

Claiming the Land

Forts, Furs and Flags: A Study of Early Oregon Land Ownership

Teaching American History Project

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Introduction to Guide

Introduction to Guide

Topic: Claiming the Land

Subtopic: Forts, Furs and Flags: A study of early Oregon land ownership

Unit Rationale:

The purpose of this unit is to heighten student awareness of the various perspectives of land ownership as it played out in Westward Expansion, particularly in the settlement of the Oregon Territory. During this investigation, students will examine the encounters of the early Americans, the British, and Chinook peoples as each vies for control of the prosperous fur trade, and the foreseen and unforeseen outcomes of their interactions.

Goals: Within this unit, the students will:

- Consider the impact of conceptions about property and land ownership in the settlement of Oregon.
- Gain an insight to the political and economic forces involved in the fur trade.
- Learn about Fort Astoria and the importance of fur trade and settlement in the west.
- Heighten their awareness about Native Americans' complicated interactions with European explorers and traders.
- Increase their ability to understand various perspectives in looking at history.

Organizational Rationale: While a teacher may choose any order to present the following instructional pieces, the authors recommend the following:

- Mapping Astoria Classroom Activity
- Dramatic Piece
- Document Based Question Exercise
- Additional Classroom Activities (may be inserted at any point)

Claiming the Land

Forts, Furs and Flags: A Study of Early Oregon Land Ownership

Background Narrative

Background Narrative

The North American continent was occupied before explorers, traders, and immigrants came from Europe. The Native Americans and the Europeans had beliefs about land and its ownership that affected their behaviors and the outcomes of their encounters. As the young United States continued to expand its boundaries westward to the Pacific, it met with both Indian Nations and European nations that were also laying claim to the land, and it took ultimate ownership of the land in a number of ways. The case of the first “American owned” settlement on the Pacific Coast, Ft. Astoria in the Oregon Country, provides a context for considering the question: What determines “ownership” of the land?

The Oregon Country is what we now call the Pacific Northwest region of North America, the region west of the Continental Divide from northern California to the southern tip of Alaska. Today it includes the places we call British Columbia, Washington, Oregon, and Idaho, as well as parts of Montana and Wyoming. By the late 1700’s, many traders were interested in the area called the Oregon Country, and a number of nations were interested in planting their flags, or at least preventing others from planting their flags, in the Oregon Country as well.

A temperate rainforest, the Oregon Country was full of beaver, the animal whose pelts were used to create popular top hats. By the late 1500's, the beaver was already extinct in Western Europe and was close to extinction in Scandinavia and Russia. The North American fur trade became the source for pelts for another 200 years. The Oregon Country was also desirable because the coast could provide ports that would serve as centers for trade with Asia. Trappers and traders and the countries they came from— Spain, Russia, Britain and its Canadian colonies, and the United States— all had economic and political interests in the Oregon Country, but it wasn’t clear who would have control of the region.

Once numerous in population, Native Americans already inhabited the Oregon Country when the first Europeans and Americans arrived. In the Columbia River area, the Chinook and Clatsop peoples traded with sea otter, beaver, river otter, bear skins, elk skins, muskrats, salmon, and roots. The Chinooks, who inhabited and controlled the mouth of the Columbia River, acted as the link between white traders and the tribes located inland.

The fur trade in the Oregon Country began in 1778 when the British explorer Captain Cook began the trade for sea otter. The Spanish traded for furs from the Spanish territory we now call California and the Russians traded along the most northern part of the Pacific coast. The American Robert Gray sailed up the Columbia River in 1792 and traded for furs with the Chinook. It has been estimated that about 18,000 skins a year were taken from the Oregon Country as part of world trading route called the China Circuit.

First, items from the eastern U.S. and the British colonies in Canada were traded with the Native Americans and fur trappers of the Northwest for their furs. Across the Pacific, the Chinese took the furs in trade for tea, textiles, silk, and porcelain. Finally, these items were all shipped back to the U.S. and Canadian colonies and sold for a good profit, as they were becoming very popular.

John Jacob Astor's goal was to make a lot of money in the fur trade on the China Circuit. He had been born in Germany and left for the United States in 1783 at the age of nineteen to make his fortune in the young country. On his way across the Atlantic to New York, he met another immigrant who told him about opportunities to make money in the fur trade. It only took him three years to get a business going and he kept learning more about how to increase his fortunes. He learned all about traders to the north in the British Canadian colonies who wanted to develop a trading empire in the west.

By 1808 Astor had decided that he needed the U.S. government to support his business enterprise because the Canadian trading company, the North West Company, was under the protection of Great Britain. Astor hoped the U.S. would protect his trading business from Britain. He would have known that the United States was interested in the west because, in 1805, Thomas Jefferson had sent Lewis and Clark to find a practicable water communication across this continent for the purposes of commerce.

He was able to meet with President Jefferson who promised him "general support" and protection for his planned trading venture from any hostilities from the British-Canadian North West Company. In 1809 the governor of New York chartered his company, the Pacific Fur Company.

Astor sent two groups of men, one group by sea and one by land, who were to meet up at the mouth of the Columbia River to set up a center for his trading empire. The men on his ship, the Tonquin, sailed around Cape Horn, at the southern tip of South America, and then to Hawaii, and finally to the Northwest coast to rendezvous, or meet up, with the men who were traveling across North America by land and river to the mouth of the Columbia. They planned to load the ship up with furs from trading with the Native Americans and then sail to China.

But the overland group that left St. Louis, Missouri in 1811 had a difficult journey and barely made it to the mouth of the Columbia. They followed Lewis and Clark's route for a while, but then they took a different pass through the continental divide and became lost. They also found that game, wild animals killed for food, was scarce, and the men reportedly ate everything from horsemeat to their own moccasins.

Meantime, a group from the British-Canadian North West Company was traveling down the Columbia River from its headwaters in Canada to the Pacific. At the junction of the Columbia and Snake rivers, the group's leader stopped and pushed a pole into the ground with a note on it that said "Know hereby that this country is claimed by Great Britain as part of its territories and that the N.W. Company of Merchants from Canada do hereby intend to erect a factory."

The British arrived at the mouth of the Columbia before the American overland party sent by Astor, but Astor's ship, the Tonquin, had arrived three months earlier and had begun building Ft. Astor. The British leader told the Tonquin's captain that Britain would not interfere with American trade in the territory west of the Cascade mountains if the Americans would not interfere east of the mountains.

The Native Americans presented no resistance to these “fort men” because of the business opportunity they afforded. Since the very survival of these early settlers depended on the Chinook, neither they nor the other Native Americans in the interior of Oregon would have reason to feel threatened by the newcomers. They had no way of understanding the size or power of the nations behind the white men or of imagining how they would eventually lose all of the land on which their people had lived from time immemorial.

Trade was soon interrupted when the United States entered into war with Britain—the War of 1812. Astor’s men heard that a Royal Navy ship had been sent to claim the trading post that they had set up, so they decided to sell the Pacific Fur Company to the North West Company in August of 1813 before it was too late. In October the British naval ship arrived. The British flag was raised and Ft. Astoria was renamed Ft. George in honor of King George III.

After the war of 1812 the British wanted to make a deal. They would keep the land north of the Columbia and give up the land south of the Columbia to the United States. The U.S., however, wanted the land all the way north to Puget Sound because it was the best deep-sea port north of Mexican territory. Unable to reach a compromise, in 1818 the two countries agreed to joint occupation of the entire Pacific Northwest.

At that time Astor could have retaken his trading post, but he no longer had any interest in it. Eventually, trading operations were moved to Ft. Vancouver, further inland along the Columbia River (just north of today’s city of Portland) and Ft. George was abandoned.

In the decades that followed, the attraction of bountiful land and rich resources drew families, as well as adventurers and businessmen, to the Oregon Country in large numbers. The Native Americans were unable to resist them by force, and the treaties they had signed did not save their ancestral lands from disappearing. The settlers in the area that is now the state of Oregon declared a provisional government in 1843. In 1846, Great Britain finally ceded the territory south of the 49th parallel, which became the boundary between the United States and Canada (which also included the state of Washington). Congress passed the Oregon Donation Land Law in 1850, encouraging many more whites to move to Oregon, and the Indian Treaty Law made it possible for agents to move tribes to make way for white farmers. The State of Oregon was admitted to the union in 1859.

Claiming the Land

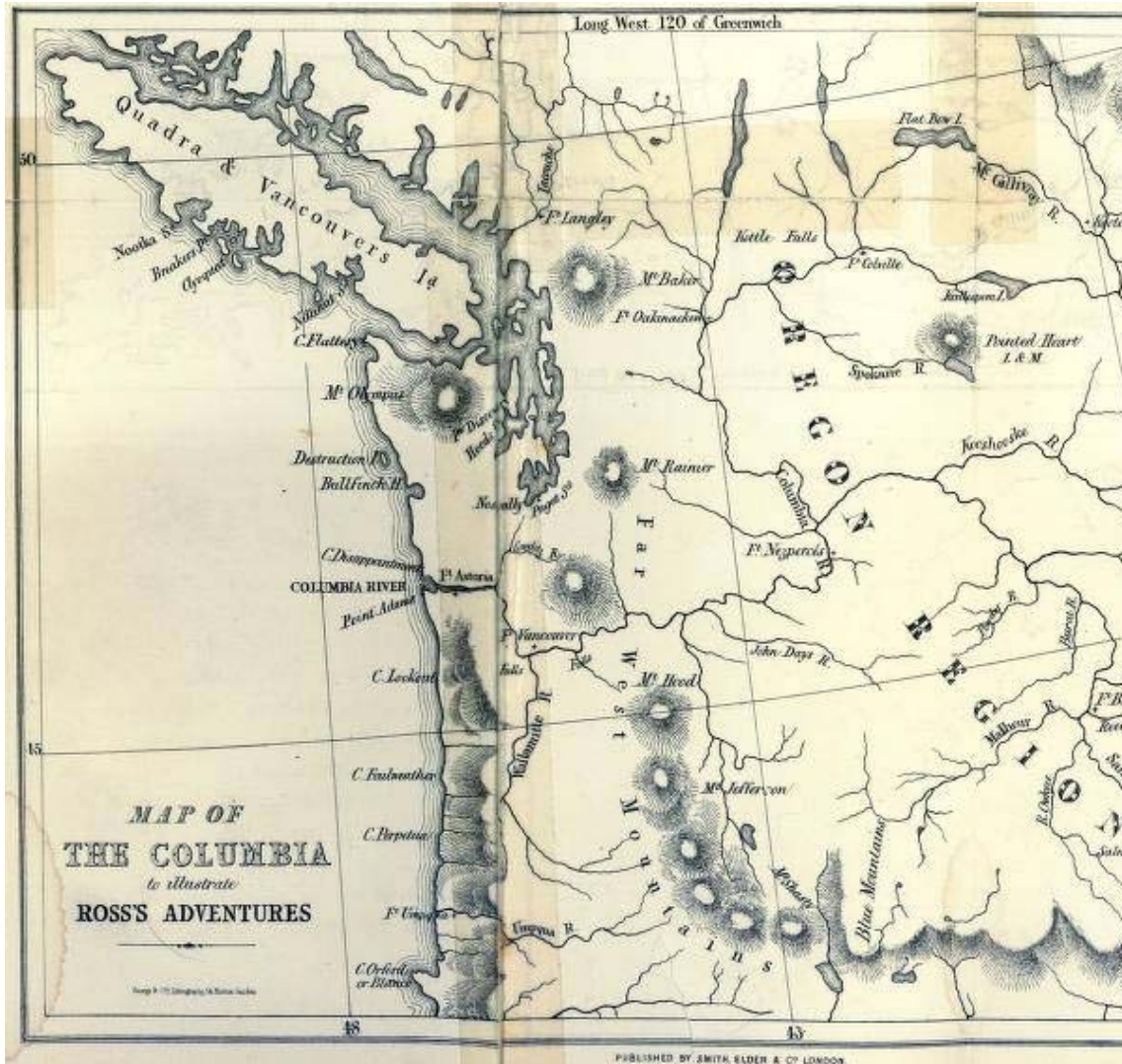
Forts, Furs and Flags: A Study of Early Oregon Land Ownership

Introduction Classroom Activity

Mapping Astoria

Mapping Astoria

Note to Teacher: Use as a preview to the DBQ and drama.



