



SOCIAL SCIENCES

Mapping Our Lands¹

ESSENTIAL UNDERSTANDINGS

- Since Time Immemorial
- Identity
- History
- Lifeways

LEARNING OUTCOMES

Student will be able to ...

- Use maps and spatial thinking to identify and label/draw the aboriginal lands of the Confederated Tribes of Siletz Indians.
- Analyze the topography, physical features, and animal life specific to this aboriginal territory.
- Locate on a map of western Oregon where different languages were spoken by the Confederated Tribes of Siletz Indians.

ESSENTIAL QUESTIONS

- What are the key land features of the aboriginal lands of the Confederated Tribes of Siletz Indians?
- What is the relationship between land and the lifeways of Tribes in Western Oregon?
- What languages are spoken by the Confederated Tribes of Siletz Indians?
How do language and identity intersect and connect?

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Overview

The Confederated Tribes of Siletz Indians consists of dozens of Native American Tribes from western Oregon, northern California, and southwest Washington who were forcibly removed from their ancestral homelands and moved on to the Coast (Siletz) Reservation headquartered at Siletz, Oregon, beginning in the mid-1850s. Each group of people removed to Siletz arrived with their own culture, traditions, languages, and lifeways that varied from region to region to match each unique geographic area, landscape features, and natural resources. For example, people from across western Oregon depended on bountiful annual salmon runs. Coastal people's diets also included shellfish, ocean fish, whale, and sea lion, while people living in inland valleys relied more on acorns, camas, deer, and elk to survive.

This lesson provides students with the opportunity to explore the unique physical features of the ancestral homelands of the Confederated Tribes of Siletz Indians. Students will create and discuss their own maps that describe both physical features of

¹ Activities and materials in this lesson have been adapted with permission: Thacker, M. (n.d.). Pathway 1: Stories and histories of our place [Primary elementary K–3 curriculum]. In *Since time immemorial: Tribal sovereignty in Washington state*. Retrieved from Office of Superintendent of Public Instruction, Office of Native Education website: <http://www.k12.wa.us/IndianEd/TribalSovereignty/Primary-Pathway1.aspx>



LOGISTICS

- Where does the activity take place?
The classroom with a variety of whole class and partner work for engagement.
- How are the students organized?
 Whole class Teams: 3 – 5
 Pairs Individually

TIME REQUIRED

One hour and 40 minutes

the Confederated Tribes of Siletz ancestral territory, as well as the many languages spoken across these vast aboriginal homelands. This lesson will provide opportunities for students to engage in critical thinking and discussion about how the land is deeply connected to the ways of living of Tribes in western Oregon.

Background for teachers

The Confederated Tribes of Siletz Indians includes many different Tribes of Native Americans from western Oregon, northern California, and southwest Washington. These Tribes had lived in these areas since time immemorial before being forcibly relocated to the Coast Reservation in the mid-1850s. Prior to being forced from their ancestral

² Oregon is in the process of revising its social sciences standards. This document references the draft 2018 standards for grade 4.

³ Bulman, T. L., Rice, G. H., Center for Spatial Analysis and Research, Portland State University, & Banis, D. (2009). *Student atlas of Oregon: A classroom atlas for elementary and middle schools: Instructional materials 1*. <https://archives.pdx.edu/ds/psu/26710>

STANDARDS

Oregon social sciences standards²

Geography

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

Historical Thinking

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, cultural practices, and the subsequent impact colonization.

4.14 - Examine the history of the nine federally recognized Tribes in Oregon.

Oregon English language arts standards

Informational Text - 4.RI.2; 4.RI.7

MATERIALS

Prior to the lesson, teachers should prepare the following materials:

- 1. Gather maps:** Assemble a packet of the maps listed below (one packet for each student). Teachers and students may download and print any part of the student atlas for classroom use. These maps are a free resource on the Portland State Center for Geography Education in Oregon website "[Student Atlas of Oregon](#)."³ [Please note: This is a great resource, but the Place Name Origins map is incorrect about the etymology of the word "Siletz," and the summary of Indigenous Oregon history on the Native Americans: 1780 Population page is out of date. The student atlas should not be relied upon in those instances.]

