



Grade Level: 6  
Subject: Social Studies

# Ceded Lands & Treaties

## ESSENTIAL UNDERSTANDINGS

- History
- Treaties with the United States
- Lifeways
- Tribal Government
- Sovereignty

## LEARNING OUTCOMES

- Students will be able to define the term “treaty”.
- Students will be able to provide examples of treaties between Oregon Native American Tribes and the United States Federal Government.
- Students will be able to explain the motives of each party involved in the treaty process.

## CULTURALLY RESPONSIVE PRACTICES

- Higher level thinking: creating
- Place-based geography
- Preserving and honoring cultural history

## ASSESSMENT

Students will be assessed on their completion of the Grand Ronde Treaties Map.

## Overview

As sovereign nations, Tribes and the United States of America have entered into many treaties over the last 250 years. Between 1853 and 1855 seven new treaties were negotiated and signed by Tribes in western Oregon and ratified by Congress ceding their title to the land from the Coast Range to the Cascade Range and relocating them to a future but as yet unestablished Reservation. The Grand Ronde Reservation was established by treaty arrangements and an Executive Order of June 30, 1857.

## MATERIALS

- [Grand Ronde Treaties Map](#)
- [Blank Grand Ronde Treaties Map](#)
- [Example Completed Student Map](#)
- [Treaty Rectangles for students to outline, cut out and paste to map](#)
- Scissors, Glue Sticks, Colored Pencils

## LOGISTICS

- Where does this activity take place?  
**Classroom**
- How are the students organized?

**Whole Class**    Teams: 3-5

Pairs                      **Individually**

## TIME REQUIRED

45-60 minutes

## STANDARDS

### Oregon Social Science Academic Content Standards

**Civics 6.1** Compare and contrast early forms of governance including the treatment of historically marginalized groups and individuals via the study of early major western and nonwestern civilizations.

**Civics 6.3** Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.

**Geography 6.14** Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere.

**Historical Knowledge 6.18** Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as termination, sovereignty, and treaties.

**Historical Knowledge 6.20** Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere.

**Historical Knowledge 6.21** Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, racism, antisemitism, and stereotypes) and its impact on ethnic and religious groups and other historically marginalized groups of the Western Hemisphere.

## Background for Teachers

The Indians of the Western Oregon, parts of Northern California, and Southern Washington negotiated treaties with Anson Dart and the Willamette Valley Treaty Commission in 1851 that would have created reservations in their ancestral lands. During these negotiations Chief Alquema told the Commissioners:

*“We understand fully what you mean and that it may be better for us, but our minds are made up.” Placing his finger on the place on the map which designated the fork in the Santiam River, he said “We wish to reserve this piece of land. We do not wish to leave this. We would rather be shot on it than be removed.”*

These Treaties were not ratified by Congress and a new Indian Agent named Joel Palmer was sent to renegotiate the treaties. Between 1853 and 1855 seven new treaties were negotiated and signed by Tribes in western Oregon and ratified by Congress ceding their title to the land from the Coast Range to the Cascade Range and relocating them to a future but as yet unestablished Reservation. The Grand Ronde Reservation was established by treaty arrangements and an Executive Order of June 30, 1857.

[\\*See Treaties, Termination, Restoration Background for Teachers PDF attached to this lesson](#)

### Websites:

<https://www.grandronde.org/history-culture/history/treaties/>

<https://www.grandronde.org/history-culture/history/termination-restoration/>

Oregon Senate Bill 13 Tribal History/Shared History:

<https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Senate-Bill-13-Tribal-HistoryShared-History.aspx>

## VOCABULARY

- **Treaties:** Treaties are legal agreements between nations. Both nations agree or promise to follow what is written in the agreement.
- **Rights:** freedoms protected by laws and treaties
- **Sovereignty:** the act of having independent power, political, social and economic, or being free
- **Termination:** the immediate withdrawal of all federal aid, services, and protection, as well as the end of reservations
- **Hearings:** meeting or session of a Senate, House, joint, or special committee of Congress

## Opening

Write the words “ceded lands” on the whiteboard/SmartBoard in front of students. Ask the students if they have seen this word before and/or know what it means. Give definition and discuss.