Alexander Ross 1849

- Break classroom into small groups.
- Give each group a copy of the above map.
- Ask students to discuss the location of Astoria and create a list of benefits its location would have had to early explorers and settlers in the early 1800s. Students will note its location to the Pacific, the Columbia, and inlet rivers, and the benefit this would have had to trade.
- Each group will share findings with the rest of the class.
- In a class discussion, ask students why Astoria became sought after to be controlled, or “owned” by the British, Americans during the early 1800s.

Claiming the Land:

Forts, Furs and Flags: A study of early Oregon land ownership

Document-Based Question Exercise

Who Has Ownership?

Directions: Given the following situations, decide who has rightful ownership. **Be prepared to discuss your decision.**

1. You are issued a locker at the beginning of the school year. You use it for your schoolbooks and decorate it with pictures to match your personality. Six months later the school notifies all students that you can no longer decorate lockers. The students feel this is unfair because it is their locker, but the principal says the locker belongs to the school.

Who owns the locker?

2. Your parents do not like your choice of music. You decide to hang up a poster of your favorite band and your parents get angry. They demand that you get rid of the poster. You say it is your room and you have the right to put up anything you want but your parents disagree.

Do the parents have the right to demand the poster be removed?

3. Because it is so expensive, you and two of your friends decide to buy the video game Rock Band together. Everyone has a Playstation needed to play the game.

How will you decide ownership for the videogame?

Document Based Question: Claiming the Land – Ownership of Astoria

Background: This is intended for complete teacher background. Use as much or as little as needed. Teachers are also encouraged to use the documents best suited for their students.

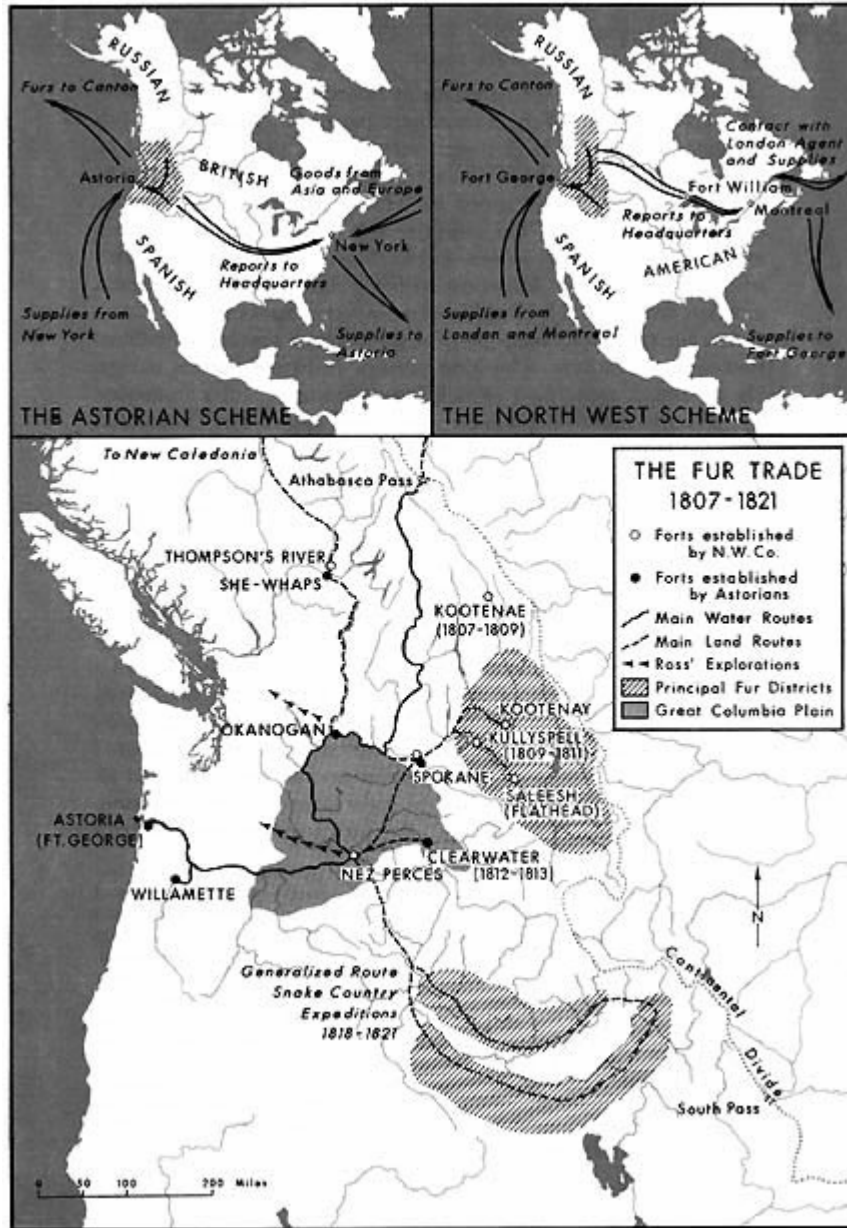
By the late 1700's, many traders were interested in the area called the Oregon Country, and a number of nations were interested in planting their flags, or at least preventing others from planting their flags in the Oregon Country as well. The Oregon Country is what we now call the Pacific Northwest region of North America, the region west of the Continental Divide from northern California to the southern tip of Alaska. Today it includes the places we call British Columbia, Washington, Oregon, and Idaho, as well as parts of Montana and Wyoming.

A temperate rainforest, the Oregon Country was full of beaver, the animal whose pelts were used to create top hats. By the late 1500's, the beaver was already extinct in Western Europe and was close to extinction in Scandinavia and Russia. The North American fur trade became the source for pelts for another 200 years. The Oregon Country was also desirable because the coast could provide ports that would serve as centers for trade with Asia. Trappers and traders and the countries they came from— Spain, Russia, Britain and its Canadian colonies, and the United States— all had economic and political interests in the Oregon Country, but it wasn't clear who would have control of the region.

The fur trade in the Oregon Country began in 1778 when the British explorer Captain Cook began the trade for sea otter. The Spanish traded for furs from the Spanish territory we now call California and the Russians traded along the most northern part of the Pacific coast, including Alaska. The American Robert Gray sailed up the Columbia River in 1792 and traded for furs with the Chinook. It has been estimated that about 18,000 skins a year were taken from the Oregon Country as part of world trading route called the China Circuit.

The U.S. and Canadian British colonies traded items with the Native Americans and trappers for fur. The British transported the furs across the Pacific, to the Chinese in trade for tea, textiles, silk, and porcelain. These items were all shipped back to the U.S. and Canadian colonies and sold for a good profit.

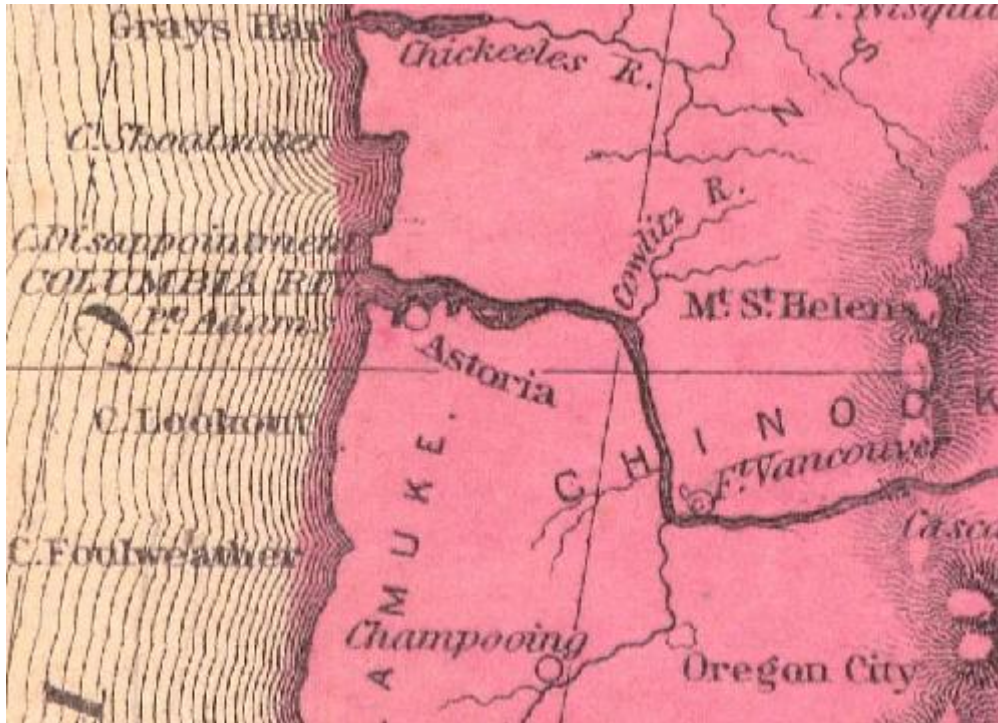
The trade route is shown in the following map:



Astorian vs. Northwest Company Trade Schemes for Northwest Furs. From D.W. Meinig, *The Great Columbia Plain: A Historical Geography*. Seattle: University of Washington Press, 1968. Map 8, p. 49. John Fonda, Cartographer. Source: <http://www.washington.edu/uwired/outreach/cspn/Website/Course%20Index/Lessons/4/Astoria%20Graphics.html>.

John Jacob Astor, the founder of the American Fur Company, was a rival of the British North West Trading Company. Before setting up his company Astor was able to meet with President Jefferson who promised him “general support” and protection from any hostilities from the British. He formed the Pacific Fur Company to create a permanent American settlement at the mouth of the Columbia River. Astor sent two groups of men, one group by sea on the *Tonquin*, and one by land.

Meanwhile, a group from the British Canadian North West Company was traveling down the Columbia River from its headwaters in Canada to the Pacific. At the junction of the Columbia and Snake rivers, the group's leader stopped and pushed a pole into the ground with a note on it that said "Know hereby that this country is claimed by Great Britain as part of its territories and that the N.W. Company of Merchants from Canada do hereby intend to erect a factory."



Sherman and Smith. *Western Territories of the United States*, c. 1844. New York: Pratt, Woodford & Co. Source: <http://alabamamaps.ua.edu/historicalmaps/west/>. Note: Map has been zoomed in to an area encompassing Astoria on the western coast of the Columbia River, Ft. Vancouver further inland, Oregon City and Champooing/Champoeg (original scale 1:5,871,000).

