



SILETZ TODAY

News and Connection (Capstone Lesson)

ESSENTIAL UNDERSTANDINGS

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

LEARNING OUTCOMES

Students will be able to:

- Read and analyze text about contemporary events involving the Confederated Tribes of Siletz Indians.
- Analyze and interpret information presented in photographs and text to build an understanding about ongoing connections of Siletz people to their ancestral homelands.

ESSENTIAL QUESTION

How do Siletz Tribal members remain connected to each other and their ancestral homelands?

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 lesson is designed as a capstone lesson to the other lessons in the fourth-grade unit. Lesson activities focus on engaging students as critical readers to understand the ways that Siletz Tribal members today remain connected to each other and their traditional homelands across western Oregon. Students will utilize a graphic organizer, maps, and close reading strategies to engage content from Tribal publications and build an understanding of the ways that modern Siletz people persist and thrive throughout their ancestral homelands and beyond.

Background for teachers

As students have explored in the previous lessons in this unit, The Confederated Tribes of Siletz Indians is composed of dozens of different Tribes and bands whose homelands encompass all of western Oregon as well of parts of northern California and southwest Washington. Beginning in the mid-1850s, these Tribes were forcibly relocated to the Coast (Siletz) Reservation by the U.S. government and made to cede over 20 million acres in combined territory that ranged from both sides of the Columbia River south into the upper



Klamath and Smith Rivers in Northern California and from the Pacific Ocean east to the Cascades. The Tribes received the 1.1 million acre reservation on the central Oregon coast that was promised in seven ratified treaties as their permanent home.

Over the next century, the federal government systematically betrayed that promise. First, a series of illegal reservation reductions progressively slashed the land base of the reservation. Next, through a poorly managed and often fraudulent process of allotment, the government dissolved almost all communal Tribal land in exchange for tiny parcels allocated to individual people. Finally, in 1954 the government moved to extinguish any connection between Siletz people as a sovereign nation, passing the Western Oregon Termination Act that officially dissolved the remaining Tribal holdings and Tribal government. Through these many challenges, many Siletz Tribal members moved away from the Reservation to support themselves and their families. Some resettled in other parts of their western Oregon homelands, while others (like U.S. military families) spread around the world. However, Siletz people maintained their connections to each other, and through a grassroots political campaign, the Tribe was able to regain recognition in 1977.

Today, the current population of the Confederated Tribes of Siletz Indians reflects this complicated history. While many Siletz Tribal members live on or near the original reservation, a significant number also live across western Oregon and the rest of the United States. Some even live internationally. To

STANDARDS

Oregon social sciences standards

4.7 - Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region.

4.11 - Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization. (History)

4.14 - Examine the history of the nine federally recognized Oregon tribes. (History)

Oregon English language arts standards

4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

4.RI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.



meet these needs, the Tribe has established three satellite offices in Eugene, Portland, and Salem to provide outreach to an eleven-county service area of Tribal members. No matter where they live, many other Tribal members continue to maintain close ties to the traditional homelands of their families, sometimes traveling hundreds of miles to connect with gathering areas, sacred places, and other important areas throughout western Oregon.

Over the years, many of these grassroots family efforts have grown to become official Tribal events. One of the most meaningful examples is the annual Run to the Rogue, a 213-mile relay that retraces the removal of people from southern Oregon to the Coast (Siletz) Reservation. Started as a community act of remembrance and healing, the Tribe now organizes the relay as an official event. Today, it remains one of the most treasured annual experiences for Siletz people. Another way the Tribe maintains connections to homelands is by working with landowners and partner governments to protect, cultivate, and expand important resources on the landscape, such as enhancing huckleberry patches in the Cascade Mountains, salmon habitat in coastal rivers, or acorn gathering sites in the Rogue Valley. The annual Nesika Illahee Pow Wow held each August in Siletz is an opportunity for Tribal members to meet and celebrate with families and friends from across the Northwest. Along with work in the area offices, these efforts demonstrate the

