans Creek in late August 1853—after which representatives from both sides agreed to meet at Table Rocks to consider peace.*

### Slide 6

#### Say:

*Tecumtum, whose name means “Elk Killer,” participated in treaty negotiations with the U.S. government. He was a Shasta leader but through intermarriage was closely allied with the Applegate River Athabaskan-speaking people (Daa-kuu-be tv-de). He was also known by various names, including Te-cum-tom, Chief John, Old John, and Tye John. He is remembered as a powerful leader who fought for*

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## Activity 1 (Continued)

*the sovereign rights of Southwestern Oregon Native peoples, and his military abilities and refusal to submit to conquest place him at the forefront of Tribal leaders in Pacific Northwest history.*

### Slide 7

#### Say:

*Joel Palmer, Superintendent of Indian Affairs for Oregon Territory, was a key figure in treaty negotiations in Oregon from 1853 to 1856—the era in which most government-to-government treaties between the United States and Tribal nations in Oregon were negotiated. Under Palmer’s leadership, millions of acres of Indian ancestral territory were ceded or stolen, and the majority of Native people in Oregon were moved to reservations. Palmer was a Quaker who believed that Tribes could adapt to a changing world by assimilating and learning how to live like settlers. Other major U.S. government officials involved in treaty negotiations in Oregon Territory included General Joseph Lane and Judge Matthew Deady.*

*In September of 1853, Palmer began negotiations on a preliminary treaty with the major Tribes of the Upper Rogue River Valley. These initial negotiations laid the groundwork for negotiating the Table Rock Treaty later that year. The preliminary agreement described the territorial limits of the Upper Rogue River Tribes but did not identify a permanent home for them or set the terms of the sale of Tribal lands. In fact, during these preliminary negotiations, Tribal leaders, including Tyee John, flatly refused to cede title to their ancestral territory unless they received guarantees that they would retain some part of their ancestral homeland and would be allowed to hunt and fish as they always had.*

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## Activity 1 (Continued)

### Slide 8

#### Say:

*On September 10, 1853, Palmer held another council that urged the Tribes to cede most of their ancestral land. He famously said, "The white man has come and will continue to come for they are as plenty away over the mountains as the trees in the woods" (Wilkinson, 2010, p. 89).*

### Slide 9

#### Say:

*The Table Rock Treaty was signed by representatives of the Shasta, Takelma Tribes, and Upper Rogue Athabaskan-speaking Tribes, including Tyee John, and later ratified by the Senate.*

*Ratification is a process in which both parties return to their people, present the terms that were negotiated, and gain the consent of the majority to go ahead with the treaty. For the U.S. government, this process happens in the U.S. Senate, which must ratify all treaties, and can take several months or even longer.*

*The Table Rock Treaty would turn out to be very important because it was used as a model for several other treaties negotiated in Oregon Territory over the next few years. For example, it was the first treaty to implement a new federal policy that called for permanent reservations for Tribes "where Indian people could learn the art of agriculture and become 'civilized'" (Wilkinson, 2010, p. 89). It was also unusual in that the treaty established a temporary reservation near the Table Rocks area, with a provision that a permanent reservation could be determined at later date. The Table Rock Treaty was the first land treaty signed in Oregon Territory to be ratified by the U.S. Senate.*



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## Activity 1 (Continued)

### Slide 10

**Say:**

*In negotiating the treaty, the government portrayed itself as the only protection for Native people from the violent groups of miners and other settlers who wanted to exterminate them, ignoring the fact that the government itself had encouraged settlers to enter Indian Country in the first place through policies like the Donation Land Claim Act.*

### Slide 11

**Say:**

*But the signing of the treaty did not end conflict in the region. While waiting for the treaty to be ratified, miners and settlers almost immediately began to violate its terms. They demanded access to even the small area of land set aside for the Upper Rogue River Tribes. Volunteer militias of settlers and miners continued to attack Native people, killing dozens in incidents such as the Grave Creek Massacre, where a peaceful band of Grave Creek People were murdered.*

*Meanwhile, Native people had serious concerns. The reservation land that had been set aside for Native people was only temporary, and they were worried that the government would ultimately relocate them to a permanent reservation east of the Cascades, far from their ancestral homeland. In addition, the U.S. government seemed unable or unwilling to control the violence of the settler militias.*

*These tensions ultimately led to the Rogue River War, which we will study in another lesson.*

*Next, we're going to use our Big Questions Notes to create a timeline of the events we've been learning about.*

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## Activity 2

# Timeline Activity

*Time: 30 minutes*

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### Overview

This activity involves the creation of a timeline that shows the important events covered in the preceding presentation. Students will add to this timeline throughout the war and removal module. The timeline should be collectively constructed by students. It can be made of butcher paper or large poster paper and should be covered in student drawings, primary sources, Post-It notes, index cards, and other materials. Alternately, it could be made of rope or string, with images, dates, and documents hung from paper clips or clothespins. The main classroom timeline can be supplemented by smaller posterboard-sized lines that include only a few elements, such as key battles or events in the Rogue River War, which will be covered in the next lesson in this module. The timeline should be constructed by students during class time and should reflect the students' own learning.

