



ART

# Many Peoples, Many Baskets

## ESSENTIAL UNDERSTANDINGS

- Since time immemorial
- Language
- Lifeways
- Genocide, federal policy, and laws

## LEARNING OUTCOMES

By the end of the lesson, students will be able to:

- Describe examples of the rich and diverse tradition of Siletz basketry.
- Describe the impacts of colonization and Removal on Siletz basketry.
- Describe how Siletz weavers maintain basketry traditions and the importance of basketry to Tribal culture and identity.

## ESSENTIAL QUESTIONS

- What role does basketry play in the history, culture, and identity of Siletz people?
- How did the diverse origins of the Tribes that make up the CTSI influence the material, artistry, and craft of basketry?
- How have Siletz basketry traditions changed to persist in the face of oppression and exposure to non-Indigenous cultures?

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## Overview

This lesson is an introduction to the diverse basketry styles of the many different Tribal groups that make up the modern Confederated Tribes of Siletz Indians. Through an examination of individual examples, students will build a better understanding of the diversity and commonalities of basketry traditions from across western Oregon, the impact of Euro-American colonization on Siletz weavers, the connection between basketry materials and healthy landscapes, and the ways in which the Siletz Tribal members today continue the practice of weaving as a living tradition.

## Background for teachers

The Confederated Tribes of Siletz Indians is composed of dozens of Tribes and bands of Native people from across western Oregon as well as parts of southwestern Washington and northern California. These groups were forcibly removed to the Coast (Siletz) Reservation beginning in the mid-1850s. Prior to Removal, these diverse Tribes represented distinct people groups each with their own unique culture, lifeways, and languages. In fact, Siletz is one of the most linguistically diverse reservations in the entire country, with families descended from people speaking languages



## LOGISTICS

- Where does the activity take place?  
*Classroom*
- How are the students organized?  
 Whole class     Teams: 3 – 4  
 Pairs     Individually

## TIME REQUIRED

2 hours

from ten different language families. Before Removal, most people identified themselves as members of a village—rather than by linguistic groups—so even modern Tribal groupings can be simplifications of a more complicated world.

While each of these peoples were politically independent and occupied a unique place, people from western Oregon did not exist in isolation. Rather, the different Tribes and bands who were eventually Removed to the Coast (Siletz) Reservation were united by ties of kinship, trade, and sometimes conflict—creating a vibrant social, economic, and political world that connected the entire region. Understanding the world of Native people prior to contact with Euro-American settlers requires building an appreciation for the unique cultures and lifeways of individual Tribal groups within a larger Indigenous world.

This lesson will focus on different basketry traditions from some of the Tribes represented at Siletz to help students build a better

## STANDARDS

### Oregon visual arts standards

**VA.5.PR2.7** - Summarize and explain how art reflects the history and values of an individual and community due to social, cultural, and political experiences (i.e. murals, street art).

### Oregon English language arts standards

**7.SL.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**7.SL.1a** - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.



understanding of the diversity and commonalities among the people living in what is now western Oregon. Basketry played a central role in the ceremonial, expressive, and everyday material lives of Tribal people in ways that continue to this day. Tribal people from this region weave baskets for many uses: gathering food, fishing, storing food, taking care of infants, wearing as clothing, and even cooking! Many weavers today spend years mastering their craft so that they can continue passing along ancient traditions and techniques.

There are many similarities in basketry styles across western Oregon—weavers from many different Tribes relied on some of the same plant materials and techniques. But there are also distinctions that reflect the varied landscapes and tastes of people living across the region. These different traditions influenced the shape, decoration, design, and techniques favored by weavers from different areas. This lesson selects examples of baskets from across the region to expose students to some of the common and distinctive basketry traditions practiced by weavers represented among the Confederated Tribes of Siletz Indians today.

### To prepare for lesson teachers should

- Read chapter 16 of *The People Are Dancing Again* (included in the lesson materials). While reading the entire chapter is encouraged, the section about basketry starts on page 378.
- Review all handouts and worksheets for this lesson. Decide which students will work

### MATERIALS

- Slides (PowerPoint slide deck)
- “Classroom writing surface (e.g., blackboard, whiteboard, chalkboard, chart paper and markers)”
- Classroom audiovisual technology and internet access to display PowerPoint slides, video, and websites (see following items)
- **“Many People, Many Baskets”** handouts (one copy per student or student group. Each student group will focus on a different basket)
- **“Many People, Many Baskets Small Group Instructions”** handout (one copy per student group)
- **“Basketry: A Living Tradition”** handout (one copy per student)
- Reading: Wilkinson Chapter 16 (“Cultural Revival”) of *The People Are Dancing Again*. Provided as lesson preparation for teachers and/or use by students if desired.
- Paper, cut into strips
- Butcher paper or painter’s tape
- Markers
- Paper or a notebook (one per student)
- Tape

together in the six small groups for the small group reading activity and prepare the grouped handouts, paper, and markers for those groups.