MATERIALS

- Screen and projector or a way for all students to view videos and guidance for group work
- Internet for accessibility of videos and website review
- Paper and scissors for foldables
- Handouts:
 - Map of Oregon
 - Close Reading Practice Sheet
 - Pages from *Siletz News* September 2022
 - Pages from *Siletz News* June 2022
 - Pages from *Siletz News* October 2019
 - Pages from *Siletz News* September 2015
 - “Run to the Rogue relay recalls Siletz Tribes’ ‘Trail of Tears’ in Oregon” available online at: <https://www.oregonlive.com/pacific-northwest-news/2012/09/run-to-the-rogue-relay-recalls.html>

ongoing efforts of Siletz people and the Siletz Tribal government to come together and honor their heritage and connections from across their ancestral homelands.

Since Restoration, one of the ways Siletz families maintain their connections to each other is through *Siletz News*, a monthly newspaper that covers Tribal events, projects by Tribal Council and staff, and lives and accomplishments of Tribal members (births, graduations, marriages, obituaries). Even Tribal members who live in other countries look forward to receiving *Siletz News* in their mailbox every month. In this lesson, students will use *Siletz News* to learn more about these important Tribal events and the meanings behind them.

To prepare for lesson teachers should

1. Present lessons 1–3 in the fourth-grade unit before completing this lesson.
2. Review information about foldables available at <https://www.k12.wa.us/sites/default/files/public/indianed/tribal-sovereignty/high/cwp-hs/unit4/level1-materials/foldables.pdf>
3. Review information about close reading and guiding questions as part of the Three Reads Process: https://nieonline.com/tbtimes/downloads/CCSS_reading.pdf

VOCABULARY

Eagle staff – A wooden staff with eagle feathers used in Indigenous ceremonies and celebrations.

Confinement – A situation in which someone is forced to remain in a specific place.

Elder – An older person, such as a grandparent, who holds cultural wisdom and assumes responsibility for teaching and leading the community.

Stewardship – The careful and responsible management of something entrusted to one's care.

ADAPTIONS 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:

Activity 1. Use the video link at <https://www.youtube.com/watch?v=FOXCHmVIQvs> to model how to make a KWL+ chart foldable. Students can contribute ideas as part of a shared virtual document.

Activities 2–4. Utilize the PDF version of handouts for reading. Have students utilize a shared document to record information and virtual breakout rooms to discuss.

Activity 5. Utilize the PDF version of reading and have students complete their answers on the sheet.

Considerations for teachers

Assessment

Students should be assessed formatively and summatively.

- The formative assessment will be teacher observation of student participation in discussion and critical analyses.
- The summative assessment will include the completion of a KWL+ chart and the Language Close Reading sheet.

Learning targets

- I can read and analyze text about contemporary events involving the Confederated Tribes of Siletz Indians.
- I can analyze and interpret information presented in photographs and text to build an understanding about ongoing connections of Siletz people to their ancestral homelands.

Options/Extensions

Share the article “Despite pandemic, Siletz Tribe language and traditions remain strong” by Natalie Skowlund, available at https://www.discoverourcoast.com/coast-weekend/coastal-life/despite-pandemic-siletz-tribe-language-and-traditions-remain-strong/article_c5b10f7c-f7b4-11ea-bb3b-9f70c7d9eae0.html. Ask students create a graphic organizer describing learning experiences during the COVID-19 pandemic.

