



MATHEMATICS

Understanding Treaties and Data

ESSENTIAL UNDERSTANDINGS

- **Treaties with the United States**

LEARNING OUTCOMES

Students will understand

- that treaties are agreements made between Oregon Tribes and the United States,
- how to use counting to determine how many treaties were made with different Oregon Tribes,
- how to compare data using the symbols $>$, $=$, and $<$, and
- to organize and represent data using bar graphs.

ESSENTIAL QUESTIONS

- What is a treaty?
- Why are they important to Oregon Tribes?

REQUIRED TIME

- 30 minutes

Overview

In this lesson, students learn about the nine federally recognized Tribes in Oregon and use counting and simple comparison skills to learn how many treaties were signed between the United States government and these Tribes. Students represent the data using a bar chart to help visualize treaty counts. Additionally, they learn the significance of treaties to Oregon Tribes.

Background for Teachers

In the 1800s, the United States government engaged in many treaties with Native Tribes as a way to get land. In Oregon, treaties were signed with several tribes between 1851 and 1855. These treaties were agreements where tribes gave up land in exchange for promises of protection, somewhere to live, and the right to continue fishing, hunting and practicing culture. Unfortunately, many treaties were broken or not honored. Today, tribes use these treaties as a foundation for their legal petitions to get the land, rights and protection they were promised in the past.



Today, Oregon has nine federally recognized tribes,

- Burns Paiute Tribe
- Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians
- Confederated Tribes of Grand Ronde
- Confederated Tribes of Siletz Indians
- Confederated Tribes of the Umatilla Indian Reservation
- Confederated Tribes of Warm Springs
- Cow Creek Band of Umpqua Tribe of Indians
- Klamath Tribes
- Coquille Indian Tribe

Some Tribes were part of many treaties, and others had few or none officially ratified, for example:

- **Warm Springs Tribe:** One major treaty (1855)
- **Umatilla Tribe:** One major treaty (1855)
- **Grand Ronde and Siletz Tribes:** Seven treaties that represent many Tribes that signed multiple treaties
- **Klamath Tribes:** One treaty (1864)
- Others had treaties that were negotiated but not ratified

Understanding treaties helps students recognize the historical relationships between Oregon Tribes and the government and how these agreements impact communities today.

STANDARDS

Oregon Health Education Standard

- **1.NBT.1:** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- **1.NBT.3:** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
- **1.MD.4:** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.



Despite historical challenges, treaties remain critical legal documents that continue to shape tribal rights, land claims and government-to-government relationships. Today, Oregon tribes use their treaty rights to protect natural resources, reclaim ancestral lands and strengthen their sovereignty.

Understanding the number of treaties each tribe signed provides insight into the complex history of tribal-federal relations and helps students recognize the ongoing significance of these agreements.

This lesson focuses on counting how many treaties were signed with these Tribes or their ancestors, helping students understand how these agreements were part of history and culture.

Considerations for Teachers

Practices

While teaching this lesson, the following principles can help guide your decision-making and engagement with students.

- Focus on teaching the importance of treaties by counting how many were signed by the Tribes.
- When sharing content with students, address the “why” not just the “what.”

KEY WORDS and IDEAS

- **Treaty:** A legal agreement between two nations, like the United States and a Native American Tribe.
- **Agreement:** When people make a plan together and everyone agrees to follow it.
- **Reservation:** Land set aside for Tribes by treaties.
- **Count:** To say numbers in order to find out how many there are.
- **Compare:** To look at two or more things to see if one is more, less, or the same.
- **More:** A bigger number. For example, 3 is more than 1.
- **Less:** A smaller number. For example, 1 is less than 3.
- **Same:** When two numbers are equal. For example, 2 is the same as 2.

MATERIALS

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

- Slide deck
- Student self-assessment
- Crayons



- Focus on age-appropriate language; simplify historical context without minimizing its importance.
- Highlight the strengths and struggles of Oregon's Indigenous peoples today, while also acknowledging their history and tradition.
- Emphasize resilience and present-day existence of tribes.
- Ensure your teaching practices are accessible and appropriate for Native and non-Native students.
- Avoid generalizing across all Native American groups, when possible mention specific Tribes.

Assessment

During this lesson, observe and listen to students during discussions and as they work independently and collaboratively to determine how their learning is progressing. Write down what you notice about what students say and do in relation to the success criteria. Use this formative information to provide feedback to students and plan next steps.

At the end of the lesson, provide students with an opportunity to reflect on their learning through a self-assessment. Students can indicate their level of learning (just starting, making progress, nailed it) in relation to specific success criteria. They can also write out an explanation of why they feel they are at that learning stage.

Success Criteria

- Students can explain what a treaty is in their own words.
- Students can count and compare the number of treaties using a chart or graph.
- Students can talk about why treaties are important to Native people in Oregon.

For the following activities, use the slide deck to support your implementation.