- Create a Basketry Examples table using butcher paper or painter’s tape that is large enough for students to read from their seats. The table should look like this:

Basket	Geographic Area/Tribe	Use	Language	Material
Basket Cap				
Baby Basket				
Cooking Basket				
Purse Basket #1				
Purse Basket #2				
Pack Basket				
Clam Basket				

- Ensure students will have access to all materials (printed and/or electronic) and audiovisual resources (e.g., internet access and web-enabled devices such as laptop or tablet computers) needed to participate in this lesson (see “Materials” section above).
- Prepare classroom audiovisual technology to display the slides.
- Optional: Prepare tape loops for students to tape their papers to the table.

## References

Kasner, L. (1978). *Survival for an Artifact*. Itemizer-Observer.

Gogol, John. (1984). Traditional Arts of the Indians of Western Oregon.  
*American Indian Basketry and Other Native Arts 14*.

Wilkinson, C. (2010). *The people are dancing again: The history of the Siletz Tribe of Western Oregon*. University of Washington Press.



## Resources

### Tribal History

- CTSI webpage: “Our Heritage”  
<https://www.ctsi.nsn.us/heritage/>
- Video: The People Are Dancing Again: The Siletz Tribe of Western Oregon by Charles Wilkinson: <https://www.youtube.com/watch?v=NEtAIGxp6pc>

### Basketry

Teachers guide: Hallie Ford Museum of Art, Willamette University: The Art of the Ceremony: Regalia of Native Oregon. <https://willamette.edu/arts/hfma/pdf/teacher-guides/art-of-ceremony.pdf>

## Considerations for teachers

### Assessment

The core activity of this lesson is focused on student discussion and engagement with secondary texts. The teacher should observe the answers that groups provide as they fill in the Basketry Examples table and check students’ stop and jot worksheets to ensure comprehension of the lesson. They can also note students’ comments in discussion that reflect understanding and engagement with the materials.

### VOCABULARY

**Warp** – Spokes of a basket, which radiate from the center to the edge.

**Weft** – Two (or more) elements that the weaver twists around each warp to make the structure of the basket.

**Overlay** – Technique of locking in a small piece of decorative material on top of the weft to create a pattern or design.

**Regalia** – Traditional or ceremonial clothing, accessories, and artifacts worn at sacred events.

**Confederated Tribe** – A single Tribal government composed of multiple ancestral Tribes and bands. The Confederated Tribes of Siletz Indians comprises many different groups of people whose homelands span what is now western Oregon as well as parts of northern California and southwestern Washington.

## Practices

- *Small groups* – Small group activities allow students to share and analyze ideas with two to five other people. This practice can be good for students who do not want to share their ideas with the whole class and/or who may be afraid of others' reactions. The teacher should monitor group discussions to determine the degree to which students are understanding the concepts and contributing to the group.
- *Classroom discussion* – Large group, whole-class discussion allows students to express their thoughts and hear the thoughts of others. To allow for the exploration of several examples during a short time frame, students can share their knowledge and research with the class at large to collectively process more information.
- *Stop and jot* – This activity asks students to pause and take specific notes as they read independently to increase comprehension and text connections. This kind of activity goes by different names, so use whatever label you choose in your classroom for this type of reflection.

## Learning targets

- I can describe examples of the rich and diverse tradition of Siletz basketry.
- I can describe the impacts of colonization and Removal on Siletz basketry.