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homelands, the Tribes who became the confederation lived on and cared for approximately 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.

Today, many members of the Confederated Tribes of Siletz Indians continue to identify their ancestry with as much detail as possible, as simultaneously members of the Confederated Tribes of Siletz Indians, descendants of specific people groups, and as belonging to individual ancestral villages.

Grouping the Native societies of western Oregon into a single list is complicated, as many peoples were divided chaotically between different reservations. However, the following is a generally inclusive list of the peoples who make up the Siletz confederation:

- Chinookan (including Clatsop, Kiksht, and Clackamas peoples)
- Klickitat
- Molala
- Kalapuyan (including Tualatin, Yamhill, Santiam, Mary's River, and Yoncalla)
- Tillamook (including Nehalem, Nestucca, Salmon River, and Siletz River)
- Alsea/Yaquina
- Siuslaw/Lower Umpqua
- Coos (including Hanis and Miluk speaking villages as far south as the lower Coquille river)

MATERIALS *(Continued)*

Note: Maps should be printed in color to decipher key landscape attributes, and overhead transparencies of each should be created for teacher use.

- General Reference Map of Oregon (p. 1)
- Physical Regions of the Pacific Northwest Map (p. 14)
- Topography Map (p. 15)
- Rivers and Lakes Map (p. 42)
- Wildlife Distribution Map (p. 37)
- Ecoregions Map of Oregon (p. 29)
- Ecoregions in Pictures Map (p. 30)
- Vegetation Zones (p. 31)
- Vegetation Zones: Elevation Cross-Section (p. 32)

2. Print Map Activity 1 and Map Activity 2:

Print one copy for each student. This includes:

- Languages of the Confederated Tribes of Siletz and Discussion Questions
- Ancestral Tribes and Homelands and Discussion Questions
- **Note:** Also print the "Teacher Answer Key" for both map activities

3. Create classroom map: Create a large blank outline map of Oregon to help facilitate this lesson. The easiest way to create this map is to first create a transparency of a blank outline map of Oregon, then project this blank map onto a large piece of butcher paper and trace it. Remember to outline/border the aboriginal lands of the Confederated Tribes of Siletz Indians.

- Southwest Oregon/Northwest California Coast Dene (Athabaskan) peoples, including:
 - Upper Umpqua
 - Upper Coquille
 - Coastal (including Sixes, Port Orford, Euchre Creek and south as far as Whales Head)
 - Lower Rogue (including Joshua, Tututni, and Chasta Costa)
 - Upper Rogue (including Galice Creek and Applegate River)
 - Chetco
 - Tolowa
- Takelma/Latgawa (including the Illinois Valley/ mid-Rogue River and Cow Creek peoples)
- Shasta

It is essential to understand that each of these Tribal groups has a unique individual history and culture. In fact, the ancestors of Siletz people spoke languages from 10 different language families as well as Chinuk Wawa, a regional trade language comprising in many languages (including Chinook, Salish, English, and French, among others).

Ancestors of the Confederated Tribes of Siletz Indians built an intimate bond with their ancestral homelands, which contemporary Tribal members continue to honor. Although they were part of distinct cultures and tied to distinct places, the peoples of western Oregon thrived in an interconnected fabric of relationships that tied them to nearby Tribes, neighboring villages, their extended

SUPPLIES

- Large piece of butcher paper
- Classroom student dictionaries (or computers)
- Set of color markers or crayons

VOCABULARY

Ancestral territory – Describes the ancestral and contemporary relationship of Native peoples to a geographical area

Geography – Physical features of a place

Topographical map – A map that shows many kinds of geographic features including mountains, elevations, vegetation types, animal types, rivers, and lakes

General reference map – A map that shows important physical (natural and manmade) features of an area

Physical map – A map that shows the mountains, river, lakes, and valleys of an area

Ecoregion – An area of land that shares a similar climate, plants, and animals

Wildlife – Native wild animals of a region

Vegetation – Plants found in an area or habitat

Climate – The weather conditions of a place



families, their beliefs, prayers, songs, the plants and animals that they relied upon for their livelihood, and the waterways and landscapes that had sustained their families since humans came into the world.