The British arrived at the mouth of the Columbia before the American overland party sent by Astor, but his ship, the *Tonquin*, had arrived three months earlier and begun building Ft. Astor. The British leader told the *Tonquin's* captain that Britain would not interfere with American trade in the territory west of the Cascade mountains if the Americans would not interfere east of the mountains.

Eventually, the fur trade began, but it was soon interrupted when the United States entered into war with Britain—the War of 1812. Astor's men had heard that a Royal Navy ship had been sent to claim the trading post that they had set up, so they decided to sell the Pacific Fur Company to the North West Company in August of 1813 before it was too late. In October the British ship arrived. The British flag was raised and Ft. Astoria was renamed Ft. George in honor of King George III.

After the war of 1812 the British wanted to make a deal. They would keep the land north of the Columbia and give up the land south of the Columbia to the United States. The U.S., however, wanted the land all the way north to Puget Sound because it was the best deep-sea port north of

Mexican territory. Unable to reach a compromise, in 1818 the two countries agreed to joint occupation of the entire Pacific Northwest.



Source: Boundary files from the *Atlas of the Historical Geography of the United States*. Published by the Carnegie Institution of Washington and the American Geographical Society of New York, 1932. Map created by the Institute of Portland Metropolitan Studies (2007).

In 1821 the North West Trading Company became a part of the more established Hudson's Bay Company. Trading operations were moved to Ft. Vancouver, further up the Columbia River (just north of today's city of Portland) and Ft. George was abandoned in 1825.

In the decades that followed Americans moved to the Oregon territory in large numbers. The settlers in the area that is now the state of Oregon declared a provisional government in 1843. In 1846, Great Britain finally ceded the territory south of the 49th parallel, which became the boundary between the United States and Canada. Oregon was admitted to the union in 1859.

Document Based Question: Using the following documents and the background narrative, what determines "ownership?"

Document A: Native American Chief Muttaak’s Opinion on Land Ownership, 1701.

Muttaak was an Algonkian chief (in the Massachusetts area) who issued a written order in 1701 to his people not to “sell” land to the Englishmen.

“I Muttaak and my chief men and my children and my people, these are our lands. Forever we own them, and our posterity forever shall own them. I Muttaak and we the chief men, and with our children and all our people, have agreed that no one sell land. But if anyone larcenously sells land, you shall take your land, because it is forever your possession.”

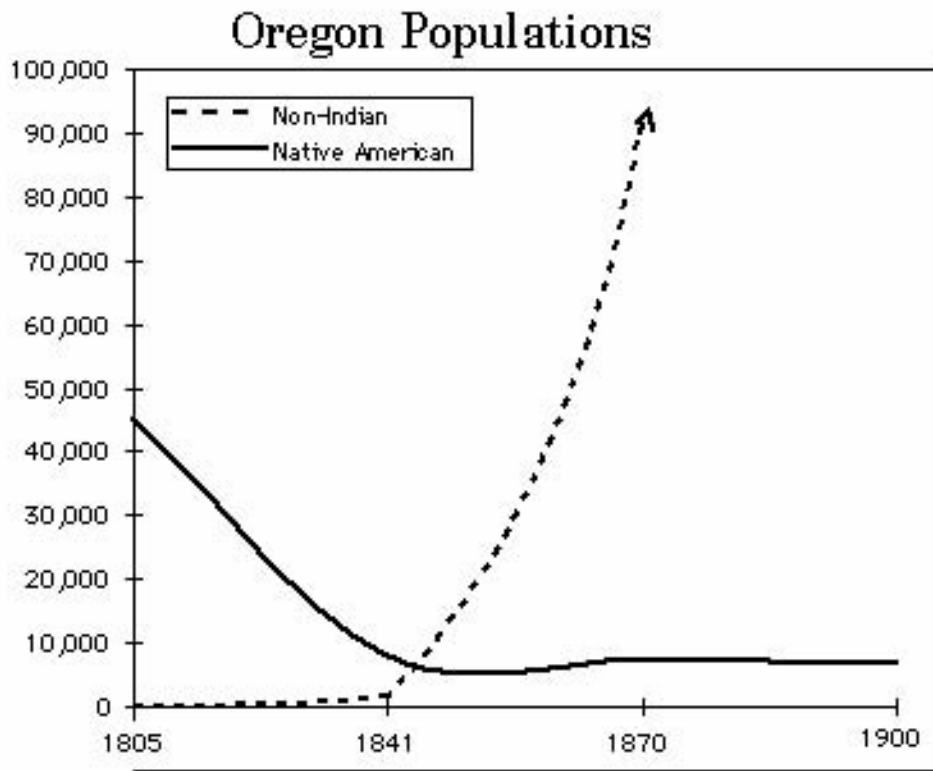
- 1. Explain Muttaak’s belief of land ownership.**
- 2. Why is Muttaak making this statement and to whom?**
- 3. What does Muttaak mean by “larcenously sells land?”**

Document B: Robert Stuart’s overview of the Chinook, “They Possess Their Present Lands and Situation From Time Immemorial,” 1811.

“...They informed us that Capt. Gray of the Ship Columbia, from Boston, was the first White who entered the River [on May 11, 1792]; on the vessels first appearance in the offing, they were very much surprised and alarmed, but after her entering and anchoring in the river, they were all seized with such consternation as to abandon their village, leaving only a few old people who could not follow; some imagined that the ship must be some overgrown monster come to devour them, while others supposed her to be a floating island inhabited by cannibals, sent by the great spirit to destroy them and ravage their country...however a Boats crew soon went ashore, who by their mild behavior, and distributing a few trinkets, succeeded in assuring the old people of their friendly intentions, which they soon found means to communicate to the fugitives, thus a friendly intercourse was immediately entered into, which has never since been interrupted.”

- 1. How did the Chinook react to the first ship to arrive on the Columbia River?**
- 2. How did the first white traders work to gain the Native Americans’ trust?**

Document C: Data on the population change in Oregon, 1805 – 1900.



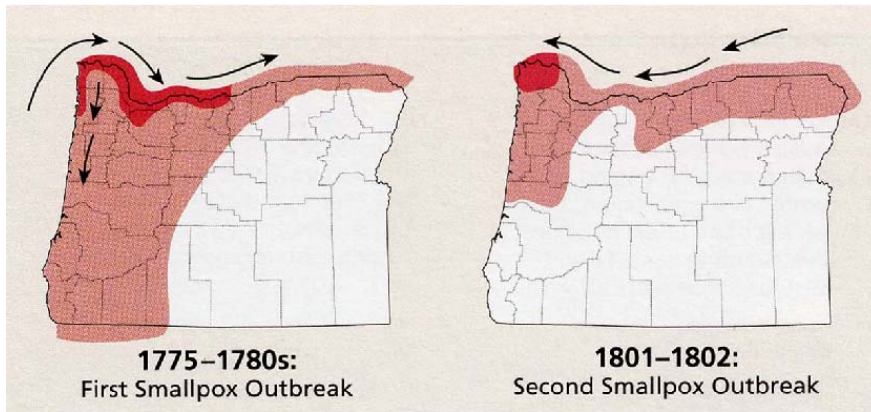
Public Broadcast Service

- 1. What is happening to the Non-Indian population? What is happening to the Native American population?**
- 2. What might have caused the change in the Native American population?**
- 3. How might rapid population decline impact ownership?**

Document D1: Missionary Reverend Samuel Parker, visiting the area of the Chinook/ Clatsop nations, 1835.

“Since the year 1829 probably seven-eighths, if not ...nine-tenths, have been swept away by disease, principally by fever and ague... in the burning stage of the fever they plunged themselves into the river, and continued in the water until the heat was allayed, and rarely survived the cold stage which followed. So many and so sudden were the deaths which occurred, that the shores were strewed with the unburied dead. Whole and large villages were depopulated; and some entire tribes have disappeared, the few remaining persons, if there were any, united themselves with other tribes. This great mortality extended not only from the vicinity of the Cascades to the shores of the Pacific, but far north and south.”

Document D2: Native Disease Map of the spread of smallpox (1775-1802).



The arrival of Europeans and white Americans on the Northwest Coast in the 1790s was the beginning of a rapid and steep decline in the fortunes of Oregon Indians, who had no immunity to Old World diseases. Smallpox was already in evidence by the time of Lewis and Clark's arrival in 1805; by 1825 either two or three smallpox epidemics had swept through parts of western and northern Oregon. (Atlans of Oregon, 2001, page 16)

- 1. How did the disease brought by explorers and traders affect the nations of the Chinook and Clatsop?**
- 2. What is the implication for land ownership in the areas affected by smallpox?**

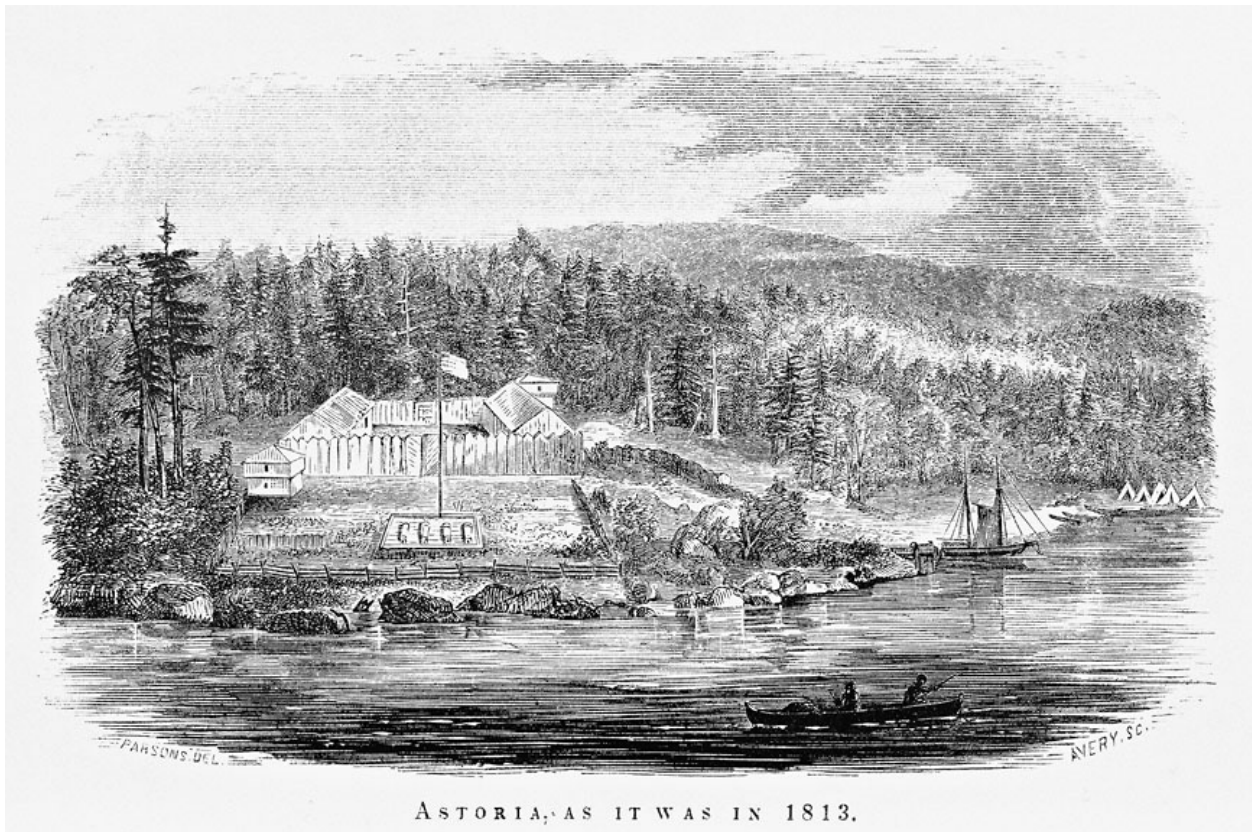
Document E: Franchere’s account of the first Canadian fur traders in Oregon Territory.