## 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:

1. Hold a class meeting online and, using the PowerPoint slides and the steps in Activity 1 ("Introduction"), provide a brief virtual lecture introducing the lesson and providing the essential vocabulary terms and learning targets.
2. Using a web conferencing or online meeting platform, adapt the steps in Activity 2 ("Small Group Reading"). Divide students into six breakout rooms for 20 minutes. Provide the students in each breakout room with a separate basket reading from the "Small Group Basketry Materials" and a copy of the "Basketry Group Instructions." Encourage participants to note their answers in the group instructions document.
3. Present a table like the one shown in Activity 3 ("Small Group Basket Share-Out") using a web conferencing or online meeting platform. Encourage a participant from each group to share their answers to the questions in the table. As students share their answers, type them into the table. Encourage each group to share information about their basket for four minutes. If possible, move back and forth between the PowerPoint slides of each basket and the table.

*(Continued on next page)*

- I can describe how Siletz weavers maintain basketry traditions and the importance of basketry to Tribal culture and identity.

## Options/Extensions

- Place copies of each small group basket reading in a place where students can access them throughout the week as optional reading if they finish other work early.
- Write out student-generated questions from the final reflection question, “What questions do you still have about Siletz Basketry? What questions do you still have about the Confederated Siletz Tribe?” Use these questions during a future activity or free time. Encourage students to research the answers to these questions and share them in class.

## Appendix

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

- Slides\_Basketry.ppt
- Materials\_Small\_Group\_Basketry.pdf
- Materials\_Basket\_Group\_Instructions.pdf
- Materials\_Basketry\_Living\_Tradition.pdf
- Materials\_Reading\_Wilkinson\_Ch16\_Cultural\_Revival.pdf

## ADAPTIONS FOR DISTANCE LEARNING



*(Continued)*

4. Using a web conferencing or online meeting platform and the PowerPoint slides showing the whole group table discussions, ask students to share their answers to each reflection question in the chat or on mic. If you prefer, write each question onto its own slide and encourage students to write their answers directly onto the slide.
5. Using a web conferencing or online meeting platform, the PowerPoint slides, the handouts, and the steps and talking points in Activity 5 (“Map Discussion and Removal Overview”), walk students through the slides and talking points of the activity, allowing moments for students to ask questions or share thoughts in the chat.
6. Encourage students to read “Basketry: A Living Tradition” independently either during a web conference meeting or on their own. Ask students to send their “stop and jot” answers to you via email. Share students’ applicable connections and thoughts, as well as any other notes provided in Activity 6 (“Basketry: A Living Tradition”) that are not provided in the stop and jot reflections, in a follow-up email or web conference discussion with students.
7. Using a web conferencing or online meeting platform, ask volunteers to share connections they made between the various activities of the basketry lesson on mic or in the chat. Encourage students to share any final thoughts or questions that they have.

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## Activity 1

# Introduction

*Time: 10 minutes*

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### Overview

The teacher will share some grounding history and information before the activity begins.

### Step 1

Display slide 2 (“Introduction to Siletz Basketry”) and share a brief introduction of the material that will be covered.

#### Say:

*Today, we are going to learn about the basketry traditions of the many different Tribes and bands that make up the Confederated Tribes of Siletz Indians. The Confederated Tribes of Siletz Indians, who we will sometimes call by the acronym CTSI, is a modern Tribe made up of dozens of bands of Native peoples whose homelands span western Oregon as well as parts of southwestern Washington and northern California. Settlers and the federal government forced these groups of Native peoples to move to a much smaller area called the Coast (Siletz) Reservation beginning in the mid-1850s. We will talk more about this Removal later in the lesson.*

*Before these Tribes were forced to move, each had its own distinct culture, way of life, and language. But, at the same time, they were connected by trade, family ties, marriage, and sometimes conflict. Tribal people in what is now western Oregon created a lively, vibrant, and interconnected Indigenous world. Today we are going to talk about one aspect of these vibrant cultures by looking at different basketry traditions of peoples from across the homelands of CTSI’s ancestors. You will learn about how basketry practices are deeply connected to the land and the way that Removal to the reservation impacted weaving traditions. We will also explore the ways that Siletz weavers continue basketry traditions today as an act of survivance and connection to their Native identities.*



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## Activity 1 *(Continued)*

### Step 2

Review the learning targets and vocabulary for the lesson. As you review the vocabulary, show slide 3 (“Warp”) through slide 7 (“Confederated Tribe”).

### Step 3

Pause to take any questions from students before moving on.

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## Activity 2

# Small Group Reading

Time: 25 minutes

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### Overview

In this small group activity, students will study examples of basketry from various Native peoples whose descendants form CTSI. Students will answer questions together to draw connections between the baskets and the language, culture, and geography of weavers who created the examples that they read about.

