LESSON 1

People Groups of Oregon

ESSENTIAL UNDERSTANDINGS

- Identity
- Sovereignty

LEARNING OUTCOMES

- Students will understand that each person's unique identity is grounded in their ethnic, cultural, and linguistic heritage.
- Students will identify the first nine people groups in Oregon.

ESSENTIAL QUESTIONS

- What is a people group?
- Do you know what people groups live in our community?
- Who were the first people in Oregon?

LOGISTICS

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

TIME REQUIRED

60 – 90 minutes

Overview

This lesson will give students a foundational awareness of the Indigenous, sovereign people groups who live in what is now known as Oregon—their history, their culture, and the issues that continue to impact them today. When undertaking the study of Indigenous people, it is important to begin with their long history on the land. Indigenous people have lived in Oregon for thousands of years, in established communities, with established social structures, languages, and cultures. They were—and are—deeply and inextricably connected to the land.

It is also important to increase students' awareness of the continued presence of Indigenous people groups in Oregon and to explore what it means to be a sovereign nation within the United States. This lesson will also help students begin to think about how the story of the American West (e.g., the Oregon Trail, westward expansion) has typically been told from a white settlers' perspective and to consider how that history might look from the perspective of those whose ancestors were here for thousands of years before the settlers arrived. Finally, this lesson will enable students to identify the nine tribes in Oregon that are currently recognized by the federal government, including the Coquille Indian Tribe, and to understand that all of Oregon was and still is Indian Country.

Background for teachers

It is important for teachers to research the history of the tribes in Oregon before delivering this first lesson. A helpful starting point is Oregon Public Broadcasting's story Broken Treaties https://www.opb.org/artsandlife/series/brokentreaties/oregon-tribes-oral-history-broken-treaties/ (a PDF copy of the story is also included in the materials folder).

Two other Oregon Department of Education websites that may be helpful to explore are:

- Indian Education Resources – http://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Indian-Education-Resources.aspx
- Oregon Tribal Websites – http://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Oregon-Tribal-Websites.aspx

Some key ideas to be aware of are:

- Indigenous people had already been living in every region of Oregon for thousands of years prior to the coming of white settlers. The historical documents—even those with a Eurocentric perspective—acknowledge this.
- According to the 1852 map by the U.S. government (as well as other publicly available maps of the time), there were many people groups in Oregon before white settlers came, and there are still nine federally recognized tribes today.

STANDARDS

Oregon social studies standards[1]

Civics & Government – 4.2

Ethnic Studies – 4.11; 4.13; 4.16

Geography – 4.7; 4.8

Historical Thinking – 4.16

Oregon ELA standards

Informational Text – 4.RI.1; 4.RI.2; 4.RI.3; 4.RI.7; 4.RI.10

Writing – 4.W.9b

Speaking & Listening – 4.SL.1; 4.SL.2; 4.SL.4

MATERIALS

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

- PowerPoint slides
- Poster paper and markers
- Blackboard or whiteboard
- List of nine federally recognized Oregon tribes, written on poster paper or writing surface (see the Oregon Is Indian Country handout or the Oregon Department of Education website links below for the list)
- World map

(Continued on next page)

[1] Oregon is in the process of revising its social studies standards. This document references the draft 2018 standards for grade 4.

- The story of the tribes is marked by survivance, persistence, and self-determination in the face of adversity, mistreatment, and exposure to European diseases.
- The U.S. government broke numerous promises over the past 150 years and dealt unscrupulously with the tribes—even to the extent of trying to exterminate some of the tribes through genocide.
- The tribes are sovereign nations and have a government-to-government relationship with the United States. This is unique to Indigenous people groups, and many people, both Indian and non-Indian, are unaware of the status and rights that the tribes have as a result of this relationship and status. For more information please see the Understanding Tribal Sovereignty handout in the appendix.

Before delivering this lesson, review the two maps that are provided and consider two very different mindsets about the region now known as Oregon. The mindset of tribal governments is that they were and are sovereign governments that the U.S. government violently invaded and that their people have persisted through a spirit of survivance and self-determination, holding on to their identity and heritage while forging a path into the future and refusing to be defined by the scars of past injustices.