Franchere, an eye witness to the settlement of Fort Astoria, wrote a history of the place in 1820. Franchere was a Canadian employed by John Jacob Astor and the Pacific Fur Company who sailed on the Tonquin to Fort Astoria. In this statement, Franchere is retelling the tale of David Thompson, an employee of the British-Canadian NW Fur Company, a rival of the Pacific Fur Company.

“David Thompson stopped and planted a pole with a note on it: ‘Know hereby that this country is claimed by Great Britain as part of its territories and that the N.W. Company of Merchants from Canada do hereby intend to erect a factory.’ The party reached the mouth of the Columbia on July 15, 1811, three months after the arrival of the Tonquin.”

- 1. At the time Thompson planted the note, who could read and understand it?**
- 2. By planting the pole with the note attached, what was Thompson’s expectation?**
- 3. What is Thompson intending to do on the land and what is the consequence of this action?**

Document F: “Astoria as it was in 1813.” Source: Franchere, Gabriel. *Adventures at Astoria 1810 – 1814*. Published in 1820.



1. Who is living in Astoria in this image?
2. Is the flag at the fort significant? If so, why?
3. What purpose does the fort serve?

Document G: Map of major Native American groups in the year 1850



1. Where is Astoria located (review map in background narrative)?
2. Which Native American groups lived near Astoria? What do the boundaries shown on the map signify?
3. Are there any Native American towns on the map?

Document H: Supreme Court Opinion Statement, Johnson v. McIntosh, 1823.

This statement was delivered by the Chief Justice (Marshall) in an 1823 case in which the Supreme Court ruled that private citizens could not purchase lands directly from Native Americans. The Court determined that the US government had acquired title to the land based on the longstanding practices of European colonization, and therefore Native Americans could sell their land only to the US government.

“...But the tribes of Indians inhabiting this country were fierce savages, whose occupation was war, and whose subsistence was drawn chiefly from the forest. To leave them in possession of their country, was to leave the country a wilderness; to govern them as a distinct people, was impossible, because they were as brave and as high spirited as they were fierce, and were ready to repel by arms every attempt on their independence.

What was the inevitable consequence of this state of things? The Europeans were under the necessity either of abandoning the country, and relinquishing their pompous claims to it, or of enforcing those claims by the sword, and by the adoption of principles adapted to the condition of a people with whom it was impossible to mix, and who could not be governed as a distinct society, or of remaining in their neighbourhood, and exposing themselves and their families to the perpetual hazard of being massacred.”

- 1. How did the Supreme Court describe the Native Americans?**
- 2. According to the Supreme Court, who should own the land?**

Document I: Excerpt from the Treaty of 1818.

On October 20, 1818, in order to improve relations in the wake of the War of 1812, Great Britain and the United States agree to **peaceful coexistence** in the Pacific Northwest by signing the Convention of 1818 (commonly known as the Treaty of Joint Occupation) in London.

The treaty restrained both nations from seeking unfair advantage through accelerated settlement of the area, which was then dominated by the Hudson's Bay Company (of Great Britain).

It was amended in 1827, but the United States took a more aggressive posture after the Wilkes expedition of 1841. Rebellious American settlers in Oregon declared a provisional government in 1843, and Britain ceded the territory south of the 49th parallel to the U.S. in 1846.

Article 3 concerns the Pacific Northwest and reads:

"It is agreed, that any Country that may be claimed by either Party on the North West Coast of America, Westward of the Stony [Rocky] Mountains, shall, together with its Harbours, Bays, and Creeks, and the Navigation of all Rivers within the same, be free and open, for the term of ten Years from the date of the Signature of the present Convention, to the Vessels, Citizens, and Subjects of the Two Powers [United States and Great Britain]: it being well understood, that this Agreement is not to be construed to the Prejudice of any Claim, which either of the Two High Contracting Parties may have to any part of the said Country, nor shall it be taken to affect the Claims of any other Power or State to any part of the said Country; the only Object of The High Contracting Parties, in that respect, being to prevent disputes and differences amongst Themselves."

- 1. What was the purpose of the U.S. and Great Britain (High Contracting Parties) in governing the territory of Oregon?**
- 2. What would be the benefit for the United States and Great Britain to agree to 'joint occupation' and 'peaceful coexistence' of the territory?**
- 3. What does this document reveal about the British and American attitudes towards the Native American inhabitants, as well as the French fur traders in the territory?**

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Dramatic Piece

Introduction/Background

Note: There is a series of images that may be presented in a PowerPoint to assist in the presentation of this drama. These are displayed at the end of the unit. These may be used to enhance the presentation or may be omitted at the teacher's discretion. It is recommended that at least two background screens be provided to project multiple slides.

Introduction/Narration:

The year is 1813. The United States and Great Britain are in the midst of the War of 1812. In the territory that would later be known as Oregon, fur traders are making deals with each other and with the native peoples that would bring them the most profit. Fur traders in the region included members of John Jacob Astor's Pacific Fur Company stationed at Fort Astoria and British-Canadian members of the North West Fur Company.

In early 1813, the Chinook chief, Comcomly, understands the importance of an alliance with the white settlers. Observing the men at Fort Astoria, Comcomly chooses the American fur traders to establish relationships. This includes the union of Comcomly's daughter, Ilche, and a leader at Fort Astoria, Duncan McDougall.

Shortly after the marriage, the members of the Pacific Fur Company sell Fort Astoria to the British-Canadian Fur Traders in order to prevent it from being seized by the British Navy, then enroute to the Coast. Fort Astoria then becomes Fort George and the relationships between the British, Americans and the Chinook are forever be changed.

Project Slide #1 on screen one: Map of Astoria (if you chose to read this narration to the audience before presenting, project the first slide).

Cast

Duncan McDougall – American Fur Trader, Pacific Fur Company
John George McTavish – Canadian/British Fur Trader, North West Fur Company
Chief Comcomly – Chief of the Chinook Confederacy
Gassacop – Son of Chief Comcomly
Ilche – Daughter of Chief Comcomly and wife of McDougall
Captain William Black – British Naval Officer and Captain of the *HMS Raccoon*
John McDonald of Garth – Sailor on the *HMS Raccoon*
Francis Phillips – Clerk on the *HMS Raccoon*
Fur Trader #1 – Resident at Fort Astoria
John Campbell – New resident at Fort George (fictitious character)
Additional Chinook for Scene Three
Additional Fur Traders for Scene Four

Scene One: Fort Astoria

Setting: The scene opens inside a colonial era fort. One man (Fur Trader #1) stands watch at a parapet while other men, including Duncan McDougall and John George McTavish, are working within the fort. Some men may be holding conversation while others unpack furs

Project Slide #2 on screen one: Ship in the water.

Fur Trader #1

McDougall! There's a ship off the cape!

McDougall! Come take a look!

(Waves frantically with one arm
while holding a spyglass in the other)

Project Slide #3 on screen two: the parapet.

McDougall

Can you see the ship's colors?

Fur Trader #1

I can't see her flag.

(McDougall walks to Fur Trader #1
and takes his spyglass)

McDougall

Let me take a look. This could be good news or bad news, but at least we're going to get some answers. Go get McTavish and tell him there's a ship.

(McDougall stands watch and looks out using the spyglass while the Fur Trader leaves to find McTavish, as McTavish enters, McDougall is frustrated because he cannot see well)

McTavish

What's this about a ship? Whose ship is it?

McDougall

I can't see her colors. This blasted rain! The rain and the clouds are so thick I can't see our own flag from here.

McTavish

Let me look.

(Grabs the spyglass and looks out)

McDougall

Will this weather ever stop? All it does is rain! Rain and fog.

McTavish

I can't see it either. It could be anyone's ship.

McDougall

We've been expecting a British ship to arrive and take possession of the fort. But we only see one ship. Surely the British would send a merchant ship along with it carrying provisions for the fort. We barely have enough food to make it through the winter ourselves. There is no way we could feed sailors too. Hopefully, they'll bring us news.

McTavish

You're getting ahead of yourself. You can't start worrying about those details now; we don't even know whose ship it is. It could very well be an American war ship!

McDougall

That would be an interesting turn of events.

McTavish

Yes, and our deals could be thrown out. An American warship could take the fort and void

the sale of it to the North West company,
my company.

McDougall

And the Pacific Fur Company lives another day?

McTavish

Could be. Even though it was agreed a few
months ago to sell the fort to the North West
Company, the war between the British and the
Americans could change everything.

McDougall

It is hard to imagine that a war thousands of
miles away could have an effect in this remote
portion of the continent. But now who's getting
ahead of themselves? We have no reason to
suspect that the Americans even have an interest
in the fort. The American president said that he was not
going to support or protect us here.

McTavish

That may be, but if this weather keeps up, we're
not going to know if it is a British
ship or an American ship.

McDougall

What if...

McTavish

What if what?

McDougall

What if it was not a British ship, or an
American ship, but rather a privateer?

McTavish

A privateer, you mean pirates?

McDougall

You can't discount the possibility. It is not beyond reason to suspect. That ship out there could easily be full of rough sailors whose only aim is to rob our furs, burn down our fort, and if we're lucky, they'll let us live.

McTavish

I don't like this uncertainty.

McDougall

All our plans over the last season are tied to the identity of that ship out there.

(McDougall points towards the distant ship while McTavish looks again with the spyglass)

McTavish

Well, we can't sit here and ponder our possibilities. We need to find out. But first, we should keep the furs safe. British, American, or pirate, we don't want our labor to be stolen from us. Have some men take the furs in a boat down river to a safe location.

McDougall

Agreed. You and I and all the men at this fort endured many hardships collecting those furs. We took many risks, and no one wants to come out empty-handed no matter where their loyalty lies.

McTavish

Once the furs are moved out of the fort, take a detail of men in the long boat and row out to that ship. The future of the fort and our destiny is waiting your response from that voyage.

(The two men shake hands and McDougall exits the stage while McTavish takes one last look with the spyglass and exits in the opposite direction)

Scene Two: The Chinook Village, Comcomly's long house

Setting: Chief Comcomly is sitting on a cedar box beside a fire in the back of his long house as the scene begins. Many furs are lining the home. Comcomly's son Gassacop enters the long house.

Project Slide #4 on screen two: inside the long house.

Gassacop

Father, there is a lot of activity at the fort. Have you heard?

Comcomly

I have heard of the great canoe.

(Comcomly motions for Gassacop to sit before him)

Gassacop

Yes. I have seen it myself. It is like the ships that have passed near before. But this one is stopped across the river.

Comcomly

Is there only one?

Gassacop

Yes. And the whole fort is in a commotion. They look worried. I saw McDougall and the other man, King George's man McTavish, talking seriously. They seem quite concerned with the ship.

Comcomly

Are they making any moves to leave the fort?

Gassacop

I saw the men loading two canoes full of furs and send them up the river. Do you think they are abandoning the fort?

Comcomly

I'm not sure at this time, Gassacop.

