



Grade Level: 8
Subject: Social Studies

Laws & Treaties

ESSENTIAL UNDERSTANDINGS

- Tribal Government
- Sovereignty
- Genocide, Federal Policy, & Laws
- Treaties with the United States
- History

LEARNING OUTCOMES

- Students will be able to define what a treaty is.
- Students will be able to prepare a treaty used for a role play.
- Students will be able to dramatize how a treaty was negotiated through a role play.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Higher level thinking: creating
- Interaction with others through group discussion and negotiation/debate
- Preserving and honoring cultural history
- Student talk, working together and individually
- Music

ASSESSMENT

Students will be assessed on the participation in the treaty negotiations and their completion of the Exit Ticket.

Overview

This lesson will introduce students to the treaties that were signed by the tribes who are now part of The Confederated Tribes of Grand Ronde and allow for students to see how the treaties affected these tribes. This lesson will also allow for students to explore the writing process of a treaty and the effects it may have.

MATERIALS

- [Map of treaties signed in Oregon](#)
- [Laws and Treaties Fast Facts sheet](#)
- [Modified Treaty with the Chasta](#)
- [Treaty Template Document](#)
- [Vocabulary](#)
- [Exit Ticket](#)

LOGISTICS

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

Whole Class Teams: 3-5

TIME REQUIRED

3 days

STANDARDS

Oregon Social Sciences Academic Content Standards

Civics and Government 8.5 Examine and analyze significant documents establishing civil rights in the United States and Oregon, including (but not limited to) the Constitution, Bill of Rights, 13th -15th Amendments and Oregon Constitution

Civics and Government 8.6 Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900 and their lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups.

Civics and Government 8.7 Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level.

English Language Proficiency Standards

6-8.1 An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

6-8.2 An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

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. However, on August 13, 1954, Congress passed the Western Oregon Indian Termination Act which severed the trust relationship between the federal government and the Tribe.

On August 13, 1954, Public Law 588, Western Oregon Termination Act was signed into law by President Dwight D. Eisenhower. During Termination many Tribal members were unaware of the exact nature of the Act. Additionally many were not allowed to vote on the Termination or were misled about its actual intention. This Act effectively terminated the Tribe’s federal recognition and removed all obligations that had been negotiated through treaties between the United States government and the Confederated Tribes of Grand Ronde.

During the next few years the Confederated Tribe of Grand Ronde was required to submit Termination rolls. Simultaneously, the Bureau of Indian Affairs was terminating its services to the Tribe. This Act was firmly established by proclamation by the Secretary of Interior Fred A. Seaton on August 13, 1956. The Tribe was left with only the 2.5-acre Tribal Cemetery in holding, which eventually became the land base used to seek restoration.

*Review Interactive Map used in Opening

*See Treaties, Termination, Restoration Background for Teachers PDF attached to this lesson

Websites:

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

VOCABULARY

- **Treaty:** legal agreement between two or more sovereign nations. Treaties may be ratified or unratified meaning all parties have agreed or not agreed. Under the U.S. Constitution treaties are considered part of the supreme law of the land.
- **Grand Ronde Treaties:** Agreements with the United States that transfer ceded lands to the government, while giving tribes limited resources and a reservation in exchange. The treaties of Grand Ronde were recognized under Tribal Resolution 034-03 and include the treaties - Treaty with the Umpqua-Cow Creek Band 1853, Treaty with the Rogue River 1853, Treaty with the Rogue River 1854, Treaty with the Chasta 1854, Treaty with the Umpqua and Kalapuya 1854, Treaty with the Kalapuya ect. 1855, and Treaty with Molala 1855. These treaties were ratified by the United States Federal Government after being agreed to by the tribal leaders.
- **Ratified:** to sign or give formal consent to (a treaty, contract, or agreement), making it officially valid
- **Law:** an individual rule as part of a system
- **Sovereignty:** the act of having independent power, political, social and economic, or being free.