### Step 1

Sort students into seven small groups or pairs to read and discuss the short readings.

### Step 2

Provide each individual or pair of students in each group with a copy of a different Small Group Basketry Handout. In addition, provide each group with one copy of Basketry: Small Group Instructions, six strips of cut paper, and markers. Each strip of cut paper should fit into the boxes of the Basketry Examples table.

### Say:

*Now, you will read about a few examples of baskets and basket styles from the various Tribal groups that make up the Confederated Tribes of Siletz Indians. There are many examples of basketry styles from each of these peoples, and several different examples of each type of basket as well. These basketry examples are just that—examples! Each is one small window into rich and diverse basketry traditions of these areas and peoples. As you read, make sure to follow the instructions on the Basketry: Small Group Instructions handout, because each group will share with the whole class once they are done.*

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## Activity 2 *(Continued)*

### Step 3

Display slide 8 (“Diverse Baskets of the Siletz Peoples”) and direct students to the Basketry Examples table made from butcher paper or painter’s tape. Show students the table and briefly model how to use it by taping a piece of paper with the word “North Coast” under “Geographic Area.” Point out that it is written in large print so as many students as possible can read it.

### Step 4

Encourage each group to read about the basket that they are assigned and underline interesting facts and information. Once they are finished, encourage each group to write the answers to the questions at the end of the instructions onto strips of paper.

### Step 5

Circulate among the groups, pausing to listen to the discussions. Students should have twenty minutes to read and complete the questions. As groups finish, encourage them to raise their hands to let you know. If each group finishes before the twenty minutes are up, move onto the next activity.



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## Activity 3

# Small Group Basket Share-Out

Time: 25 minutes

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### Overview

In this activity students will share the information that their groups read about Siletz basketry and create a table together to compare them.

### Step 1

Let the students know that each group will have four minutes to share a little about the basket that their group researched.

#### Say:

*There are many similarities in the baskets made across western Oregon. Weavers from different Tribes use similar materials and techniques. However, there are also distinct differences in the basketry traditions of different Tribes and regions. The availability of materials varied in different locations and artistic traditions influence the shape, decoration, design, and techniques used by weavers from different areas.*

*Using information that each of you learned from reading about one example of basketry, we will learn about a few common and unique styles created by weavers from specific parts of western Oregon. It is important to remember that each of these is an example, and that many baskets were made in several different ways. For example, when we see a baby basket, we should remember that this is just one example and there are lots of different designs for that type of basket depending on the style and tradition of the weaver. Each small group will have a representative come up and spend four minutes sharing information about your basket and filling in our group basketry table with the papers you prepared.*

### Step 2

Display slide 9 (“Basket Hat”) and encourage a representative from the group that read about that basket to come to the front of the room. Ask the student

### Activity 3 *(Continued)*

each question below one by one, encouraging them to share their answer with the class and tape the answer onto the table.

- What geographic area is your basket from?
- How is your basket used?
- What language do the people who made your basket speak?
- What material does the article highlight?
- What is an interesting fact about your basket or the Tribal group it comes from?

#### Step 3

Each group should discuss their basket for four minutes. If the table is filled in before four minutes are up, ask the group that read about the basket hat for a few more facts about the basket and the Tribal group that made it.

#### Step 4

Repeat this process for each group, displaying the corresponding slide and asking students to spend four minutes answering the questions and sharing information about their basket. A completed table with correct answers is provided below:

Basket	Geographic Area/Tribe	Use	Language	Material
Basket Cap	Southern Oregon/ Northern California	Ceremonial regalia	Siletz Dee-ni (Athabaskan)	Maidenhair fern and bear grass overlay
Baby Basket	Southern Oregon/ Northern California	Carrying a baby	Siletz Dee-ni (Athabaskan)	Hazel shoots

### Activity 3 *(Continued)*

Basket	Geographic Area/Tribe	Use	Language	Material
Cooking Basket	Upper Rogue (Takelma or Shasta)	Cooking and can hold water	Takelma/Shasta	Bear Grass
Purse Basket #1	Central Oregon Coast (Coos Bay)	Storing valuables	Hanis/Miluk Coos	Cattails with an overlay of eel grass
Purse Basket #2	North Oregon Coast	Storing valuables	Tillamook	Bear grass and dyed raffia
Pack Basket	Willamette Valley/Upper Umpqua Valley	Carrying food	Kalapuya/Upper Umpqua	Soft reed juncus and willow
Clam Basket	Central Coast (Newport)	Gathering clams	Alsea	Spruce and cedar root; cotton string



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## Activity 4

# Whole Group Table Discussion

*Time: 10 minutes*

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### Overview

The group will participate in a teacher-led discussion to draw connections among the various baskets and share anything they read that was not discussed in the presentations.