Gassacop

Well the American McDougall better not be leaving with Ilche. She is one of us, and now that they are married, McDougall is bound to us.

Comcomly

Let us not rush into conclusions, my son.

Gassacop

But the men of the fort are troubled by the great canoe.

Comcomly

Yes. Yes I know.

Gassacop

And they are moving the furs. There must be trouble.

Comcomly

If there is trouble, we must be prepared for war.

Gassacop

War? Must we get involved with the Americans and the King's men? We don't even know who is on the great canoe.

Comcomly

But Gassacop, we are already involved. I control the trade in this land. No one can bring furs up the river without my permission. And it was I that allowed the Americans to build the fort. It was I that aided the Americans in the winter when food was scarce. And it was

I that gave Ilche, my daughter, to McDougall in marriage to strengthen the bonds between us and the Americans. I have gathered great wealth from the trade at the fort. If the great canoe threatens my land, we will kill them and throw their bodies back to the ocean from which they came.

Gassacop

Yes father. I will begin preparations.

(Gassacop rises and quickly exits the scene, leaving Comcomly to ponder his next move)

Scene Three: Fort Astoria

Setting: As the scene opens, Comcomly arrives with several of his warriors in front of Ilche and McDougall's cabin. Ilche sees her father from the window and rushes out to meet him.

Project Slide #5 on screen two: building at the fort.

Ilche

Father, I'm so glad to see you and the other warriors. The arrival of the ship has everyone here in such a stir. I'm not sure what to make of the commotion, but I feel safer now that you're here.

Comcomly

Ilche, my daughter, I would not abandon you, your husband McDougall, or this fort. We are prepared to defend the fort and our country from this ship and its men.

Ilche

You are strong, father, and I know that you could easily protect us. But I'm worried...

Comcomly

You should not worry, we will protect the fort.

Ilche

I'm not worried about you, father. I'm worried about the white men and my husband. They have made no preparation for the defense of the fort.

Comcomly

None?

(Comcomly looks inquisitively around the fort)

Ilche

They've spent the last few days in their cabins more worried about staying dry than the ship that is approaching.

Comcomly

Have they at least brought the powder up from the storehouse?

Ilche

I've only seen them leave the cabins to use the outhouse or get more firewood.

Comcomly

This can't be! Where is McDougall now? Tell him that we are here to help defend the fort.

(McDougall arrives at the cabin and is surprised to see Comcomly and his warriors)

McDougall

Comcomly—what is going on here?

Comcomly

My warriors and I are here to throw back those invaders. We will help your men with the defense of the fort. You married my daughter, and now you are one of my people. My people will not turn their back on you now.

McDougall

But that won't be necessary.

Comcomly

I have a plan. We will wait in hiding at the water's edge. When the invaders begin to unload their boats, we will attack. Their blood can wash away back to the ocean, never touching our land.

McDougall

We are not going to attack the ship, the British. The situation is much different than you think.

Comcomly

So these are in fact the King's men? You can't possibly allow these strangers onto our land—the land of the Chinook.

McDougall

The fort doesn't belong to us—I mean the Pacific Fur Company.

Comcomly

What? What is this you say?

McDougall

McTavish and his North West Company bought the fort.

Comcomly

When?

McDougall

During the summer it was agreed to sell the fort. When they came back in the fall, we gave them ownership.

Comcomly

And you kept that news from me??????

(Comcomly steps towards McDougall)

McDougall

We didn't want to sell the fort. We built this fort
and none of us are happy to be selling it.

Comcomly

But you didn't tell me. I come to the fort nearly
every day. I wondered why you avoided me at
times, but...

McDougall

Listen Comcomly, this isn't easy for any of us.
We didn't sacrifice years of our lives just to give
it away.

Comcomly

But you sold it to those men? You sold the fort?
What of my daughter? You married her to
strengthen the bonds between our people.

McDougall

And it has. Your daughter has made a wonderful
bride.

(Comcomly takes another step towards
McDougall and points at him)

Comcomly

She is more than a woman for your house—to
cook you food and keep you warm. Do you not
remember those days when your men brought
many gifts in front of me and I arranged for you
to marry Ilche? The marriage was for the strength
and protection of both our people, not for your fancy.

McDougall

I know Comcomly. Don't get angry with me.

Comcomly

Then don't anger me with your treasonous talk.
This land cannot be sold.

McDougall

There is a world beyond the Colombia River.
Beyond the Great Mountains. There are people
stronger than us that tell our company what to do.

Comcomly

What? Those few of the King' people who came
down the river? They were weak, they were poor,
they had no goods. They were nearly starving.
And you sold the fort to them?

(While speaking Comcomly points out but
returns to point his finger in McDougall's
chest)

McDougall

Yes, but..

Comcomly

And you gave them all your goods. For what?
And now that King George's ship is here, you
are going to let them carry you off into slavery!!!

McDougall

You don't understand, Comcomly!

Comcomly

No it is you who do not understand, McDougall.
We are not afraid of the King's people. I have
eight hundred warriors, and we will not
allow them to enslave you. The Americans are
our friends and allies. We will fight.

McDougall

But there is nothing to fight about. The fort is not ours. There will not be a fight.

Comcomly

My people grew strong from controlling the river. No one can sail on this river with my saying it is good. And we are not going to let our strength get ruined by your cowardness.

McDougall

Comcomly. You are a great man. A great warrior. A gentle leader of your people. A shrewd politician, a loving father. But I am no coward.

Comcomly

My dear Ilche, instead of getting a great warrior for a husband, you have married yourself a squaw.

(Comcomly storms away with his warriors while McDougall and Ilche are left in a stunned silence)

Scene Four: Fort Astoria/Fort George

Setting: Early evening at the fort. It is dark and cold and the men are gathering around the flagpole in the center of the fort in separate groups. You have the British, the American fur traders and the Chinook who are present. All have been participating in a celebratory feast for the British takeover of the fort.

Project Slide #6 on screen two: Astoria as it was in 1813.

McDonald

We should get this done.

McDougall

Is this really necessary? I mean we already gave Captain Black the fort.

McDonald

Captain Black is a King's man. He is bent on having a military takeover of the fort in the name of the Crown.

McDougall

Does he want us to fire some guns and run around?

McDonald

No, just take down the American flag.

(McDonald gestures to McDougall to take down the American Flag and McDougall complies)

McDougall

All right, I just wanted to know if he wanted a show. Do you have the Union Jack ready?

(McDonald produces the British Flag from his coat)

McDonald

Yes.

(Turns towards the group and calls to Black)

Captain Black, are you ready?

Black

(Black approaches the flagpole and as McDonald raises the British flag Black begins to speak)

On this day, December 12th, 1813 in the year of our Lord, I hereby declare this fort the possession of King George, and in his honor, this fort shall now be known as Fort George.

(Black produces a bottle and smashes it into the pole)

Three cheers to King George.

Crowd

Hip, hip, hoorah. Hip, hip, hoorah. Hip, hip hoorah.

(After the cheers the group breaks up into smaller conversations, the focus turns to McDougall and McTavish)

McDougall

You know McTavish, this was a lot of commotion over a small fort on the edge of nowhere. If it wasn't for the beaver, no man would want to live in such a place.

McTavish

You're right about that. The months of rain and cold, and the endless clouds will keep civilization from spreading here.

McDougall

I guess I'll never be civilized then. Ilche and I will still be here whether they call it Fort Astor, Fort George, or Fort Rains-a-lot. Until I get my fortune in furs, I'll be here.

McTavish

Well, you don't see me leaving any time soon.

(McTavish places his arm around McDougall's shoulder)

This lonely little fort is going to be my home too for a while. As long as the creeks are still full of beaver, there is no place else for me to go.

McDougall

Speaking of all those beavers, in the spring we should divide our efforts so that we're not trapping on the same streams.

McTavish

Agreed. I'll take the furs above the falls on the Willamette, and you can trap below.

McDougall

Cheers.

(The men walk off and the conversation turns to Black and McDonald)

Black

I can't believe this place. I was led to believe that Fort Astor was America's Gibraltar on the Columbia. A formidable outpost it is not!

McDonald

Definitely not. We could have leveled every building with our ship's guns in less than two hours.

Black

True, and I was prepared to do so. McDonald, I can't tell you how shocked I was this morning at first light and I could finally see the fort

McDonald

I believe your exact words Captain were, "is this *the fort*"—then you doubled up with laughter.

Black

Yes, I thought what I was looking at was a small fort and that the real fort must be somewhere else. I still can't believe that the Royal Navy sent me half way around the world to claim this miserable little fort for the King. And then to find out it was already sold. Where is my booty? Where are the spoils of war? One of the glories of war is the profit a captain can make by taking the enemies goods and selling them.

(Black turns to the men still celebrating)

Francis. Francis!

Phillips

Yes Captain?

Black

Mr. Phillips, how many furs did you find in the fort's stores?

Phillips

None but a few. The stores are empty.

Black

What am I supposed to confiscate, dirt?

McDonald

I bet those traitors hid the furs when they saw us coming.

Black

If I was laughing earlier, I'm mad now. I should have leveled this entire fort. I didn't join the Royal Navy for a pleasure cruise. What does it matter if this fort is sold or not?

Phillips

Since we are at war with the Americans, the North West Fur Company shouldn't have bought the fort in the first place. That's money to the enemy during time of war. It would have been better if they let us take it by force.

Black

Well, it is our duty and honor to serve the Crown. If the King wants this so-called fort, it is his now.

(Black, Phillips and McDonald rejoin the festivities and the conversations turns towards Ilche and Comcomly)

Ilche

Father, why do you look so bewildered. McDougall and I will still be here. You can still trade with the King's men.

Comcomly

Thank you for your words, Ilche, but what I don't understand is how the Americans have just sold themselves into slavery without a fight.

Ilche

McDougall says that there will still be trade at the fort.

Comcomly

The American's are our friends. We negotiated trade with the surrounding tribes for them. We controlled the mouth of the Great River, and thus controlled the trade on the river. And now? Now what will become of our trade? What will become of our land? What will become of our people?

(Scene ends as people stagger off the stage and out of the scene)

Scene Five: Fort George, Spring 1814

Setting: It is a few months later on a pleasant spring afternoon within the fort. McDougall is working on his canoe to prepare for an upcoming trapping expedition in front of his cabin when Ilche arrives arms laden with firewood.

Project Slide #7 on screen one (replacing the ship): Building at the fort.
Slide #6 is still projected on screen two.

Ilche

Now what are you working on?

McDougall

Just making sure my canoe is prepared for the spring trapping

Ilche

I am the daughter of a Chinook king!

(Drops the firewood in anger)

You professed to be a great chief, but I see
you hard at work everyday.

McDougall

There is always work to be done, Ilche.
This fort did not grow out of the forest but
was built by our labor.

Ilche

But your time is so fully employed that you
have scarcely time to eat your food, or to enjoy
the society of your wife a moment.

McDougall

But now is not the time to rest. There are beaver
to be trapped and fortunes to be earned.

Ilche

(Ilche gestures to a nearby pig in a puddle)

See there, that pig, that is the true chief; he has no
labor to perform, like a slave; when hungry,
his food is served up, he fills himself, he then
lies down in the soft mud, under the influence
of a warming rays of the sun, sleeps and takes
his comfort.

(Ignoring the dropped firewood, Ilche
storms off)

McDougall

(McDougall returns to working on his canoe
and speaks to himself)

The almighty God rewards men for their hard
labors. Every child knows that idle hands are
the Devil's playthings.