To prepare for this lesson teachers should:

1. Review all materials for this lesson.
2. Obtain a copy of maps of Oregon (see the “Materials” section above).
3. Ensure students will have access to all printed and/or electronic resources needed to participate in this lesson (see the “Materials” and “Online Resources” sections).
4. Prepare classroom audiovisual technology to display the PowerPoint slides.
5. Write the lesson objectives and key vocabulary on a classroom writing surface.

Resources

The Oregon Encyclopedia - <https://www.oregonencyclopedia.org/themes/environment-and-natural-resources/>

Portland State Center for Geography Education in Oregon - <https://www.pdx.edu/geography-education/>

National Geographic Society: Geographic Bee - <https://www.nationalgeographic.org/education/student-experiences/geobee/>

ADAPTATIONS FOR DISTANCE LEARNING



The lesson is primarily structured around small group and whole class discussion and exploration, but several pieces can be pulled out and used as standalone content and activities for distance-learning or independent-learning purposes. Below is a suggested sequence. Be sure all students have either print or electronic access to the materials described.

1. Use the PowerPoint slides provided to convene an online class meeting virtually, either synchronously through an online meeting or asynchronously through a learning management system (LMS) or online classroom platform.
2. The content for *Activity 1: Introduction to the Confederated Tribes of Siletz* should focus on slides 1–5 (e.g., confederated Tribes, ancestral territory, and language).
3. If possible, provide a synchronous lesson that demonstrates how to complete Map Activity 1. Students can color this map in real time as a whole group. If this is not possible, skip this activity.
4. For *Activity 2: Create a Physical Map of Ancestral Territory*, demonstrate for students how to access the free resource on the Portland State Center for Geography Education in Oregon website “[Student Atlas of Oregon](#).” Show students how to locate each of the physical maps they will need for this lesson.
5. Next, ask students to work on and submit Map Activity 2 independently. You may need to convert the packet to a fillable form or online document or provide some other means of capturing student responses (e.g., submitting photos of completed work).

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Geography organizations

National Geographic - <https://www.nationalgeographic.org/society/education-resources/>

National Council for Geographic Education - <http://www.ncge.org/>

Geographical Association (UK) - <https://www.geography.org.uk/>

References

- Confederated Tribes of Siletz Indians. (n.d.). *Our heritage*. [Online]. Retrieved December 29, 2021, from <https://www.ctsi.nsn.us/heritage/>
- Confederated Tribes of Siletz Indians. (n.d.). *Our history*. [Online]. Retrieved December 29, 2021, from <https://www.ctsi.nsn.us/introduction/>
- Wilkinson, C. (2010). *The people are dancing again: The history of the Siletz Tribe of Western Oregon*. University of Washington Press. (Specifically, chapter 1, which is also provided in the appendix)

Links to useful websites that add more detail or context

- Confederated Tribes of the Siletz Indians website: <http://www.ctsi.nsn.us/>
- Confederated Tribes of Siletz Indians maps: <https://www.ctsi.nsn.us/heritage/maps/>

ADAPTATIONS FOR DISTANCE LEARNING

(Continued)



6. Have students respond to discussion questions verbally or in a chat box (if teaching synchronously) or in a threaded discussion (if teaching asynchronously).
7. Review and select additional activities from the “Options/extensions” section (see below) that are conducive to distance or independent learning and have students complete them and submit their work.
8. Have students write and share a short summary/reflection on what they learned and post it in the comments or whiteboard section of your LMS or online classroom platform.

Considerations for teachers

Assessment

- Students will engage in a substantial amount of discussion with partners and groups. The teacher should actively monitor student discussion for correct understanding and should intervene when there are misconceptions or bias.
- 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 both a physical map and a map of languages associated with ancestral territory of the Confederated Tribes of Siletz Indians.
- Students' written responses to discussion questions will also be used as a summative assessment of understanding.