Appendix

Material included in the electronic folder that support this lesson is:

- Map of Oregon.pdf
- Close Reading Practice Sheet.pdf
- Pages from Siletz News-June 2022.pdf
- Pages from Siletz News-October 2019.pdf
- Pages from Siletz News-September 2015.pdf
- Pages from Siletz News-September 2022.pdf

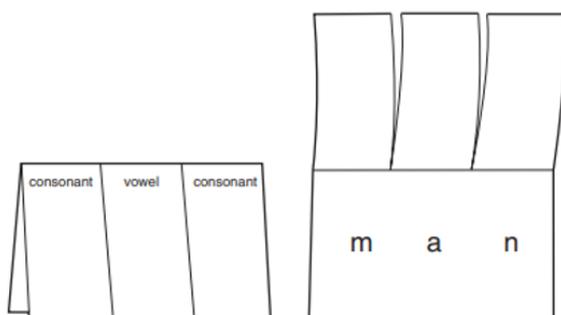
Activity 1

Know, Wonder, and Learn about the Confederated Tribe of Siletz Indians

Time: 15–20 minutes

Say:

We've been learning more about the Tribal nations in Oregon and the Confederated Tribes of Siletz Indians specifically. We'll start today by working to remember some of the information that we've learned in previous lessons to create a portfolio of learning. This will help keep us organized with our materials, as well as see our learning growth over time. One of the very first things we want to do is measure how much we already know, as well as begin to ask some questions about what we want to learn. Take a sheet of paper and fold it in half lengthwise. Then fold it into thirds. You can cut from one end of the paper to the center, without going past the center, to make flaps like this:



On each of the outside flaps, write a “K” a “W” and an “L”. The K stands for what we Know, the W for what we Wonder, and the L for what we Learn.¹

¹ From: <https://www.k12.wa.us/sites/default/files/public/indianed/tribal sovereignty/high/cwp-hs/unit4/level1-materials/foldables.pdf>

Activity 1 *(Continued)*

Step 1

As students are creating their foldable, be sure to model. Let them know that you will also be using chart paper to construct a chart.

Say:

I'm going to lift up the K part of my flap and keep the other sides down. I'm going to write down a few things that I know about the Confederated Tribes of Siletz Indians. Write along with me. This first step helps us all to see just how much we already know. As I think of a few things and say them aloud, I want you to be thinking too. We will collect lots of information together now.

Step 2

Model filling in chart and then ask students to contribute to the list, being mindful of harmful stereotypes and overgeneralization. Examples may include:

- Confederated Tribes of Siletz Indians have been here since time immemorial.
- The ancestors of Siletz people were removed to the Coast (Siletz) Reservation from across western Oregon.
- Today, many Siletz people live on or near the reservation in Siletz, but many others live across western Oregon and beyond.
- The Confederated Tribes of Siletz Indians are headquartered in Siletz and have satellite offices in Eugene, Portland, and Salem.

Activity 1 *(Continued)*

Step 3

After gathering the information about what students know, ask, “What more would you like to know about the Confederated Tribes of Siletz Indians?”

Prompt students to ask questions that can be researched such as:

- What do Tribal members do for fun?
- Where do Tribal students go to school?
- How do Tribal members who live far away stay connected with Tribal events and news?

Have students write questions under the “W” side. Extend student thinking and emphasize that sometimes we want to cluster the questions into themes to help our brains organize information. Remind students that they can ask individual questions, but learning brains like to connect information bits together to make sense, which helps with long term memory and connecting new learning. Help students to identify categories or clusters, such as government and rules, families, houses and living, etc.

Helpful Tools for Teachers

An example to review for teacher understanding of the KWL+ strategy is available at <http://comprehensionkatieweiers.weebly.com/strategy-3-k-w-l.html>.

Teachers may choose to substitute a digital tool, like the one available here: <https://www.readwritethink.org/classroom-resources/student-interactive/creator>, in place of the paper foldable.

Activity 2

Close and Analytical Reading using Siletz News

Time: 20–40 minutes

Say:

Oftentimes we read for different purposes and that affects our reading habits and how intensely we want to understand the information. If I am reading something that is just for fun, I might not worry about trying to connect the information on the page to what I may already know. Other times, like at school, we are asked to make deeper meaning of texts and connect what we read to big ideas. These are texts that we spend more time with to focus on the big idea and the details that the writer wants to get across. We spend time figuring out the meanings of words we might not know and question why the author wrote the text the way that they did. We look at the way the writing is organized so that we can understand the message of the writing.