(As McDougall works, a newcomer to the
fort, John Campbell enters the scene)

Campbell

Hello!

McDougall

Hello stranger.

Campbell

McDougall?

McDougall

John, John Campbell? Is that you?

Campbell

In the flesh!

(McDougall stands up and the two friends
hardily embrace)

McDougall

I got word that you were on your way here, but
I never counted on you making the journey.
And look at all those furs!

Campbell

I got lucky south of the Columbia and filled two
canoes, but my luck ran out going down the rapids
and I lost the entire load on my second canoe.
Bless the Lord I made it out alive and saved one
canoe.

McDougall

Curse those rapids! Many men have died in
those rapids, and I know many more will. Ah,
John Campbell, it is nice to see you.

(McDougall gestures towards the fort)

Welcome to Fort George.

Campbell

Fort George? I though they called this place
Fort Astoria?

McDougall

(McDougall points to the British flag)

Didn't you notice the Union Jack? We sold the fort last year.

Campbell

British or American, it doesn't matter to me as long as I get money for these furs.

McDougall

Your timing is great. In a fortnight, a ship will be setting sail for Canton, China and they will be eager to fill the hold with furs.

(McDougall looks Campbell up and down)

You must be hungry.

Campbell

As hungry as a bear in the springtime.

(Campbell grabs his stomach)

McDougall

Ilche!

(Ilche appears from the cabin)

Ilche

Yes, husband?

McDougall

This is John Campbell. He needs some food.

(Turning back to Campbell)

You can unload your furs at the storehouse after you eat.

Campbell

Is that your wife? A native?

(Campbell has a look of surprise)

McDougall

You have a lot to learn, John. Life out here is rough, and I would not have survived if it wasn't for the native's help. Most of the men here married natives as a necessity of life.

Campbell

(Campbell looks around the fort and sees Comcomly walking out of the storehouse, Comcomly is dressed in a red British army coat, a Chinese hat, white shirt, a cravat, trousers, cotton stockings and European shoes)

Whoa! Who is that guy?

McDougall

Who?

(McDougall looks around)

Campbell

(Campbell points at Comcomly)

That fancy Indian wearing a red British army coat, a Chinese hat, white shirt, a cravat, trousers, cotton stockings and a fine pair of shoes.

McDougall

Oh, him. Well, that's King Comcomly, the most powerful Chinook in the area. He commands the natives in this area and has been seen parading with 300 slaves and 800 warriors.

Campbell

What? What is he doing here?

McDougall

I have a lot to explain about this place.

(McDougall places his arm around
Campbell's shoulder and leads him towards
his cabin for dinner)

King Comcomly is getting rich from the trade
coming in and out of the fort. He controls the
native trade for us.

Campbell

I guess I do have a lot to learn about his place.
Have you spoken with him?

McDougall

Oh yes.

He's not only the most powerful Indian,
he's also my father-in-law!

(McDougall chuckles)

(The men enter the cabin as the scene ends)

END PLAY

Debriefing Questions for the Claiming the Land Drama:

1. How did each of the parties involved view their relationship with the land and Astoria?
 - McDougall and the Pacific Fur Company
 - McTavish and the Northwest Fur Company
 - Comcomly and the Chinook
 - Black and the British Military
2. Why was Comcomly so upset at McDougall's actions (selling the fort)?
3. How did each of the main parties' views about ownership of the land affect how they acted?
4. What is significant about Comcomly's clothing in the last scene?
5. Where were McDougall and McTavish's loyalties in the end? Did they care what flag was flying at the fort? Why or why not?
6. Did life at the fort change much after it was taken over by the British?
7. Explain the significance of the move to sell the Pacific Fur Company to the Northwest Fur Company.
8. Do you think that possession of the fort at Astoria was important for Great Britain?

Teacher Note: See the additional classroom activities for ideas on how to expand on the concepts about ownership and possession of land presented in the DBQ and the Drama.

Claiming the Land

Forts, Furs and Flags: A Study of Early Oregon Land Ownership

Classroom Activities

Additional classroom activities to be used as extensions for Forts, Furs and Flags: A study of early Oregon land ownership.

1. Working in small groups, research the routes taken by early Oregon explorers. Explorers may include Robert Gray, Lewis and Clark, and possibly settlers traveling the Oregon Trail. Plot each route on an Oregon map. Groups present their explorer's route, including the purpose of the exploration, and variety of physical features the explorer encountered. After students have presented, ask students to compare and contrast the explorations. Ask how the physical features the explorers and settlers encountered along their journey of the Oregon landscape influenced the routes taken.
2. Write a letter to someone back home, in the east, and describe life at Fort Astoria as a fur trapper. Explain interactions among the Canadians, Americans, and Native Americans. Include a visual appropriate to the landscape surrounding Fort Astoria.
3. Display historical photographs of Native American jewelry. Use large beads and strips of leather to recreate necklaces many Native American women made to wear or for trade.
4. Create murals of the journey to Fort Astoria, and of life at Fort Astoria.
5. Create a typical "trail meal" for lunch: dried bread, bacon and cold beans. Ask students to imagine having that same meal for breakfast, lunch and dinner for weeks at a time.
6. Create, with students, trail bread. Use 1 cup flour, 1-½ tsp. baking powder, ¼ tsp. salt, 3 tablespoons shortening, and ½ cup milk. Mix flour, baking powder, salt and shortening until it resembles coarse meal. Using a fork, stir the milk into the flour mixture until a loose dough forms. Coat a skillet with shortening. Drop heaping tablespoons of dough onto the hot skillet. Cover and let the biscuits cook on high for 2 minutes. Reduce the heat to very low and let cook, covered, for 20 minutes. Turn each biscuit over and cook for 10 more minutes. Serve immediately. Tell students that if the bread becomes doughy on the inside, and burned on the outside, not to worry. That's what it was like many times for those traveling westward on the trail too!
7. Ask students to compare a modern-day map with the route of the Oregon Trail. First have them find Independence, Missouri, then Oregon City, Oregon. Ask what major roads would be taken today to make the journey. Are the roads close to the Oregon Trail?
8. Figure out how many steps it took for an emigrant to walk to Oregon. First, ask students to measure one of their normal steps from front heel to back heel. How many inches is it? Next, divide 63,360 (the number of inches in a mile) by that number. That is the number of steps in a mile. Multiply the number of steps by 2,000 miles (the distance from Missouri to Oregon City). The answer students find is the number of steps it would take to walk from Missouri to Oregon.
9. To help students to understand what life was like for the pioneers, ask them to try going through an evening, or week, without using any modern conveniences, such as television, cell phones, computers, sound systems, etc. Have students write a reflection of what was given up, and how life may have been for the pioneers.

Claiming the Land

Forts, Furs and Flags: A Study of Early Oregon Land Ownership

Annotated Bibliography

Annotated Bibliography

Books

Ambrose, Stephen E. *Lewis and Clark: Voyage of Discovery*. Photographer Sam Abell. National Geographic, 2002.

While historian Stephen E. Ambrose was accused of a number of instances of plagiarism in other works, and while he does not provide a bibliography for this book, it has its uses in a middle school social studies classroom. The many wonderful illustrations and Sam Abell's spectacular photographs of the land along the Trail may help students to imagine what the Corps of Discovery and other early explorers saw, and the author's use of journal entries adds to the sense of what the adventure might really have been like. The author's inclusion of his own family's experience along the Trail is interesting enough to encourage some students to reflect on why people might take themselves on geographical and historical journeys

Beckham, Stephen D., Ed. *Oregon Indians, Voices from Two Centuries*. Corvallis, OR: Oregon State University Press. 2006.

Stephen Beckham, well-known historian of the Northwest and of Native Americans, collected documents for forty years in order to assemble a chronological history from the perspective of the Native American people of Oregon. From first encounters to Kennewick Man, this story is told through oral tales, written dictation, minutes of treaty councils, statements to congressional committees, letters, quotes in newspaper articles, depositions, and court testimony. David M. Liberty, reviewing this book in the *Oregon Historical Quarterly* (Spring, 2007) said: "A historian can view the past dispassionately in the interest of representing it as accurately as possible. This book cries out for an opinion to be formed and a course of action to be taken in order to right horrible injustices. Clearly, the author is sympathetic in his presentation of Indian history. This book can help bring a better understanding of Oregon history to non-Indians, and I highly recommend it for that purpose."

Calloway, Colin G., Ed. *The World Turned Upside Down: Indian Voices from Early America*. Boston & New York: Bedford/St. Martin's Press, 1994.

Author of twelve volumes on Native Americans, Calloway has collected letters, speeches, and records of treaty negotiations from the colonial period until the late eighteenth century in order to provide Native American perspectives. Of interest to teachers who would like students to understand historical thinking, are an introduction in which the editor discusses sourcing and interpretation, overviews for each chapter, and comments on the context and significance of each document. Maps, illustrations, and a bibliography are also included.

Franchere, Gabriel. *Adventures at Astoria 1810 – 1814*. Translated and Edited by Hoyt C. Franshere. Norman: University of Oklahoma Press, 1967.

Gabriel Franchere, a Montreal-born explorer, worked for five years for John Jacob Astor in his Pacific Fur Company enterprise, arriving on Astor's ship, the *Tonquin*, at the mouth of the Columbia where Ft. Astoria was built, and remaining to witness the sale of the trading post to the Northwest Company. His journal, written from 1810 to 1814, was the first history of the expedition. The book includes descriptions of Native Americans, the interior of Oregon, and other early forts, as well as descriptions of Hawaii, where the *Tonquin*

picked up Hawaiian workers on its journey to the Columbia. It was a significant resource for Washington Irving's account, but according to Benjamin F. Gilbert's review in the *American Historical Review* [Vol. 73, No. 5, (Jun., 1968), pp. 1635,] Franchere "refuted flaws" in Irving's book.

Irving, Washington. *Astoria: Or, Anecdotes of an Enterprise Beyond the Rocky Mountains*. Edited by Edgeley W. Todd. 1835; reprint; Norman: University of Oklahoma Press, 1964.

Written at the behest of John Jacob Astor, to immortalize his enterprise, this book was a bestseller in the 1830's. While some see it as a useful source, because the author used first-hand accounts, including oral interviews and journals of the Astorians, others see it as romantic and something less than authentic, as some aspects of the account appear to be fictionalized.

Jones, Robert F. *Annals of Astoria: The Headquarters Log of the Pacific Fur Company on the Columbia River, 1811-1813*. New York: Fordham University Press, 1999.

The journal of Duncan McDougall, a partner of the Pacific Fur Company at Ft. Astoria, documents the day-to-day operations at the trading post. Robert F. Jones provides an introduction, background, illustrations, and differing perspectives from other historical sources. Several maps and illustrations. The Oregon Historical Society says that this book "presents perhaps the most accurate account of the Astorian enterprise," and that while the author is not an expert on Northwest history, his "proficient" annotations illuminate the "complex web of Native-newcomer relations."

Miller, John. *Native America, Discovered and Conquered: Thomas Jefferson, Lewis & Clark and Manifest Destiny*. Westport, Connecticut: Praeger Publishers, 2006.

