



MATHEMATICS

Counting Through Time: A Timeline of Oregon Tribes

ESSENTIAL UNDERSTANDINGS

- **Genocide, Federal Policy and Laws**
- **History**

LEARNING OUTCOMES

Student will understand

- that laws and policies affected Oregon Tribal individuals, families, communities and Tribes, and
- despite the history of land, life and community loss, Native American communities in Oregon have preserved many of their cultural traditions.

ESSENTIAL QUESTION

- How have federal policies and laws changed the lives of Oregon Tribes over time?

REQUIRED TIME

- 30 minutes

Overview

Students explore a simple timeline showing major historical events affecting Oregon Tribes due to federal policies and laws. Using counting skills, students practice sequencing events (identify how many years passed between events) while learning about key moments in tribal history. Students use visual aids to better understand the impact on Native communities.

Background for Teachers

Federal policies and laws have significantly impacted Native Tribes in Oregon. Some major historical events include signing treaties in the 1800s, the forced removal of Tribes to reservations, the termination of federal recognition for some Tribes in the mid-1900s and the restoration of tribal recognition in later years. A timeline helps illuminate how these events happened in order and how they affected tribal communities over time.

The United States government negotiated treaties with Tribes in the 1800s, often forcing Tribes to cede vast amounts of land in exchange for frequently broken promises. Many Tribes were relocated to reservations, drastically changing their way of life. In the mid-1900s, the federal government implemented policies of termination, which removed federal recognition from some Tribes and led to the loss of land and resources. However, in the late 1900s and early 2000s, some Tribes successfully fought for and regained federal recognition, restoring certain rights and benefits.

This lesson focuses on understanding that events happened in the past, using terms like "a long time ago," "before," and "after." A simplified timeline helps students see how things changed for Oregon Tribes over the years and understand the lasting impact of these events.

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 Essential Understandings through an analysis of a mathematics lesson on timelines.
- When sharing content with students, address the why, not just the what.

STANDARDS

Oregon Mathematics Standards

- **3.NBT.A:** Use place value understanding and properties of operations to perform multi-digit arithmetic.
- **3.NBT.2:** Fluently add and subtract within 1000 using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations. and backward to 120, starting at any number less than 120.

Oregon Social Sciences Standards

- **3.H.CH.2:** Create a timeline of noteworthy events to better understand the historical and contemporary events of the local community or region.

MATERIALS

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

- Slide deck
- Handout: Number line or timeline chart
- Event cards with dates
- Student self-assessment



- Highlight the strengths and struggles of Oregon's Indigenous peoples today while also acknowledging their history and tradition.
- Ensure your teaching practices are accessible and appropriate for Native and non-Native students.

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 relative to specific Success Criteria. They can also write out an explanation of why they feel they are at that learning stage.

Success Criteria

- I can recognize how laws and policies changed the lives of Native American Tribes in Oregon.
- I can describe what a timeline is and organize events in order.

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

Opener

Time: 10 minutes

Step 1:

Explain to students that they will be learning about timelines in relation to Oregon tribal history.

Counting Through Time

KEY WORDS and IDEAS

- **Sovereignty:** The power to make your own rules and take care of your own people.
- **Treaty:** An agreement between two sovereign Nations.
- **Federal recognition:** An Acknowledgement of Native American Tribes' sovereignty.
- **Timeline:** A line that shows when things happened.



Step 2:

Read and discuss the Essential Question. Give time for students to answer, question and wonder.

Step 3:

Review the Learning Outcomes and Success Criteria with students so they understand what the intended learning is and what it looks like when they've achieved it.

Step 4:

Show a simple timeline on a whiteboard or using chart paper.

Explain that a timeline shows when things happened in order, like a number line. Let students know that a timeline helps us see what happened first, next and last.

Ask students to share some events that could go on a timeline (when they were born, when they started school). Ask them how old they were when each event occurred. As students respond, write the events on the timeline. The timeline can span 20 years.