Today, we are going to use some of these skills to learn more about the Confederated Tribes of Siletz Indians. The Siletz News is a newsletter published by the Siletz Tribe and available on the Tribal website. I will model the process to do a close, analytical reading and we will practice together learning about the Run to the Rogue. One of the things we have learned is that Tribal members live all over, not just around the Siletz area. We also know that it is important to recognize the history of what has been done to the Siletz people, while celebrating where they are today. One of the activities that brings people together is the Run to the Rogue. This is an annual (every year) event that recognizes the journey taken by Tribal ancestors from their homelands in southern Oregon to the Coast (Siletz) Reservation beginning in the mid-1800s.

Activity 2 (Continued)

We will practice a close reading routine with a few articles from Siletz News and use additional resources to help make meaningful analysis of what we read.

Then you will get into groups to read and practice together before reading another text and practicing it on your own.

Step 1

Pass out the pages from *Siletz News* September 2015.

Say:

As we read, we are going to interact with the text (or talk to the text). To do this we will need our pencils (or highlighters if allowed in the classroom). Watch and listen as I engage with the text. As I first glance at the paper, I notice there are a few images and some pieces about the design of the text. I notice at the top there is the Tribal seal as well as the title of the newsletter. I notice on the right is something for the post office. I notice that there seem to be three different stories on this page. I want to focus my reading on the "Join Siletz Tribal members for the 20th Run to the Rogue." I recognize that there are other stories on this page, and I want to make sure I focus on one topic.

In the process of close reading, I will read an article a few times for different reasons. The first time is to understand the story. I get to know the main idea, details, or events that are happening in the text. The second time I read, I am looking to make sure that I understand the meaning of each word, as well as thinking about what the author is really trying to say and how the text is organized for meaning. The next time I read, I am connecting it with other things I am learning or have learned.

Once we have an idea where to start and a tiny bit of information, we are going to do a first read. In the first read we are really looking for the main idea and details of the text. As we read, we can note with our pencil words that we might need to come back to understand the text better. We can put little icons such as stars or dots to help us to know where to find some details. I'm going to read this aloud

Activity 2 (Continued)

and mark my paper as I am looking for the main idea and details. Read along with me and also make notes on your paper. I have a clue to what the main idea of this reading is about because of the title, "Join Siletz Tribal members for 20th Run to the Rogue." As I read aloud, read along with me.

Step 2

Read the text aloud, pausing to articulate details (September 11–12, 20th Annual Run to the Rogue, 234-mile relay, register).

Say:

As I do my first read, I am looking for the main idea and supporting details. The main idea of this article is about the timing and history of the Run to the Rogue, inviting people to join, and letting them know what to expect when they come. Some details include the date (September 11–13), the length (234-mile relay run/walk), how to register (at 8 a.m). There is an orientation on Sept. 11 at 8 a.m. in the Tribal Community Center in Siletz. What other details in the text help to support the main idea? [allow for student response]

Say:

*The next step of a close read is the second reading in which we are looking at the author's purpose and the structure. To do this we are really looking at the language, understanding the words as well as how the author uses them. As I read the second time with this idea in mind, I notice that the author uses the word **confinement** to emphasize how the people were forced to live in a specific area that was unfamiliar to them, and were not allowed to leave. I am also looking at the use of these bullets. This is used to call out specific actions and help a reader organize things to do. I also noticed a photo on the left of a runner carrying an eagle staff. I also notice that they are running on the road right next to a truck carrying a trailer, which seems a bit dangerous, too. On the right is another picture of somebody handing an eagle staff to another person. To the left of the picture, I notice writing in italics that tells us more about the picture.*

Activity 2 (Continued)

Step 3

Ask for a student to read the caption, then ask students to turn and talk with a partner about what that caption means and how it relates to the pictures. Have student groups share with the class. If students don't mention the date of the article (September 2015) be sure to point it out to them, to let them know that the dates are also part of the information being shared.

