



The OREGON STORY



The Oregon Story: Tribal Economy

Education Program

Susan Booth Larson, Author

Introduction

The story of Native American tribal economy in Oregon is one of the people who have lived in the land we call Oregon for over 8,000 years, their relationship with the natural resources they found here, and the capacity of the land. It's a story that highlights change initiated with European settlement of the area, the enthusiasm of invention and innovation, a vast palette of awe-inspiring resources, courage and optimism of heart and spirit, and lives carved out of the land. Yet it's also a story of displacement of native peoples, reduction and elimination of native plants and animals, and non-sustainable harvest of natural resources. It's a colorful story, and a complicated one. The Oregon story of tribal economy is a story about our use of a resource that has changed as we used it, and of the choices that face all Oregonians who live and work here.

Oregonians are known for their connection with the land. Post-European settlement in Oregon has been defined largely by our relationship with the region's abundant natural resources. These resources have provided the base of the state's economy. Yet increasingly, Oregon is being defined by its urban populations, and employment in the resource-based industries that have supported Oregonians since statehood is giving way to service, manufacturing, and professional positions.

Oregonians of all ages — both those who've lived here for generations and those newly arrived — are acknowledging that changes have occurred in the resource base, and are accepting that the face of Oregon as we now know it, the land and the people, has been altered hugely by the use of that resource base.

Our task now is to consider how we use and manage our natural resources in the next century. Our decision will affect Oregon economically, culturally, and environmentally. This is our challenge and our opportunity, and will form the legacy we leave to future generations.

Educational Objectives

The Oregon Public Broadcasting video program, *The Oregon Story: Tribal Economy*, contributes to understanding the land we know as Oregon today and the history of our involvement with it. It also raises important issues about the role of development in Oregon. Suggestions¹ provided in this guide demonstrate ways to support and supplement the exploration of this history in the context of Oregon Department of Education Content Standards and Benchmarks. Suggestions include activities, explorations, field excursions, and further adventures in reading and viewing.

The Oregon Story: Tribal Economy has five major objectives, which are to promote:

- Understanding about how Native American tribes and their economies have contributed to Oregon's history and development;
- Awareness about the traditions and way of life of tribal members who live and work in Oregon;
- A perspective about change that is occurring in Native American tribes in Oregon;
- Critical thinking about the care, use, and management of Oregon's natural resources;
- Incentive to celebrate the history, celebrate the present, and appreciate the possibilities of the future of Oregon.

¹ Many of the suggestions support Oregon Department of Education CIM and CAM benchmarks and performance standards.

Preview It

Preview the program for specific information and concepts relevant to your goals and materials, and to current events. Adapt the following suggestions for previewing activities, or create your own activities.

Synopsis of video: *The Oregon Story: Tribal Economy* deals with changes that have occurred recently in tribal economies, especially with the development of casinos on tribal land, and how this relates to the history and culture of Native Americans in Oregon.

ARE you a member of an Oregon tribe? Do you know members of a Native American tribe? Do you live near an Indian reservation or have you ever visited an Indian reservation in Oregon? What do you think makes life as a member of a Native American tribe unique?

DESCRIBE your understanding of life on an Indian reservation in Oregon. What advantages and disadvantages do you see to this way of life?

USE a road map to locate places considered in the video program. These places include: Grand Ronde, Spirit Mountain, Columbia River, Celilo Falls, The Dalles Dam, Coquille, Cow Creek, Umatilla, Siletz, Warm Springs, and Madras. Which of these places are located near you?

BRAINSTORM how your life is impacted by tribal economies in Oregon.

READ and compare Indian legends that tell stories about early life in Oregon. What is the purpose of the Indian legends? Create your own unique legend to explain how life in Oregon has changed for Indian people over the past 200 years and whether you believe these changes have been positive or negative.

View It

Adapt the following suggestions for emphasis while viewing the program or create your own activities, suggestions, and areas of focus. Remember to stop or pause, back up and review, and take time to replay the video to enhance the learning experience.

ANALYZE a map of Oregon and see where Indian reservations are located today. What land, water, and other natural resources are located on these lands?

FOCUS on the traditional values of the Indian people of Oregon and how they relate to time, ownership, nature, and the land. Consider, for example, cooperation, giving, respect for age, and harmony with nature. How do these values compare with the “typical lifestyle” of twenty-first century Oregon? What particular values do you want to enhance in your life and why?

COMPARE and contrast several Indian tribes of Oregon from different regions: the Coast, Inland Valleys, Lower Columbia, Klamath Lakes, Plateau, and Great Basin. Show how the differences in the natural resources available resulted in differences in how these cultures lived.

COMPARE a diorama showing traditional activities, dwellings, etc. for a typical day in the lifestyle of an Oregon tribe.

MAKE a chart showing major events in the history of Oregon over the past 200 years and how they affected the Indian tribes living in your region. What generalizations can you make about how disease, war, resettlement, the reservation system, and restoration of tribal rights have affected Indian people in Oregon?

FIND evidence in the video that shows how tribal members still respect the past, but are also working to ensure their future.

DEVELOP a glossary of terms used in the video such as: sovereignty, nomadic, ancestral lands, confederated, land base, trust responsibility, allotment, termination, affiliated tribes, restoration of tribal rights, economic development, gaming, and infrastructure.