In contrast, the mindset of white settlers, as is clearly established in the historical record, was that the American West was a wide open and uninhabited land that was available for the taking

MATERIALS *(Continued)*

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

- 1846 map of United States westward expansion (1 copy per student group of 4; available as a handout in the lesson materials, in the lesson PowerPoint slides, and at https://library.uta.edu/usmexicowar/record?content_id=1568)
- 1852 map of Oregon Indian Nations (1 copy per student group of 4; available as a handout in the lesson materials, in the lesson PowerPoint slides, and at https://img.raremaps.com/xlarge/21564.jpg and https://content.libraries.wsu.edu/digital/collection/maps/id/748/)
- Maps Venn diagram activity worksheet (1 copy per student)
- Oregon Historical Society publication, Oregon Is Indian Country (2 or 3 copies of pages 21–30—the summaries for each of the nine federally recognized tribes in Oregon)
- Nine federally recognized tribes graphic organizer (1 copy per student)
- (Optional) Four A's text protocol

and that it was the "manifest destiny" of whites to own that land. It is important for students to understand these two diverse perspectives and how they resulted in conflict.

This lesson serves as an introduction, but it is not intended to explore the topic in depth. As you teach this unit, be sure to critically evaluate the perspectives that are presented by the sources used, as well as how you and your students think and speak about the stories that are told.

Considerations for teachers

Assessment: How will you know if students are learning?

- Students accurately identify various people groups in their inside-outside circles.
- Students collaboratively compare and contrast two maps using a Venn diagram to both make factual observations as well as inferences about the tribal mindset versus the white settler Westward expansion mindset.
- Students list the names of Oregon's nine sovereign nations and document key ideas from a brief expository text about each tribe.

Practices (group roles, classroom routines). This depends on the activity. For instance, how do you rotate roles? Assign computers? Get supplies?

- *Inside-outside circles* – Students share their thoughts in pairs and rotate to increase engagement with the content and provide opportunities to demonstrate knowledge of the key concepts. The process is described below.

VOCABULARY

People group – A group of people that share a common ethnic and linguistic background and whose lives and origins are from a specific geographical place in the world.

First nations – Sovereign people groups who were indigenous to a specific place.

Ethnic(ity) – The identity that is shared by people who are descended from a common set of ancestors, a common tribe, or a specific group of people.

Recognition – The act of restoring a tribe's government-to-government relationship with the US Federal Government.

Survivance – The active presence of American Indian people, culture, and traditions in contemporary life; a refusal to be seen as mere victims or survivors or as a vanished people of the past.

Sovereign nation – The Indigenous people that have lived on the land that is now the United States since time immemorial and have an inherent right to self-governance. Sovereign nations have a unique government-to-government relationship with the United States in that they are independent nations that exist within the borders of the current U.S. landmass. Their sovereignty was established by the U.S. Constitution and upheld in multiple state, federal, and Supreme Court decisions since.

- *Venn diagram* – Students use a typical Venn diagram to compare and contrast two maps of Oregon. This activity requires some factual observation and some inferential observation. The teacher may need to be prepared to help students make good inferences for the purpose of this activity.
- *Jigsaw activity* – Students will engage in a modified jigsaw activity to increase engagement and to distribute learning about the many tribes in Oregon. The activity is described below.

Learning targets

- I can identify the difference between a country or state and an ethnic group.
- I understand that Oregon was once fully inhabited by sovereign tribal nations.
- I can identify the nine sovereign tribal nations that still live in Oregon and explain some basic information about who they are.

Options/extensions

- Have students research the doctrine of manifest destiny and discover tribal members' perspectives on the issue. Encourage students to find primary sources that:
    - Show that the U.S. Constitution and several other legal documents established the precedent that tribes are to be respected as sovereign people (e.g., the Northwest Ordinance of 1787).
    - Outline the promises made in legally binding treaties that were established with Oregon tribes. (Be sure to point out that the text contained in the treaties may not coincide with what the tribes were told during treaty negotiations.)
    - Illustrate that some U.S. political and cultural leaders questioned the ethics of manifest destiny from its inception.
- Have students study the Rogue River Wars of 1855-1856, including the events and tensions that led up to it and their impacts on Oregon tribes. Encourage students to consider or interpret them from the tribes' perspectives, using tribal accounts and sources where possible.
- Have students research what it means that the nine federally recognized tribes in Oregon are sovereign nations. What is the significance of that? How are they governed?
- Have students research other early maps of Oregon and compare and contrast them using the information they learned in today's lesson. For example, find a map of the Oregon Trail. What implications did that have for Oregon tribes?

Reflection/closure

Close the lesson by reviewing the learning targets and having students write an exit ticket that demonstrates their understanding for the day (or have them demonstrate their understanding verbally). Have them provide two or three sentences that briefly explain what people groups originally lived in Oregon and how they were and are connected to the land.