- **Ceded Lands:** In many treaties with Native peoples, the United States asked the treaty tribes to acknowledge the boundaries of the land the Native nations claimed. After certifying their own land, the Native peoples would say what lands they did not claim. The land not claimed by treaty tribes was called ceded lands. Often Native peoples who lived on ceded lands were not consulted nor gave their consent to the treaty making process.

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## Activity

1. Write a compare/contrast chart on the white board or overhead that shows why the government made treaties and why Native American tribes made treaties.
2. Explain to students that they will be doing a coloring activity, so it's very important to listen to the directions and watch as you model.
3. Place the example completed student version map on the document camera and explain that this is what the student's finished product will look like. Discuss the different geographical areas in Oregon where the treaties existed.
4. Then place the treaty rectangles for students to outline, color, cut and paste onto the student version Grand Ronde treaties map. Model for students by outlining the rectangles with a different color on each one (use the example completed student version map to refer back to).
5. Show students how to cut and paste onto the student version Grand Ronde treaties map.
6. Leave the completed map on the document camera. Pass out the student version Grand Ronde Treaties map, treaty rectangles for students to outline, cut out, and paste, along with colored pencils, glue sticks, and scissors to students so they can color in the specific treaty areas. Students can fully color in the treaty rectangles or outline them (teacher's discretion). Also - have students locate where the current Grand Ronde Reservation is at and add it to the map, along with a star where the students are currently located.
7. Students should work individually to complete.
8. Walk throughout the classroom to see how students are doing on their maps and answer questions.

## Differentiation

- Allow students to work in partners or small groups if needed.
- Critical Thinking Activity/Discussion Questions – Ask students, “What do you think would be most important to include in a treaty?”

## Extension

- Teachers may provide copies of the Grand Ronde Treaties for students to review. As students read through the treaties - ask them how much they understand. Would they feel comfortable signing this if they were a leader of a group of people? What are some of the rights promised in the treaties?
- To expand the lesson, divide the class in half, each representing a different sovereign nation and have them create a treaty based on certain criteria. Decide what rights they will be given in the treaty, how much land they will have, where they will live, etc. Use the Compare/Contrast chart available in this lesson’s Laws and Treaties Handout for teachers. Students can take part in a role play as a simulation of the treaty process.

## Notes/Other

Jan Michael Looking Wolf’s or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)  
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

## Appendix

- Teacher - Grand Ronde Treaties Map:  
[https://drive.google.com/file/d/1aYfyzBx59EyVRJnE3b-zRy6LOA0BrKc4/view?usp=share\\_link](https://drive.google.com/file/d/1aYfyzBx59EyVRJnE3b-zRy6LOA0BrKc4/view?usp=share_link)
- Student - Grand Ronde Treaties Map:  
[https://drive.google.com/file/d/1Cwjqus\\_WXPvg3DN0SXBVPV-ej-nibHVh/view?usp=share\\_link](https://drive.google.com/file/d/1Cwjqus_WXPvg3DN0SXBVPV-ej-nibHVh/view?usp=share_link)
- Example Completed Student Map:  
[https://drive.google.com/file/d/1CQV7TxpU\\_qEpGENNxqxRF3vvEL4NHRbN/view?usp=share\\_link](https://drive.google.com/file/d/1CQV7TxpU_qEpGENNxqxRF3vvEL4NHRbN/view?usp=share_link)
- Treaty Rectangles for students to outline, cut out and paste to map:  
[https://drive.google.com/file/d/1Cwjqus\\_WXPvg3DN0SXBVPV-ej-nibHVh/view?usp=share\\_link](https://drive.google.com/file/d/1Cwjqus_WXPvg3DN0SXBVPV-ej-nibHVh/view?usp=share_link)