### Step 1

Display slide 16 (“Table Discussion Questions”) and move through each question one by one with students.

### Step 2

Write students’ thoughts and contributions to the final bolded questions on the classroom writing surface (e.g., blackboard, whiteboard, chalkboard, chart paper and markers). As students share, ensure that the following information is included:

- **What is needed to make a basket like the ones we studied? (Steps, knowledge, supplies, etc.).**
  - Time: Time to learn the steps to weave and to weave a basket.
  - Knowledge of the living tradition: Weavers who can teach how to weave, but also knowledge of how to find, grow, store, harvest, and prepare materials.
  - Materials: Access to the land where plants are and permission to collect and prepare them at the right time of year.
- **How does geography/location affect the design of these baskets?**
  - Availability of plant materials.
  - Storage and care of plant materials. For example, a plant may need

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### Activity 4 *(Continued)*

to be stored differently depending on humidity and temperatures, which vary place to place.

- Ways that climate change might affect the availability of materials.
- Proximity to community members who can teach weaving traditions.

### Step 3

Collect the basket readings and place them in a space where students can access them later in the lesson.





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## Activity 5

# Map Discussion and Removal Overview

Time: 15 minutes

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### Overview

The class will observe a map of the original and current Siletz reservation and compare it to the ancestral lands that they studied in the previous activity. The class will discuss the ways in which the history of forced Removal and confederation influenced the art and craft of Siletz basketry.

### Step 1

Ask the class to share what they already know about CTSI and the Removal of various Tribes to create CTSI. After students share what they know, take this into account as you share the rest of the lesson.

#### Say:

*I want to share a bit about how the Tribes we have discussed today, and more, were relocated together to eventually become CTSI, the Confederated Tribes of Siletz Indians. Have you studied this relocation before? What can you tell me about it?*

**NOTE:** The grade 7 lesson “Amanda’s Trail” gives students an in-depth look at the impact of Removal on individual Tribal people and families. Instructors may want to consider pairing the two lessons.

### Step 2

Display slide 17 (“Original Ancestral Tribes and Homelands”).

#### Say:

*As I mentioned earlier, the Confederated Tribes of Siletz Indians, or CTSI, is a modern Tribal government made up of dozens of bands of Native peoples from across western Oregon as well as parts of southwestern Washington and northern California. What is a confederated Tribe? It is a single government that is composed*

## Activity 5 (Continued)

*of multiple Tribes and bands. CTSI is a confederated Tribe because these groups of Native peoples that you can see on the slide were forcibly removed by the government and settlers to the Coast (Siletz) Reservation starting in the 1850s.*

*These original Tribes were incredibly diverse in terms of their cultures, languages, economies, and the geography of where they lived. In fact, today Siletz is one of the most linguistically diverse reservations in the country—people removed to the Coast (Siletz) Reservation spoke languages from over ten language families as different as Chinese is from Italian. Each of these Tribes was politically independent and deeply tied to their region, but they did not exist in isolation. They were tied together to different degrees by kinship, trade, and sometimes even conflict. The rich and complex social, economic, and political connections among them made a diverse and vibrant interconnected region.*

### Step 3

Display slide 18 (“Relocation to the Original Siletz Reservation”).

#### Say:

*The relocation of these Tribes to the original Coast (Siletz) Reservation is a very complex story with multiple elements, so it is impossible to boil it down to one story or simple overview. I am going to share a few of the high-level facts about the relocation, but please know this is only scratching the surface.*

*The Rogue River Wars of the 1850s were brutal campaigns of extermination fueled by the greed of the gold rush. The end of the wars in the mid-1850s resulted in the forced Removal of almost every Native person living in southern Oregon by the U.S. military. But the intimidation and pressure sparked by the Rogue River Wars spread to the rest of western Oregon, resulting in a coordinated campaign to concentrate every Native person on the Coast (Siletz) Reservation as well as the neighboring Grand Ronde Reservation established later. Native peoples did not want to give up their traditional homelands but were coerced into signing a series of treaties in which they ceded their ancestral territory and agreed to move onto small*