Opening

Introduce students to the lesson by showing students one of the following animated maps that illustrates the shrinking of Indian lands.

http://www.slate.com/blogs/the_vault/2014/06/17/interactive_map_loss_of_indian_land.html

<https://www.arcgis.com/apps/webappviewer/index.html?id=eb6ca76e008543a89349ff2517db47e6>

Ask questions such as:

- *What do the maps represent?*
- *Where did the Native Americans on those lands go?*
- *Do you think the Native Americans had to negotiate with the settlers for their land? If so, how did they negotiate?*

Activity

Day One:

1. Show students the map that outlines the treaty areas within the ceded lands of Grand Ronde.
2. Review the vocabulary terms with students. Help them to understand the definitions of the words as well as how they are applicable in the world.
3. Present the Laws and Treaties Fast Facts sheet to the students and review the information. Students can read individually, in partners, or aloud as a class. Provoke discussion by asking students questions such as:
 - a. *What does it mean for a tribe to be sovereign?*
 - b. *Why did Native Americans make treaties?*
 - c. *Why did the Federal Government make treaties?*
 - d. *When the Native Americans and the Federal Government made treaties, were the Native Americans given rights or simply retaining the rights they already had?*

(Teachers can refer to the Treaties, Termination, Restoration Background for Teachers PDF attached to this lesson for specific answers to these questions)
4. Present students with the modified Chasta Treaty. Introduce the Treaty by identifying the land represented by that Treaty on the map. Review the Treaty with the students by examining the Margin Notes on the first page. Discuss with students the meanings of these sections.
5. Briefly look over the preamble and the 9 articles of the Treaty. The language will be complex for the students to decipher but focus primarily on the theme of each article and the included details to support the theme.

Activity cont.

Day Two/Three:

1. Explain to students that they will be working as a class to develop a treaty for a location within the school. They will be split into two groups (representing a tribe and the federal government) and that they will need to go through the negotiation process to write this treaty.
2. As a class, students need to decide on an area that their treaty will apply to. Examples include the classroom, a location in the school, outside on school property, etc.
3. Divide the class into 2 groups by drawing names from a bowl, identifying each student as TRIBE or FEDERAL GOVERNMENT.
4. Provide students with the Treaty Template document. Explain each section and that students must agree on each section prior to writing.
5. Allow students time to conversate with their group prior to the negotiation. Give them the opportunity to research and review the other Grand Ronde Treaties, as well as other treaties developed by the United States Federal Government.
6. Once students have had time to discuss their “rights”/”preferences” for the treaty, have them come together as a group to compare their demands. Groups may decide to designate “speakers” who will advocate specifically for their group during the negotiations but all students should participate in one way or another.
TEACHER DISCRETION As students negotiate each section, have one student remove themselves from the negotiation to write that section OR have one student write the entire document OR have the teacher write the document in front of the class with input from the students.
7. When the final treaty is finished every participant must sign.

Closure

Have students complete the Exit Ticket explaining their role in the treaty process and whether they feel the process is just to both parties involved.

Differentiation

- The lesson can be extended to give students more time
- The teacher can assign specific roles and/or articles to smaller groups of students
- The class can be divided in half and work with smaller groups to create treaties for two different areas.

Extension

To extend the lesson, students may go through the ratification process. Once the treaty has been negotiated, they will need a signature from the teacher (who will be acting as President). The class as a whole will then vote on the treaty (favorable or unfavorable). The treaty must receive a $\frac{2}{3}$ favorable vote from the class to send the treaty back to the teacher to be signed and ratified.

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

Map of treaties signed in Oregon: <https://drive.google.com/file/d/1U1q2O5qDST3UPCPELPvzZJ1FHDcbyd44/view?usp=sharing>
Laws and Treaties Fast Facts sheet: <https://drive.google.com/file/d/1h9SuFfW2qmLaYvsBAIkX3o4b9jiGFiO/view?usp=sharing>
Modified Treaty with the Chasta: <https://drive.google.com/file/d/1fOjrvPlrDFmOdcQtY2Xxq0LTP1mAzU8N/view?usp=sharing>
Treaty Template Document: <https://drive.google.com/file/d/1b-QB0ryf5q3TixlafmSUKBj0lZEAKgel/view?usp=sharing>
Exit Ticket: <https://drive.google.com/file/d/1rbupBG1yPljwikniFohR8N1Y9CA4G1gh/view?usp=sharing>
Treaties, Termination, Restoration Background for Teachers:
https://drive.google.com/file/d/1olqdAmbL_JokpHuWmq3XGtYHOn6-vCbE/view?usp=sharing