Ask students to consider the main events leading up to the signing of the Table Rock Treaty and to craft a timeline leading up to the Rogue River War. (This activity will serve as the scaffold for continued work with the timeline in lesson 2 of this module.)

Once the basic timeline has been created, follow the timeline protocol as described in classroom practices:

1. Compare the timeline with another from history
2. Identify problems and motivations of historical actors
3. Imagine alternative endings
4. Categorize events
5. Identify common themes: What does the timeline say as a whole?

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## Activity 3

# Small-group reading of the Table Rock Treaty

*Time: 45 minutes*

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### Overview

This lesson involves a brief presentation using the slide deck, followed by small-group work based on the reading of a primary source document: excerpts from the Table Rock Treaty of 1853. Finally, the whole class will reflect on the treaty excerpts using a three-phase discussion protocol.

### Slide 12

#### Say:

*Okay, in a few minutes we're going to form small groups. Each group will review certain articles of the Table Rock Treaty [using the Four "A"s protocol] and then provide written responses to three key questions using specific examples from the text. Before we dig into the details of the treaty, however, we need a little more context.*

*The basic, fundamental principles of the Table Rock Treaty of 1853 were used in many later treaties between the U.S. government and Indian Tribes in Oregon and Washington Territories.*

*Some of the treaty provisions were:*

- *The U.S. government agreed to provide farming equipment and clothing to Indians and to build houses for the three principle Tyees: Apserkahar (Tyee Joe), Tyee Sam, and Tecumtum (Tyee John).*
- *Tribes guaranteed safe passage for settlers traveling through their reservation.*
- *Crimes committed by Indians against settlers could be tried in federal courts.*
- *The U.S. government promised to reimburse Tribes for horses and other property stolen by settlers.*

### Activity 3 (Continued)

- *The Takelma, Shasta, and Upper Rogue Athapaskan-speaking Tribes ceded most of their ancestral homelands to the U.S. government. This land transfer encompassed the Upper Rogue River Valley, including the Applegate Valley, all the way to the Cascades and Siskiyou to the east. These 2,400 square miles contained resources such as gold, mineral deposits, timber, and valley floors for farming. Tribes received \$60,000, and the U.S. government held back \$15,000 to pay for the property of settlers that had been damaged or destroyed by Indians during previous conflicts.*
- *The U.S. government guaranteed the Tribes a temporary reservation around Table Rocks and a permanent reservation once one could be found.*

#### Slides 13 and 14

##### Say:

*It is important to note that the Tribes did not want to sell their land. Language was a major barrier in the treaty negotiations, which were conducted in Chinuk Wawa, a regional language used to conduct trade among multiple Tribes. Further, the original peace and friendship treaty made no mention of ceding land. The temporary reservation land of the Rogue River Tribes was reserved from being immediately ceded and included 100 square miles in the Table Rocks area—just a fraction of the Tribes' ancestral homeland.*

#### Slide 15

Hand out copies of the Table Rock Treaty excerpts and the Table Rock Treaty graphic organizer. Review small-group discussion questions and then monitor participation throughout the activity.

##### Questions for discussion:

- What do you notice about the language of the treaty?
- What were the key agreements?
- Did anything stand out for you?

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## Activity 3 *(Continued)*

### Slides 16–24

#### Say:

*Okay, now you're going to work in small groups to read portions of the Table Rock Treaty. Consider the following questions:*

- 1. What does the U.S. government promise Tribal people in exchange for their land?*
- 2. How likely is it that the U.S. government will live up to its promises?  
Explain your reasoning.*

Divide students into four groups. Group 1 will read articles 1 and 2, Group 2 will read articles 3 and 4, Group 3 will read articles 5 and 6, and Group 4 will read the preamble and articles 7 and 8. Allow time for student groups to read, discuss, and answer the three key questions using their graphic organizers.

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## Activity 4

# Whole-group discussion and reflection on the Table Rock Treaty

*Time: 15 minutes*

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Lead students in a whole-group discussion using the three-phase discussion arc. Students should expand on their written responses to the three key questions as entered on their graphic organizers. The discussion protocol is designed to take students progressively deeper into the key historical questions by asking them to engage more intensively with the text. As discussion unfolds, keep a mental list of students who have not participated and call on them as appropriate. Ask open-ended questions to encourage deeper levels of student thinking.

Your follow-up questions and prompts should reflect the primary source materials and should encourage student reflection and connection between the treaty articles and the historical context between Tribes and the U.S. government. Students should then apply information from the treaty and the whole-class discussion to the timeline activity.