Appendix

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

- Slide Deck.PPT
- Materials_Four_A_text_protocol.pdf
- Materials_Jigsaw_NineTribes.docx
- Materials_Map_Oregon_Indian_Nations.pdf
- Materials_Map_WestwardExpansion.pdf
- Materials_Maps_VennDiagramActivity.docx
- Materials_OHS_TribesStudentMagazine.pdf
- Materials_OPB_BrokenTreaties.pdf
- Materials_Understanding_Tribal_Sovereignty.pdf

Activity 1

Build on prior knowledge to develop awareness of people groups

Introduce the lesson by explaining that we will be talking about people groups in Oregon today.

Say:
First, let's explore what people groups we already know about. I'm going to have you share your thoughts with three partners in the room. We're going to get into pairs using an inside-outside circles process to talk about people groups we already know, so grab a piece of paper and plan to write down one or two sentences you want to share. I'd like you to think about the following questions.

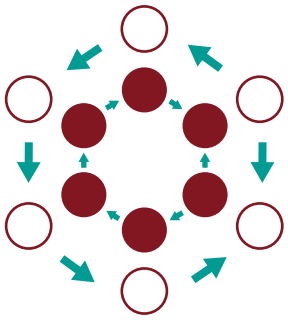
Write on the board:

- What is your family's ethnic origin or cultural group?
- What is something you know about or are proud of about your people group?

Say:
An ethnic group is a group of people who share a common background, are descended from common ancestors, and who usually share a common language. If you're not sure if your family comes from a particular ethnic people group, then think about this question instead.

Write on the board:

- If you could learn more about any group of people in the world who speak a different language than you, who would it be? Why?



Give the students two minutes to write down their thoughts. Next, split the class into two groups. Have one group form an inner circle, the other group form an outer circle, and each student find their pair in the opposite group (inner-outer pairs). Have each student share their response to one of the questions, then shift the outer circle counter-clockwise by one person (see diagram). Repeat so that each student shares three times total.

Activity 1 *(Continued)*

Ask students to share out the various people groups that they discussed. Meanwhile, list these people groups on a piece of poster paper (to save as a reference point). Possible answers may include ethnic groups such as: Jewish, Coquille, Irish, German, Vietnamese, Sudanese, and so on. (Gently correct any misconceptions, such as "American" or the identification of a religious group as an ethnic group, but if shared do not correct individual tribal names. This activity is intended to help students think about the diversity and specificity of people groups, as opposed to the more general categories used, for example, in the U.S. Census.)

Summarize by pointing out a few of the people groups on a world map.

Say:
We have identified a few people groups that come from very unique places all over the world. As we think about people groups, we can see that they share a common ethnic and cultural background, a specific language, and have a land or geographical place they call home. For example… (give two or three examples)

- Pashtun people ➔ speak Pashto ➔ originally live in northern Pakistan
- Austrian, Bavarian people ➔ speak Bavarian ➔ originally live in southern Germany
- Rohingya people ➔ speak Rohingya ➔ originally live in Arakan (a once-independent state that was taken over by Myanmar)
- Lotuho people ➔ speak Otuho ➔ originally live in South Sudan
- Cow Creek Umpqua Tribe ➔ originally speak Takelma ➔ originally live in southwest Oregon

Say:
Now, let's talk about the first people in Oregon.

Activity 2

Develop awareness of Oregon's first people groups

The purposes of this activity are (a) to establish that there were multiple Indigenous people groups already in Oregon before the arrival of white settlers, (b) to show that the Indigenous people were already sovereign and had established home regions in Oregon, and (c) to describe the historical record about how white settlers viewed the American West and the Indigenous people who lived there and how this led to conflict.

Write on the board:

- What is the big idea that each map is trying to convey?
- In the 1852 map, the thickest lines are around tribal groups. In the 1846 map, the thickest lines are around "territories." Why might that be?

If necessary, assign students into table groups of four. Hand out copies of the Oregon maps from 1846 and 1852 (two or three copies per group) and the Venn diagram worksheet (one copy per student). Assign each group member one of the following roles (or consider inviting students to create additional roles that they feel are important or would like to try).

1. One student is the **task leader**, who will make sure the group stays focused.
2. One student is the **question keeper,** who will ask the teacher for help if the group gets stuck.
3. One student is the **note-taker**, whose Venn diagram will depict the group's discussion.
4. One student is the **reporter**, who will share main points from the group's discussion.