Practices

- The teacher must be prepared to activate engagement strategies, such as think-pair-share and group discussion
- The teacher must be able to read various maps of Oregon
- The teacher should read chapter 1 of *The People Are Dancing Again* (Wilkinson, 2010)

Learning targets

- I can recognize key features, including use of the natural environment specific to the aboriginal lands of the Confederated Tribes of Siletz.
- I can identify key land features using multiple maps including a general reference map, a physical map, and a topographical map.
- I can locate where in western Oregon different languages were spoken by the Confederated Tribes of Siletz Indians.

Options/extensions

Students can study one aspect of the land features that make up the Confederated Tribes of Siletz ancestral territory and create a written report or presentation for the whole class.

Reflection/closure

- Review the learning targets.
- Have students think-pair-share about questions they might have as a result of their learning that they might explore as part of their culminating project. Prompt for two or more each, and then let a few groups share their ideas out loud with the class.

Appendix

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

- Student Map Handouts
- Mapping Our Lands Slide_Deck
- Chapter 1 of *The People Are Dancing Again*

Activity 1

Introduction to the Confederated Tribes of Siletz Indians

Time: 30 minutes

Step 1

Distribute copies of the handout “Languages of the Confederated Tribes of Siletz (Map Activity 1)” along with the discussion questions.

Step 2

Share slides 1 and 2 and review the following key points with students:

Say:

*A **confederated Tribe** is composed of multiple Tribes or bands. The Confederated Tribes of Siletz Indians includes dozens of Tribes of Native Americans from western Oregon, northern California, and southwest Washington. The Confederated Tribes of Siletz Indians have lived on this land since time immemorial. In the mid-1850s, the U.S. government forcibly removed these people from their ancestral homelands to a reservation on the central Oregon Coast.*

Step 3

Share slide 3 and review the following key points with students:

Say:

The peoples of the Confederated Tribes of Siletz Indians have lived on this land since time immemorial. Before removal, Native people organized themselves in hundreds of villages across the region. These villages were interconnected by trade, language, and family ties but were also separate entities that each managed their local homelands. Today, many Siletz Tribal members continue to identify as both members of the Confederated Tribes of Siletz and as descendants of these original villages.

Activity 1 *(Continued)*

Step 4

Share slide 4 and review the following key points with students:

Say:

The map on this slide shows the ancestral homelands of many different peoples that make up the Confederated Tribes of Siletz Indians. These groups were forced together in the 1850s when the U.S. government forced Native people in western Oregon to leave their homes and live on reservations at Siletz and Grand Ronde. Because these peoples had different languages and deep understandings of their own history and territory, it is impossible to give more than a summary in a single lesson. But today we'll start to learn just a little bit about each of the groups that make up the Confederated Tribes of Siletz Indians.

Step 5

Share slides 5 and 6 and review the following key points with students.

Say:

It is essential to understand that each of the Tribes within the Confederated Tribes of Siletz Indians has a unique individual history, culture, and oftentimes, language. In fact, the ancestors of Siletz people spoke languages from 10 different language families! In our first activity, we will work together as a class to identify where each of the languages/language families was spoken before people were forced onto the reservation.

Step 6

Using a projector, share the teacher copy of the handout Languages of the Confederated Tribes of Siletz with the whole class.

In addition, post the large classroom map of Oregon in view of all students.

Activity 1 *(Continued)*

Step 7

Facilitate a whole group activity in which the teacher and students find the location of each of the Tribes of Siletz and then color them according to the key. The teacher should color (using pens, color dots, or highlighter) the large classroom map while student color their copy.

Step 8

Next, ask students to work with a partner to respond to the discussion questions.

Step 9

Share out as a whole class.

Activity 2

Create a Physical Map of Ancestral Territory

Time: 60 minutes

Step 1

Display slide 7 (Map Activity 2) and provide a brief overview for students.

Say:

As discussed in our previous activity, prior to the arrival of settlers, Native people had been living in what we now call Oregon since time immemorial. For this activity, you will be creating a physical map that will allow you to identify key landscape features of the ancestral territories of the different Tribes that make up the Confederated Tribes of Siletz today. This will help us understand how the natural environment influenced their ways of living.

Step 2

Provide each student with the “Aboriginal Lands of the Confederated Tribes of Siletz (Map Activity 2)” handout and discussion questions.