Main Activity

Time: 15 minutes

Step 1:

Tell students that they will be creating a timeline of government policies and related major events in Oregon Tribes' histories.

Let students know that they will look at a map to understand where the Oregon Tribes are located.

Ask students if they can use the map to find the Tribe that is closest to where they live.

Step 2:

Review the Key Words and Ideas and for the lesson with students.



Step 3:

Put students in small groups or pairs and provide each group with chart paper, markers and event cards. Use the event cards provided at the end of the lesson plan. The event cards each have a different year (1800, 1848, 1850, 1954, 1977 and 2012) and a related event in Oregon's tribal history. The event cards can be downloaded, printed and separated.

Step 4:

Introduce students to federal policies and major events in Oregon Tribes' histories:

- **Traditional Period** (1800 and before): Tribes lived all over Oregon, using land for food, homes and culture before European American settlers arrived.
- **Beginning of Treaty Era** (1848): The first treaties were signed, taking away land from Oregon Tribes.
- **Beginning of Removal Period** (1850): Some Oregon Tribes were removed from their land and homes and forced onto reservations.
- **Termination Act** (1954): Many Oregon Tribes were no longer recognized as separate sovereign Nations by the United States government.
- **Beginning of Restoration Period** (1977): Many Oregon Tribes regained federal recognition as sovereign Nations.
- **Land Buy-back Program** (2012): Oregon Tribes strengthen the process of buying back land.

Explain to students that United States government policies, over the years, have deeply impacted Tribal Nations in Oregon. Ask students to take a few minutes to read about these events in Oregon Tribes' histories.

Facilitate a discussion with students about these events. Give students an opportunity to ask questions and share their thinking.

Step 5:

Ask each group to draw an Oregon Tribes timeline, which starts in 1800 and ends in 2025, spanning 325 years. Ask students to add a date for every 50 years. Model this for students on a whiteboard or chart paper.



Ask students to place the event cards on the timeline based on the dates.

Ask students to use addition, subtraction or counting to determine the number of years between each event.

- For example, students can choose to count forward from one event to another (How many years are there between 1848 and 1954?)

As needed, prompt student thinking with questions such as

- Which event happened first?
- Which happened most recently?

Guide students to see how bigger numbers mean events happened later.

Ask students to write down the amount of time between each event and how they determined their answer.

Closing

Time: Approximately 5 minutes

Step 1:

Ask each group to share their timeline and explain the math they used to calculate the amount of time between each event.

Ask students to also share something they learned about the history of Oregon Tribes and government policies.

Reinforce that Oregon Tribes are still here today, continuing their traditions and protecting their lands.



Handout: Event Cards



| | |
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| <p>1800 and before</p> <p>Traditional Period: Since time immemorial, Tribes lived all over Oregon, using land for food, homes and culture.</p> | <p>1954</p> <p>Termination Act: Many Tribes are no longer recognized as separate, sovereign Nations.</p> |
| <p>1848</p> <p>Beginning of Treaty Era: The first treaties were signed, taking away land from Tribes.</p> | <p>1977</p> <p>Beginning of Restoration Period: Many Tribes regained federal recognition as sovereign Nations.</p> |
| <p>1850</p> <p>Beginning of Removal Period: The forced removal and confinement of some Tribes from their land and homes onto reservations.</p> | <p>2012</p> <p>Land Buy-back Program: Tribes are able to strengthen their process of buying back land.</p> |



Handout: Student Self-Assessment

Name:

Directions: Read the lesson success criteria in the first column. Then, decide, did I meet this criteria? Choose Not Yet or Yes. Then describe one thing you did well and one step you can take.

| Success Criteria Can I... | Not Yet  | Yes  |
|---|---|---|
| describe what a timeline is? | | |
| organize events in order on a simple timeline? | | |
| choose a math strategy to determine the number of years between events on the timeline? | | |

| | | |
|---|--|--|
| recognize ways laws and policies changed the lives of Native American Tribes in Oregon? | | |
|---|--|--|