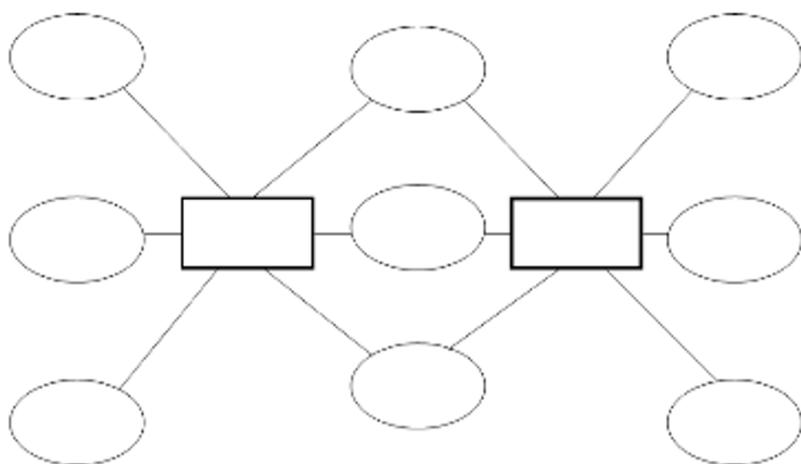
Step 4

Distribute copies of comparison article to students (<https://www.oregonlive.com/pacific-northwest-news/2012/09/run-to-the-rogue-relay-recalls.html>)

Say:

The third part of a close read is a chance to review it again and compare it with other texts, videos, or information that we've learned before. This step is important to help our brains make connections to hold information and remember what we've read and learned. For this lesson, we'll also look at a news article published about the Run to the Rogue written by non-Tribal people. I want to compare and contrast how these two pieces share information. It helps me to use a graphic organizer, so I am going to draw a double bubble to help me show where things are similar and where things are different.

Activity 2 (Continued)



In the two boxes I'm going to put in the two titles "Run to the Rogue introduction" and "Run to the Rogue relay recalls Siletz Tribes' 'trail of tears' in Oregon." I like using a double bubble because I can just draw connecting lines to one or both titles. In the outside bubbles, I'm going to write an example of what I learned. Let's view another reading to help us understand more about the run and its importance.

In the introduction we learned about the reason why there is a run and where it is located. Both the Siletz News article and the newspaper article noted that Tribal people were forcibly removed from their homelands, so I will write "forcibly removed" in a bubble and draw a line to both the article title and the story map title. The Siletz News article mentions registering for the Run to the Rogue but that is not in the newspaper article, so I am only going to make a bubble that says "register for run" and draw a line to the Siletz News, but not the newspaper article. What are some other details we read about?

Activity 2 *(Continued)*

Step 5

Elicit student ideas and have them articulate where to draw connector lines. Highlight how presenting the Run to the Rogue to a general audience is different than a publication for Tribal members.

Step 6

Review the close reading process

- First read (main ideas, summary)
- Second read (language, author purpose, structure)
- Third read (connecting to other related text)

Activity 3

Shared Practice of Close Reading

Time: 25–35 minutes

Step 1

Distribute the handouts of Pages from *Siletz News* June 2022.

Say:

We have shared some thoughts about close reading. Now you will go into small groups to practice. The pages I am handing out are from another article published in the Siletz News and we are going to focus on news articles about the different area offices operated by the Siletz Tribe. We had learned that the Siletz Tribal government provides services to Tribal members living in different parts of western Oregon, not just those that live on or near the reservation. Each group is going to read an article about one office to find out about how they operate and what services they offer. Before we begin, let's remember where the Siletz Tribal Area Offices are.