In addition, post the large classroom map of Oregon in view of all students.

Say:

A mapmaker uses colors, lines, symbols, and labels to show the major features of a landscape, such as mountains, lakes, and rivers. There are many different types of maps that show different features of the land. We’re going to use these different types of maps to learn about the ancestral territory of the Confederated Tribes of Siletz Indians.

Activity 2 (Continued)

Step 3

Distribute the packet of maps from the “Student Atlas of Oregon” to each student. Using these maps and the large classroom map, review the following concepts with the whole class:

- Each map has a title
- The four directions should be labeled: N, S, E, W
- Point out various features, such as rivers, lakes, cities, mountains, and the Pacific Ocean

Step 4

Next, explore with the class the following maps. If possible, use an overhead projector to display a copy of each map:

- General Reference Map of Oregon (p. 1)
- Physical Regions of the Pacific Northwest Map (p. 14)
- Rivers and Lakes Map (p. 42)

Ask students to “put your finger on ...” (name rivers, lake, mountains, cities).

On the large classroom map of Oregon, label and point out for the whole class each feature as they are reviewed. The classroom map will help students check their understanding as they create their own physical map.

Say:

Class, turn to the Rivers and Lakes Map. Please put your finger on the Siletz River. This river flows for about 67 miles from the Coast Range to the Pacific Ocean. At one time, chinook and coho salmon, steelhead, and lamprey eels from the Pacific Ocean spawned by the millions in the river and were an important resource for the Tribes living along this river. Trace your fingers along the river.

Activity 2 *(Continued)*

Step 5

While you continue to explore the maps, have a whole group discussion using the following key questions:

Key questions

- What other rivers can you identify?
- Which rivers flow through the Confederated Tribes of Siletz ancestral territory? Which lakes?
- What mountains are located within the ancestral territory of the Confederated Tribes of Siletz?

Step 6

Next, divide students into groups of three to five. Assign group roles:

1. One student is the task leader to make sure the group stays focused
2. One student is the question keeper to ask the teacher for help if the group gets stuck
3. One student is the note-taker whose map will represent the group's findings
4. One student is the reporter to share the group's discussion when done

Step 7

Next, instruct groups to work together to identify and label each of the physical features listed on the map activity (see below). Students should use the key to label each physical feature on their blank student map.

- Coast Range
- Klamath Mountains
- Cascade Mountains
- Willamette Valley
- Columbia River

Activity 2 *(Continued)*

- Umpqua River
- North Umpqua River
- South Umpqua River
- Rogue River
- Siuslaw River
- Elk River
- Crater Lake
- Umpqua National Forest
- Rogue River

Step 8

After groups have had about 15–20 minutes, ask each group reporter to point out and label on the large classroom map two or three land features. Continue through each group until all features have been labeled on the large classroom map. [If time is not available for this step, the teacher can project the answer key for the Ancestral Territory Map for a whole class review.]

Activity 3

Reflection/Closure

Time: 10 minutes

In this activity students participate in a whole class discussion and reflect on and summarize what they learned in the lesson.

Step 1

Restate or point to the learning targets for the lesson and review with students. Ask if they have any questions about what they learned.

Step 2

Facilitate a whole class discussion on the following questions:

- What types of land features make up the Confederated Tribes of Siletz ancestral territory? Provide specific names of lakes, rivers, mountains, valleys, etc.
- How are the land features of the Confederated Tribes of Siletz ancestral territory different from and similar to the rest of Oregon?
- What kind of weather would you expect to have near the mountains? Forests? Valleys? Coast?
- Using the Wildlife Distribution Map, what types of animals shared the Confederated Tribes of Siletz ancestral territory?
- Using the Ecoregions and Ecoregions in Pictures maps, what types of climate can be found in the Confederated Tribes of Siletz ancestral territory?
- Using the Vegetation Zones maps, what types of vegetation are found in the Confederated Tribes of Siletz ancestral territory?

Step 3

Ask students to share with a partner what stood out or surprised them the most in the lesson. Ask for volunteers to share their responses with the whole group.