Activity 2 *(Continued)*

Say:
I have two maps that I'd like you to compare and contrast. One map is from 1852 and describes where various Indigenous tribes lived throughout the Pacific Northwest, which the United States had begun to call the Oregon Territory. The other map is from 1846 and includes the Oregon Territory in a much bigger picture of what is now the western United States. While these maps aren't completely accurate in relation to the tribes, two things are certain—at the time these maps were created, none of these areas (except Texas) were part of the United States and all of them had Indigenous people groups who had been living there for thousands of years. In groups of four, work together to compare and contrast the two maps. Pay particular attention to anything that these maps illustrate about the people groups of the land or the perspective of the people who made each map. Keep the guiding questions in mind (point to and review the guiding questions).

When students have completed the task, ask the reporter from each group to summarize their Venn diagram. Allow members from other groups to ask questions or probe for clarification if they do not agree. Lead the conversation as necessary to ensure that the students point out some of the following important details:

- Both maps label the Pacific Northwest region "Oregon Territory" or "Oregon." This name was imposed by outsiders who did not respect the names, rights, or histories of the sovereign people who already lived there.
- The 1852 map includes outlines and labels that reveal the existence of the many Indigenous people groups in the region. As this map shows, the area we now call Oregon was home to many people groups, whose sovereignty and home regions were fully known to the U.S. government long before it laid claim to the land.

Activity 2 *(Continued)*

- The 1846 map shows multiple "territories." These territories had no relationship to the people who already lived in them. Students may notice that the boundaries look like a big set of puzzle pieces, with many straight lines that seem to indicate the region was arbitrarily divided. Some people groups are named, but those names are not emphasized.
- Inference: There seem to be two mindsets. One (1852) describes the land as it was lived on by tribal groups. The other (1846) describes how the United States planned to take that land for itself.
- The 1852 map does not show set land boundaries for each of the tribes. This is indicative of the tribal mindset, which was different than that of the white settlers.[2]

Sum up the activity.

Say:
According to Jesse Beers, member and cultural director of the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians, "Pioneers often described Oregon's diverse landscape as wilderness. They saw the forests, valleys and waterways as pristine and untouched. But the landscape had been maintained for millennia."
(If convenient, display the quote and a picture of Jesse, which can be found at https://www.opb.org/artsandlife/series/brokentreaties/oregon-tribes-oral-history-broken-treaties/ The quote is on page 4).

Say:
From these maps, we see that many people groups lived in Oregon before the U.S. government took the land. We'll learn more about the history of how Oregon became a state and the impact that had on Indigenous people, but today let's end by learning about the Indigenous people who still live in Oregon and about the legal and formal relationship they have with the U.S. government.

Review the poster with the nine federally recognized tribes in Oregon.

[2] The tribes did not share the Western European concepts of boundaries, ownership, and land use. Their worldview was that they belonged to the land, not the other way around. The concepts of land ownership and boundaries were superimposed on the tribes, so neither map represents the tribes' worldview.

Activity 3

Jigsaw – An Overview of the Nine Federally Recognized Tribes in Oregon[3]

Renumber the students into groups of nine and have 1s go with 1s, 2s with 2s, and so on. There should be nine groups. Depending on class size, each group will have two or three students (e.g., a class of 18 students will have nine groups of two).

Hand out the summaries of the nine federally recognized tribes in Oregon (two to three copies of each tribe's summary, one tribe per pair/group) and the Nine Tribes graphic organizer (one copy per student).

Say:

I'm going to give each group a brief expository text that provides information about one of the nine federally recognized tribes in Oregon. The members of each tribe are direct descendants of Indigenous people groups that have lived in Oregon for thousands of years. Read through the text on your own, and then work with your partner or group to complete a graphic organizer that highlights key information about the tribe. Choose one person from your group to report out to the rest of the class once we're all finished. Prepare to tell the class what you have learned about:

- Name of the Tribe
- Where they live
- Language
- Customs (e.g., food sources, lifestyle)
- Interesting fact about the past
- Interesting fact about the present

[3] This activity can be advanced for higher level thinking skills by integrating the optional Four A's Text Protocol available in the lesson materials. The protocol may supplement or replace the jigsaw activity. Adapt the directions as necessary.

Activity 3 *(Continued)*

To help you understand what you're reading, pay attention to text features such as headings, bold print, and the main text versus information in a side column. If you're struggling to understand what you're reading, remember to use your good reading strategies:

- Monitor and clarify your understanding
- Reread passages, sentences, or words that you don't understand
- Attend to the main idea and supporting details
- Create a visual picture in your mind
- Ask questions to yourself
- Draw conclusions and make inferences based on what the author is trying to say

Let the students get to work reading about and discussing their assigned tribe. When they are done, have each group report out.