Step 2

Share Map of Oregon handout. Ask students to circle the Tribal headquarters in Siletz and then mark the location of the area offices in Eugene, Salem, and Portland.

Step 3

Next, divide class into groups so that there are 3–4 students in a group. Assign groups to read about either the Eugene Area Office, the Salem Area Office, or the Portland Area Office, using the close reading process. Remind students to find the main idea and details first, then to look to understand vocabulary and other text features (what do the tables mean? What do we know by viewing the pictures? How are quotes used to help make meaning?). Then, have all groups read the first caption that accompanies the photo on the front page. Use the Close Reading Practice Sheet as a team to complete.

Activity 3 (Continued)

Say:

Remember, on the first read, you are focused on the main idea and details. Then read for the second time for language, author purpose, and the text structure. On the third reading, you'll compare the information in the article to other sources and other information that you have learned. Then we'll discuss the articles together as a class.

Step 4

After student groups have finished, have students think metacognitively and discuss their thinking. Guiding questions include:

- How did you feel about having to read the text multiple times?
- Did you discover something different you didn't notice in your first read?
- How might reading it with a different focus each time shift your thinking as a reader?
- How did you approach the comparing and contrasting question in your third read?
- When might this process be helpful? When would it not be helpful?
- How might you help a friend use this process of close reading?
- What information did you learn about the Confederated Tribe of Siletz Indians?

Activity 4

Paired Practice

Time: 30–55 minutes

Step 1

Divide students into pairs and pass out copies of “Youth help protect traditional foods through Healthy Traditions leadership camp” [pages from *Siletz News* October 2019] and “Tribal youth learn about preserving access to land, healing and restoration” [pages from *Siletz News* September 2022].

Say:

Now we are going to practice again with just one partner. You and your partner are going to read two articles about how Siletz Tribal members stay connected with each other and their traditions. These readings will help you to learn how Tribal young people learn to take care of the land in their ancestral homelands.

First, use your close reading process to read the article “Youth help protect traditional foods through Healthy Traditions leadership camp.” Use the captions and pictures to best make sense and connect what you are reading. Then, you and your partner will read “Tribal youth learn about preserving access to land, healing and restoration.” As you read these articles you will practice your close reading strategy with the text. I will post guiding questions to help you. After your reading, you and your partner will create a poster to share what you read and what you learned.

Step 2

Write or display close reading questions below on board or projector:

First read

- What is the main idea of the text?
- What are the details from the text that support the main idea?

Activity 4 *(Continued)*

Second read

- What are some difficult words to learn about to better understand the writing?
- What is the author's purpose for the writing?
- How is the writing structured?
- If there are visuals, how do they help in understanding the writing?

Third read

- How is this text similar to or different from other writings or videos on the same subject?
- What is the author trying to get me to do?

Step 3

Provide each team with a copy of the articles and paper to take notes. Allow students time to read and interact with the text.

Step 4

Once students have completed their close reading, distribute poster paper to students and ask them to display what they learned in poster format with written words and drawn visuals.

Step 5

After student groups have designed their posters, allow students to display them throughout the classroom and facilitate a gallery walk. Allow time for students to review at least two other posters.

Step 6

Ask students to share new facts, ideas, or wonderings they gathered from the gallery walk and readings.

Activity 5

Reflection/Closure

Time: 30–55 minutes

After students have completed all the activities, ask students to return to their KWL+ charts to add additional information they have learned as well as any remaining questions. Organize students in pairs to share their ideas and write down any others learned in the discussion. On a separate sheet of paper, ask students to write a summary of their learning following these prompts:

- What are **4** new facts you have learned about the Confederated Tribes of Siletz Indians?
- What are **3** ideas you want to share or do because you learned about the Confederated Tribes of Siletz Indians?
- What are **2** questions you want to ask to learn more about the Confederated Tribes of Siletz Indians?
- What is **1** place you can go to learn more about the Confederated Tribes of Siletz Indians?