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## Activity 5 (Continued)

*temporary reservations before being finally Removed to a permanent reservation. Eventually the Tribes we saw in the previous slide were forced to move to the Coast (Siletz) Reservation or the reservation at Grand Ronde.*

*The name “Siletz” comes from a Tillamook word meaning “winding river” that refers to location of the agency (headquarters) of the original reservation. The original reservation was this area highlighted in red that took up almost a third of the Oregon coastline. It was much smaller than these Tribal bands’ ancestral lands, and they were forced to assimilate to a new geographic area and navigate living close to and with many peoples with different backgrounds, languages, and lifeways.*

### Step 4

Display slide 19 (“Current Siletz Tribal Land Ownership”).

#### Say:

*While the original Coast (Siletz) Reservation was only a fraction of the size of the lands originally inhabited by these Tribes, it was much larger than the Siletz Reservation is today. The original Coast (Siletz) Reservation was over 1.1 million acres. Today, Siletz land is around 16,000 acres. This reduction happened in many complicated ways. Almost all of them were unfair to Siletz people and many violated federal laws, policies, and even the Constitution. Current Siletz land ownership can be seen here as the darker red spots against the original reservation land they were promised.*

### Step 5

Display slide 20 (“Siletz Removal Discussion Questions”) and ask students to share their thoughts.



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## Activity 6

# Basketry: A Living Tradition

*Time: 20 minutes*

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### Overview

Students will independently read and write reflections about Siletz basketry of the 20th century and today. They will then share some of their reflections and thoughts with the class.

### Step 1

Display slide 21 (“Basketry: A Living Tradition”). Pass out a copy of the handout “Basketry: A Living Tradition” to each student. Encourage students to choose two of the stop and jot options and answer them on notebook paper as they read. Let students know that they will have fifteen minutes to read and complete the activity.

### Step 2

As students finish, encourage them to read basket descriptions that they have not read yet from Activity 2.

### Step 3

Collect students’ reflections or, if they are in a notebook, find time to review their reflections outside of class.

### Step 4

Spend five minutes asking student volunteers to share their answers to the following questions based on the reading. Share the answers provided below each question if they are not mentioned by students:

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## Activity 6 *(Continued)*

- **What are some characteristics of twentieth century Siletz basketry?**
  - Adjusted patterns and designs, including lettering
  - Experimental shapes like wavy rims and hourglass figures
  - Double-handed basketry
- **Why is basketry important to the Confederated Tribes of Siletz Indians today?**
  - Practical uses: gathering and processing food, carrying babies, cooking, dressing for ceremony, etc.
  - Bonding and connecting Tribal people together through a shared cultural practice and tradition
  - Preserving culture and history through continued knowledge of weaving
- **What is one of your favorite lines or sections in today's reading? Why?**

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## Activity 7

# Reflection and Drawing Connections

Time: 15 minutes

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### Overview

The class will engage in a brief discussion to reflect on and draw connections between different things they learned in the lesson.

### Step 1

Display slide 22 (“Reflection and Drawing Connections”) and provide a brief overview of the lesson.

### Say:

*Today we studied the basketry of the CTSI, the Confederated Tribe of Siletz Indians, and the basketry traditions of a few of the various peoples that make up the CTSI—who come from western Oregon and parts of southwestern Washington and northern California. Those bands of Native peoples were forced to relocate to a much smaller area on the Oregon Coast during the mid-19th century. During this time, peoples with diverse languages, cultures, economies, and more were forced to assimilate together, forming what we now call the CTSI. Today, our exploration of the history and rich tradition of basketry showed just one facet of this rich history and how it has been maintained, despite assimilation efforts that sought to strip Native peoples of their identity and culture. We also explored the ways that basketry continues today at Siletz as a mix of traditional and new practices. These baskets today still have real-world uses, such as carrying babies or storing important items, while also helping Siletz peoples maintain connection to and knowledge of their Tribal traditions and identities.*

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## Activity 7 *(Continued)*

### Step 2

Ask students to share their ideas and answers to the reflection questions below. Write their thoughts and connections on the board.

- What are connections that you see between different moments of our lesson today?
- What key information would you tell someone who wants to learn about Siletz Basketry?
- What questions do you still have about Siletz Basketry? What questions do you still have about the Confederated Tribes of Siletz Indians?