Miller contends that Divine Right European monarchs developed the Doctrine of Discovery so that that through law, backed by religious ideas, they could gain power and legal rights over indigenous non-Christian peoples immediately upon "discovery" of the these peoples and their lands; he demonstrates how U.S. Supreme Court in *Johnson v. M'Intosh* in 1823, adopted this Doctrine; and contends that the Doctrine of Discovery, despite its religious and racist nature, is still being applied to Indians and American Indian Nations. A magna cum laude J.D. from Northwestern School of Law of Lewis & Clark College, Miller is also Eastern Shawnee Tribe and Chief Justice, Court of Appeals, Confederated Tribes of the Grande Ronde Community of Oregon. American Library Association journal, *Choice, Current Reviews for Academic Libraries* gave Miller's book its highest recommendation and calls it an "important" book that provides "consistent" evidence that Jefferson patterned expansion on the religious and legal concept of "discovery" and set up the process of removal to support it. *Oregon Historical Quarterly* says that the author adds to the historiography and provides insight into contemporary ramifications, as well as offering "an honorable way out of the legal miasma produced by two centuries of adherence to the doctrine." Carole Goldberg (Professor, University of California, Los Angeles, Law School) and co-author of *American Indian Law: Native Nations and the Federal System* says that the book forces readers to confront the "consistent deployment" of the Doctrine of Discovery "in the guise of law."

Ramsey, Jarold, ed. *Coyote Was Going There: Indian Literature of the Oregon Country*. Seattle: University of Washington Press, 1980.

An anthology of legends, songs, memoirs, and treaty speeches, transcribed and translated by scholars, *Coyote was Going There* shows the humor and imagination of distinct Native American groups of six regions of Oregon. It is illustrated with maps, illustrations, and tribal photographs with explanatory notes, and an index of motifs is also provided. Mary Jane Young's review in the *Journal of American Folklore* [Vol. 93, No. 368 (Apr. - Jun., 1980), pp. 194-196] emphasizes that the book was written for the general public, so that while it is accurate and informative, it is also readable and enjoyable, and not overly academic.

Ronda, James P. *Astoria and Empire*. Lincoln: University of Nebraska Press, 1990.

This book provides a very detailed account of Astoria that is based on hundreds of books, articles, government documents, and primary source documents. A review by John L. Allen in the *Journal of American History* (Vol. 78, No. 2 (Sep., 1991), pp. 657-658) calls *Astoria and Empire* a "meticulously crafted" book. One highlight for the young reader might be the many detailed descriptions of the activities of the individual and culturally diverse characters in the fur trade. However, as the reviewer notes, Rhonda never fails to return to the larger context in which these characters play out their roles in the drama of territorial claims to Astoria and the Pacific Northwest.

Ross, Alexander. *Adventures of the First Settlers on the Oregon or Columbia River, 1810-1813*.

Robbins, William G., Ed. 1904; reprint; Corvallis: Oregon State University Press, 2000.

Alexander Ross, like other Astorians, wrote about his colorful experiences in the struggle for the Astoria trading post. While some consider his observations astute, his literary style did not always reflect the history documented by others and has been discredited by some. Professor Robbins calls the book "one of the charter literary documents for the Pacific Northwest."

Ruby, Robert H. and John A. Brown. *The Chinook Indians*. Norman: University of Oklahoma Press, 1976.

"King George's Fort and King Comcomly's Canoe" is one of the chapters of this book about the Native Americans who traded with Americans and Europeans on the Lower Columbia. The Oregon Historical Society considers this work to be the "standard text" on the Chinook Indians, whose geographic location made them the key native traders in both the overland and maritime trades. Earlier trade among Native American groups, possible voyages of Spanish, Russian, Chinese, and Japanese, and Lewis and Clark's contacts are also covered. Keith A. Murray's 1978 review in *The Western Historical Quarterly* indicates that much of the information about the Astorians came from Franchere and from Irving's rendition of the story, but also says that the book is an "excellent product of careful research and writing."

Websites

End of the Trail Interpretive Center. 2008. Last accessed June 14, 2008. Retrieved from <http://www.endoftheoregontrail.org/joomlaeotic/>.

The purpose of The End of the Trail Interpretive Center is to educate the public about the early settlement of the Pacific Northwest. The History 101 section includes a wide variety of articles based on many primary and secondary sources: "Before the Settlers," for example, includes information about Native American groups that is part of a Clackamas County History written by Patricia Kohlen for the American Local History Network and "Black Pioneers of the Pacific Northwest" came from an exhibit that was based on thirteen historical texts. The entire text of a book called *The Road to Oregon*, written by local historian and Oregon Trail immigrant descendant Dr. Jim Tompkins is included. The intended audience is from grades six and up, but the writing has few illustrations, a serious adult tone, a higher-level vocabulary, and more detail than one would expect to offer a sixth grader.

The Oregon Blue Book. 2008. Oregon State Archives. Last accessed June 14, 2008. Retrieved from <http://bluebook.state.or.us/default.htm>.

The Oregon Blue Book, the official state directory and fact book, is produced and updated by the Oregon State Archives, a division of the Secretary of State's Office, and it includes a history section under the Cultural tab. While densely summarized, the histories provide overviews that could be used to raise questions for further research.

The Oregon History Project. 2002. Oregon Historical Society. Last accessed June 14, 2008. Retrieved from <http://www.ohs.org/education/oregonhistory/index.cfm>.

The Oregon History Project is a reliable online resource about Oregon history for both teachers and students that includes historical narratives and biographies, lesson plans, artifacts from the Oregon Historical Society, and "historic viewers," interactive visual presentations of information. In Fall of 2008, an interactive timeline of Oregon history will be available.

Trail Tribes.Org. undated. The Lifelong Learning Project of the Center for Continuing Education of the University of Montana. Last accessed June 14, 2008. Retrieved from <http://www.trailtribes.org/>.

The Lifelong Learning Project of the Center for Continuing Education of the University of Montana created the content on this site, the purpose of which is to present "history with a tribal perspective" along the Oregon Trail. The traditional and contemporary cultures of each tribe and the history of the relationship of each tribe with the United States are presented in detail, mostly by way of quotations from primary sources, and with many illustrations that can be used by teachers to elucidate the text. The contemporary culture sections include extensive lists of annotated links, from websites created by teachers to PBS pages, as well as extensive annotated online bibliographies. The other two sections each include very extensive lists of works cited.

Articles published online

Aikin, Roger Cushing. "Paintings of Manifest Destiny: Mapping the Nation." *American Art*. Vol. 14, No. 3 (Autumn, 2000), pp. 79-89.

This is a collection of paintings that could be used to develop visual literacy as well as historical understanding about how a concept enters cultural awareness and expresses cultural values.

Baker, Jeff. Portland law professor has a new take on Lewis and Clark. *The Oregonian*. June 13, 2008. Last accessed June 15, 2008. Retrieved from <http://www.oregonlive.com>.

This is a newspaper review of John Miller's book, *Native America, Discovered and Conquered: Thomas Jefferson, Lewis & Clark and Manifest Destiny*. An everyday newspaper's interest in the writing of an historian on a subject that they are studying might interest students, and they might keep their eyes open for what they will discover to be frequent stories in the news about ideas and discoveries in history, geography, archaeology, etc.

Miller, John. "Manifest Destiny," Nov. 29, 2006. Last accessed June 14, 2008. Retrieved from http://lawlib.lclark.edu/blog/native_america/?p=20.

This is a short article, published on historian John Miller's Lewis and Clark Law Library blog. The fact that it is published on a blog may make it of particular interest to students, and it would be an excellent way for teachers to send letters to the author co-constructed with the class, a way to provide authenticity and gain insight into the historian's craft. Beyond the argument between the United States and Britain is a deeper question about ownership of land and the presumptions upon which both nations based their claims. In this article, Lewis and Clark professor John Miller provides a brief explanation of the term Doctrine of Discovery elaborated in his new book.

Miller, Robert J. "AGENTS OF EMPIRE Another look at The Lewis and Clark Expedition" Oregon State Bar Bulletin. Last accessed June 15, 2008. Retrieved from <http://www.orbar.org/publications/bulletin/04febmar/heritage.html>.

In this article for the online *State Bar Bulletin*, Miller explains his positions and introduces some of his evidence. Written for a more demanding audience, this article could provide both a higher reading level for students and also a way for teachers to have students look at how different audiences are addressed.

Resch, Linda D. and Linda C. Joseph. "Manifest Destiny: Clash of Cultures." April 2008. Retrieved from http://www.cyberbee.com/manifest_destiny/population.html.

This resource is a lesson plan for teaching manifest destiny and the settlement of the west. Within this unit, the authors provide a number of stats they retrieved from a retired PBS site on the Oregon Trail. Within these stats is a graph on the inverse population of Native Americans and white settlers. This worked perfectly as we prepared our document based question.

“Oregon History: Some Came by Sea.” *The Oregon Blue Book*. Oregon State Archives. Last accessed June 14, 2008. Retrieved from <http://bluebook.state.or.us/cultural/history/history05.htm>.

Spanish, Russian, and British exploration of the coastal Northwest is described; provides useful background for the DBQ in abbreviated form.

“Oregon History: Land-based Fur Trade and Exploration.” *The Oregon Blue Book*. Oregon State Archives. Last accessed June 14, 2008. Retrieved from <http://bluebook.state.or.us/cultural/history/history06.htm>.

An overview of the Lewis and Clark expedition, the British and American race to create a trading station at the mouth of the Columbia, the legacy of the Hudson Bay Company, naturalists in the Northwest, and the end of the fur trade; provides useful background and follow up for the DBQ in abbreviated form.

“Oregon History: Federal Interests.” *The Oregon Blue Book*. Oregon State Archives. Last accessed June 14, 2008. Retrieved from <http://bluebook.state.or.us/cultural/history/history07.htm>.

This article explains how, in 1823, Chief Justice John Marshall ruled, in *Johnson v. McIntosh*, that Native Americans were essentially less civilized than Europeans and therefore "discovery rights" legally dispossessed them of their lands.

Pratt, Julius W. “The Origin of ‘Manifest Destiny’.” *The American Historical Review*, Vol. 32, No. 4 (Jul., 1927), pp. 795-798.

Discussion of the origins of the term “manifest destiny” fits well within a discussion of the history of Oregon. This article, written in 1927, suggests that the term was first used by John Sullivan and seems to have entered civic discourse over the issue of ownership of Oregon by Britain and the United States.

Robbins, William G. “The Native Context and the Arrival of Other Peoples: The Astorians.” *The Oregon History Project*. Oregon Historical Society. Last accessed June 14, 2008. Retrieved from http://www.ohs.org/education/oregonhistory/narratives/subtopic.cfm?subtopic_ID=14.

William G. Robbins is Emeritus Distinguished Professor of History at Oregon State University. This article summarizes the most basic points about the British and American efforts to establish a fur trading post at the mouth of the Columbia and thus provides a good introduction for students. Three visual primary documents are included and each is linked to additional associated documents.

Robbins, William G. “The Native Context and the Arrival of Other Peoples: The Coming of Robert Gray.” *The Oregon History Project*. Oregon Historical Society. Last accessed June 14, 2008. Retrieved from

http://www.ohs.org/education/oregonhistory/narratives/subtopic.cfm?subtopic_ID=8.

While some sources paint Robert Gray’s early encounters on the Oregon coast as benevolent, Robbins provides evidence to the contrary. A good contrast to Document B, Robert Stuart’s overview of the Chinook, in which Gray’s arrival and subsequent relations are depicted as quite friendly, this pairing would provide an opportunity to “think like a historian.”