Opening

Time: 5 minutes

Step 1:

Introduce the lesson topic to students. Let them know they will be learning about Native American Tribes in Oregon and agreements they made with the United States called treaties. Tell students they will be counting how many treaties were signed a few hundred years ago.

Step 2:

Review the idea of a tribe and a treaty with students.

Step 3:

Read a short teacher-created story aloud to students.

- “There are many Native American Tribes living all across the land we now call Oregon. They have been here since time immemorial, since before anyone can remember. They have their own languages, their own ways of living, and special places that are important to them. Today, there are nine federally recognized Tribes in Oregon.
- A few hundred years ago, people from far away came to Oregon and demanded Oregon Tribes give them their land and moved away to places far from their homes. Native people were in danger from these outsiders, including the United States government. The United States government promised tribes that if they signed treaties agreeing to move away, the United States government would help protect them. Even though the United States government broke many of the promises they made in those treaties, tribes use them today as a way to get the United States government to honor their promises and get back their lands.”

Step 4:

Show a map of Oregon with icons or pictures of the nine federally recognized Tribes.

Discuss the location of each Tribe around the state. Some are close to the ocean, some are more inland, and some are near deserts and mountains.

Step 5:

Review the Essential Question with students.

Main Activity**Time: 15 minutes****Step 1:**

Review the chart with the nine Tribes with students. Explain what information is in each column. Echo read the names of the Tribes and invite students to try the pronunciation.

Tribe Name	Treaties Signed
Burns Paiute Tribe	0
Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians	1
Confederated Tribes of Grand Ronde	7
Confederated Tribes of the Umatilla Indian Reservation	1
Confederated Tribes of Warm Springs	1
Confederated Tribe of Siletz Indians	8
Coquille Indian Tribe	1
Cow Creek Band of Umpqua Indians	1
Klamath Tribes	1

Step 2:

Ask students

- Which Tribe has eight treaties?



- Which Tribe has seven treaties?
- Which Tribes have one treaty?
- Which Tribe has zero treaties??

Step 3:

Use a simple bar graph to represent data (one square = one treaty). Students may color the squares in the graphic paper to represent the number of treaties

You can do the activity together using the slide or print out the handout for students to complete the task individually or in pairs.

Step 4:

Using the bar graph, students can compare who had more or fewer treaties. You can write out the names of various Tribes and ask students to use the greater than, less than, or equal symbol. For example:

- Siletz > Grand Ronde
- Klamath < Grand Ronde
- Coquille = Umatilla

Step 5:

Students use the bar graph to count how many treaties there are in total.

Closing

Time: 10 minutes

Step 1:

Let students turn to a partner and share:

- "One thing I learned about Oregon Tribes is..."
- "I saw that some Tribes had more treaties than others. For example..."

Finish with a group discussion and a celebration of the nine Oregon Tribes today.



Reinforce the idea that Tribes are still working hard to protect their people and traditions.

Step 2:

Have students do the self-assessment based on the Success Criteria. Go over the Success Criteria as needed.

Additional Resources:

- Tribal History/Shared History [tribally-created curriculum](#)
- *We Are Still Here* by Traci Sorell (kid-friendly, culturally relevant read-aloud)
- [Websites](#) of the nine federally recognized tribes in Oregon



Handout: The Nine Federally Recognized Tribes in Oregon and the Number of Treaties They Signed

Tribe Name	Treaties Signed
Burns Paiute Tribe	0
Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians	1
Confederated Tribes of Grand Ronde	7
Confederated Tribes of the Umatilla Indian Reservation	1
Confederated Tribes of Warm Springs	1
Confederated Tribe of Siletz Indians	8
Coquille Indian Tribe	1
Cow Creek Band of Umpqua Indians	1
Klamath Tribes	1

Note: Students will need this information to create their bar graphs.



Handout: Bar Graph

Directions: Use the table with the nine federally recognized Tribes in Oregon to show the number of Treaties they signed. Color the squares in the table to represent the number of treaties (1 square = 1 treaty). This will create a bar graph.



Which Tribes have more or less treaties?

Treaties	9									
	8									
	7									
	6									
	5									
	4									
	3									
	2									
	1									
		Burns Paiute	Coquille	Klamath	Grand Ronde	Coos, Lower Umpqua & Siuslaw	Cow Creek	Warm Springs	Siletz	Umatilla
Tribes										



Handout: Student Self-Assessment

Directions for teachers: Read aloud the lesson Success Criteria in the first column to students. Have them indicate if they were able to meet the criteria by marking it in the handout, with hand gestures, or by sharing aloud. Ask students to explain why they chose “not yet” or “yes” to a peer or write it below.

Can I...	Not Yet	Yes
		
explain what a treaty is in my own words?		
count and compare the number of treaties Tribes signed?		
explain why treaties are important to Oregon Tribes?		



Why did you choose “not yet” or “yes”?