Rosen, Deborah Rosen. *American Historical Review*, 845-46 (June 2007).

Professor Rosen of Lafayette College reviews John Miller's *Native America, Discovered and Conquered: Thomas Jefferson, Lewis & Clark, and Manifest Destiny*, which she calls a "useful contribution to scholarship on Jefferson, Lewis & Clark, the Louisiana Purchase, the Pacific Northwest, American expansionism, and U.S. Indian policy." Most important to teachers may be the idea that "Using discovery as a primary context for understanding the course of U.S. claims to the Oregon territory also adds a new perspective on the history of that region."

Tate, Vernon D. "Spanish Documents Relating to the Voyage of the Raccoon to Astoria and San Francisco." *The Hispanic American Historical Review*, Vol. 18, No. 2 (May, 1938), pp. 183-191.

This interesting series of primary documents were included in the bibliography of Rhonda's *Astoria and Empire*. Using sections of Rhonda's book along with these documents could provide an opportunity for students to observe how a historian uses such documents and information moved around in a very different time from our own.

Digital Resources

Meacham, James E. and Erik B. Steiner. *Atlas of Oregon*. Eugene, OR: University of Oregon Press. 2001.

The *Atlas of Oregon* comes in both a hardcopy and CD-Rom with a complete reference for Oregon history. Looking at the five themes of geography, the *Atlas of Oregon* provides data on human geography, economy and physical landscape of Oregon. There are numerous maps and graphs easily accessible and perfect for classroom use.

DBQ Documents

Document A: Muttaak's Opinion on Land Ownership, 1701.

Source: Johnson, Daniel Morley. "Reflections on Historical and Contemporary Indigenist Approaches to Environmental Ethics in a Comparative Context." *Wicazo SA Review* 22:2, Fall 2007, p. 40. Available online at http://muse.jhu.edu/journals/wicazo_sa_review/v022/22.2johnson.html.

Document B: Robert Stuart's overview of the Chinook, "They Possess Their Present Lands and Situation From Time Immemorial," 1811

Source: Beckham, Stephen Dow, Ed. *Oregon Indians, Voices from Two Centuries*. Corvallis, OR: Oregon State University Press. 2006.

Document C: Data on the population change in Oregon, 1805 - 1900

Source: An archived PBS program on Manifest Destiny available at http://www.cyberbee.com/manifest_destiny/population.html.

Document D1: Missionary Reverend Samuel Parker, visiting the area of the Chinook/ Clatsop nations, 1835.

Source: *Columbia Magazine*, Fall 2005; Vol. 19, No. 3. Available online at <http://www.wshs.org/wshs/columbia/articles/0305-a3.htm>

Document D2: Native Disease Map of the spread of smallpox (1775-1802)

Source: *Atlas of Oregon*. Eugene, OR: University of Oregon Press, 2001, p. 16.

Document E: Franchere's account of the first Canadian fur traders in Oregon Territory.

Source: Franchere, Gabriel. *Adventures at Astoria 1810 – 1814*. Published in 1820. Translated and Edited by Hoyt C. Franshere. Norman: University of Okalahoma Press, 1967.

Document F: "Astoria as it was in 1813."

Source: Franchere, Gabriel. *Adventures at Astoria 1810 – 1814*. Published in 1820.

Document G: Map of major Native American groups in the year 1850.

Source: *Atlas of Oregon*. Eugene, OR: University of Oregon Press, 2001, p. 11.

Document H: Supreme Court Opinion Statement, Johnson v. McIntosh, 1823.

Source: New York University School of Law, Indigenous Peoples in International Law, Spring 2003. Available online at http://www.law.nyu.edu/kingsburyb/spring03/indigenousPeoples/classmaterials/class10/A.%20Johnson%20v_%20McIntosh.htm.

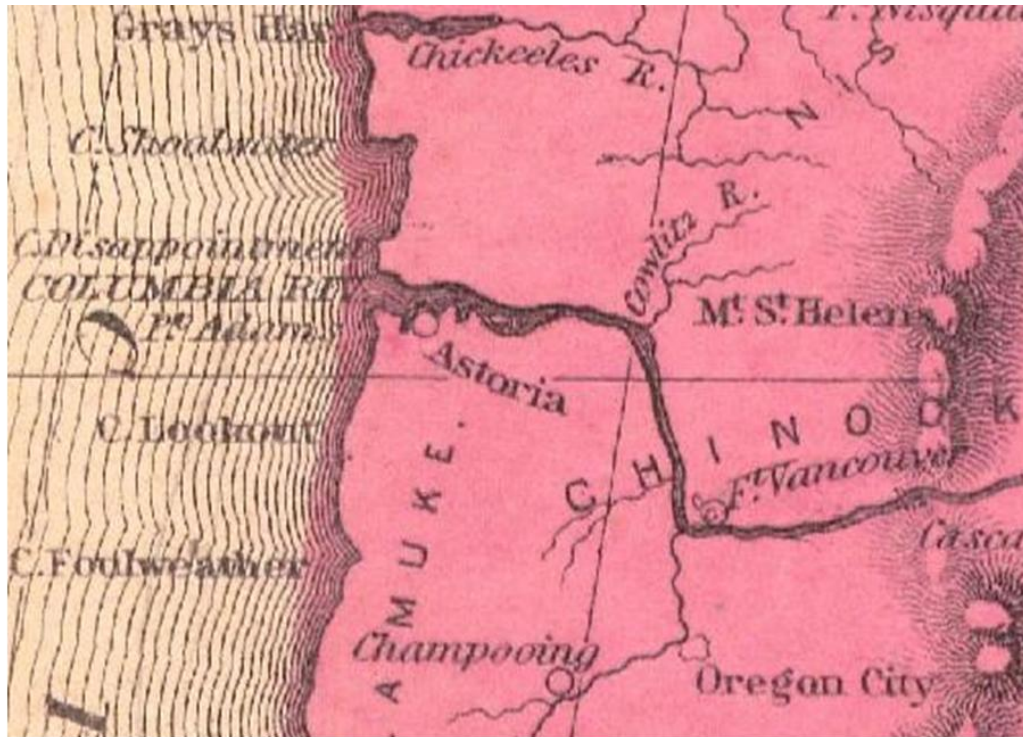
Document I: Excerpt from the Treaty of 1818.

Source: Avalon Project at Yale Law School. The treaty in its entirety in online at <http://www.yale.edu/lawweb/avalon/diplomacy/britain/conv1818.htm>.

Claiming the Land

Forts, Furs and Flags: A Study of Early Oregon Land Ownership

Drama Backdrop Slides



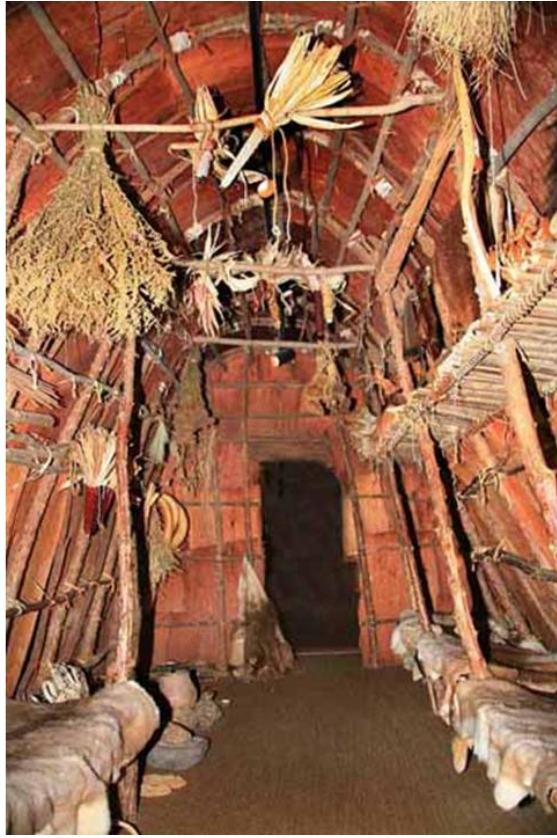
Sherman and Smith. *Western Territories of the United States*, c. 1844. New York: Pratt, Woodford & Co. Source: <http://alabamamaps.ua.edu/historicalmaps/west/>. Note: Map has been zoomed in to an area encompassing Astoria on the western coast of the Columbia River, Ft. Vancouver further inland, Oregon City and Chamboing/Champoeg (original scale 1:5,871,000).



British Frigate (1812): <http://www.gutenberg.org/files/18941/18941-h/images/image-8.jpg>



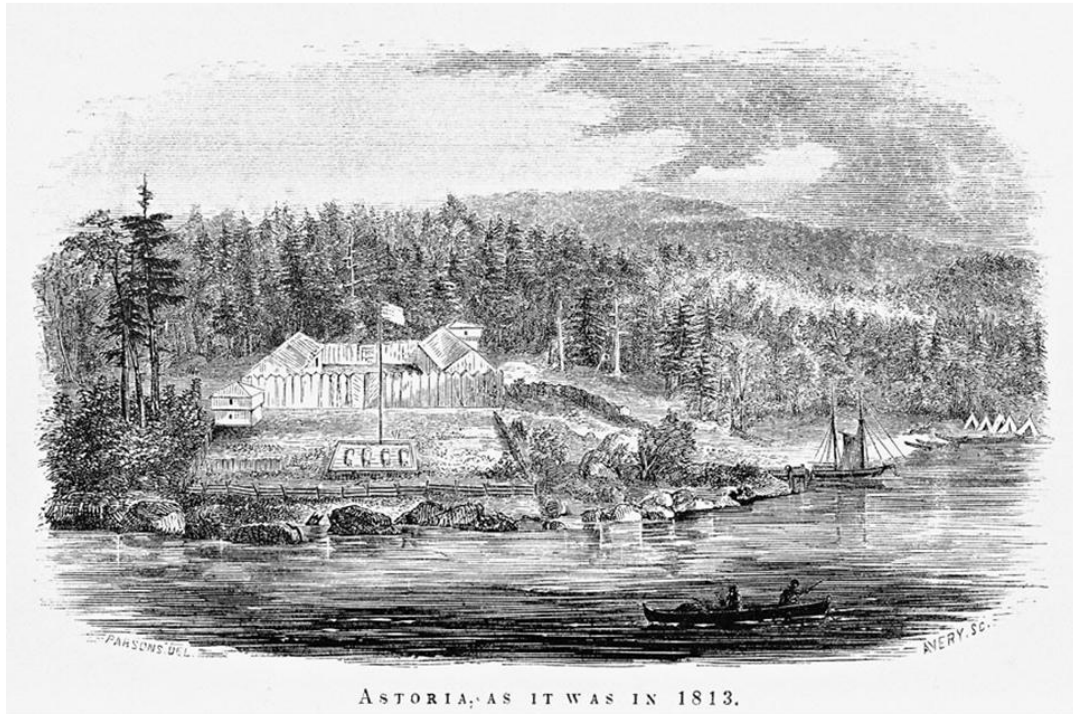
<http://www.nwcouncil.org/history/images/fortvancouver.jpg>



http://www.sciencecenterct.org/rbncape/images/longhouse_TALL.jpg



<http://www.waterplanet.ws/lewisandclark/12fortw.jpg>



ASTORIA, AS IT WAS IN 1813.

Franchere, Gabriel. *Adventures at Astoria 1810 – 1814*. Published in 1820.



<http://www.waterplanet.ws/lewisandclark/p12fortw.jpg>