INVITE a tribal representative to visit your classroom to discuss how members of his/her family and tribe have been affected by federal programs such as the reservation system, the 1887 Allotment Act, the 1934 Indian Reorganization Act, the 1954 Termination Act, Tribal Restoration Programs, and the 1988 National Indian Gaming Regulatory Act.

WRITE diary entries about how the flooding of the Celilo Falls fishery by the construction of The Dalles Dam might have been experienced by a member of an Oregon tribe in 1957.

EXPLORE the concept of “home.” How does the reservation represent “home” to tribal members, even to those who no longer live there? What does “home” mean to you?

REVIEW the traditional stereotype of an American Indian. In what ways is it inaccurate and over-simplified? What evidence is there in the video that counteracts this negative mental picture? What harmful effects do you think this stereotype has caused for tribes in Oregon?

ELABORATE on tribal member Margaret Provost’s statement that the federal government’s termination and relocation program “made me feel like an outsider ... changed me.” Contrast this with the termination act’s stated goal of assimilation.

BRAINSTORM ways in which tribes might foster their economic development and preserve their traditional values at the same time.

DEBATE the pros and cons of using gaming income as the engine for tribal economic development. Why are tribal members also working for diversity in their economic portfolio?

Extend It

Adapt the following extensions or create new ones! Remember, the best extension is direct experience of Oregon’s land and people!

Tribal Economy and the Making of Oregon

WRITE a fictional story or stage a play that shows how a young tribal member might have experienced one of the Indian policies enacted in Oregon, for example, being forced to go to Chemawa Indian Boarding School, the termination of tribal status, and having his or her tribal status restored.

COMPARE the historical goal of assimilating Indian people into the dominant American culture with the present goal of preserving the cultural diversity of Indian people in Oregon. What do you think/hope the goal will be in the future and why?

REFLECT on the statement that “American Indians are no longer a vanishing people.” Would you agree or disagree and why?

DEVELOP a series of maps of the area defined as Oregon today, from the time prior to European settlement to the present. Include the locations of historical tribal trading sites, ancestral homelands, and current reservations. Show with icons the economic enterprises that each of the Oregon tribes are involved with today.

RESEARCH the Bureau of Indian Affairs and its role in helping or hindering the Indian tribes in Oregon.

LEARN more about the traditions of Native Americans in Oregon by attending Indian cultural events and celebrations. (For example, the Pi-Ume-Sha Treaty Days Powwow and the Root Feast and Rodeo on the Warm Springs Reservation, the All-Indian Rodeo in Tygh Valley, the Memorial Day Rodeo and Powwow in Klamath Falls, the All-Indian Rodeo and Barbecue in Chiloquin, the Wy-Am Salmon Feast at Celilo Village, the Indian-Style Salmon Bake at Depoe Bay, and Lelooska Foundation in Ariel, WA. View traditional fishing at Lone Pine, at Sherar's Bridge on the Deschutes River and at the John Day Dam.)

EXPLORE museums and exhibits that portray local histories of Indian tribes of Oregon Keep a list of "I didn't know that!" statements about what's gleaned from the displays and artifacts.

REACT to this statement by Joel Palmer, Superintendent of Indian Affairs: "... they must be guarded from the pestiferous influence of degraded white men, and restrained by proper laws from violence and wrong among themselves. Let comfortable houses be erected for them, seeds and proper implements furnished, and instruction and encouragement given them in cultivation of the soil. Let schoolhouses be erected, and teachers employed to instruct their children; and let the missionaries of the Gospel of peace be encouraged to dwell among them." What cultural and economic values does this statement reflect? What effect do you think this philosophy had on the Native Americans living in Oregon?

Tribal Economy Activities and Management

DRAW before and after posters or develop models to show how the traditional fishery at Celilo Falls operated, and how the construction of the Dalles Dam changed the Columbia River and tribal life.

ROLE-PLAY a dialogue between yourself and another person, one of you taking the role of a person living in a city and the other taking the role of a person living on a reservation. Discuss the similarities and differences in your lives by considering typical activities, pace of life, amount of time spent outdoors, viewscape, common sounds, concerns and values, use of technology, and recreational opportunities. What would each of you miss if you were to exchange places with one another?

INVESTIGATE the role of tribal sovereignty and government in the management of a tribal gaming casino or other business enterprise.

RESEARCH the history of legal cases delineating tribal fishing rights in the Pacific Northwest.

RESEARCH the history of federal treaties with the tribes of Oregon. What have been the advantages and disadvantages of each, in terms of promoting the cultural and economic health of the tribes?

DEVELOP a decision tree laying out different alternatives for promoting economic development for a tribe in Oregon and the long- and short-term consequences of each.

"As Long As The Grass Grows": Tribal Economy Ecology

DISCUSS how policies related to timber, salmon, mining, clean water, and other natural resources intersect with the economic development efforts of tribes in Oregon.

INVESTIGATE the recent Bonneville Power Administration funding of purchases of land by the Burns Paiute and Warm Springs Tribes for the purpose of enhancing habitat for wildlife and fish and to protect cultural sites. Do you agree that programs of this sort should be available to tribes to compensate them for wildlife losses resulting from the building of Columbia River dams?

DEVELOP a set of guidelines that you think tribes should follow to enhance habitat for fish and wildlife on their tribal lands.

EXPLAIN the spiritual and economic significance of salmon to Warm Springs tribal members. What do you think the condition of salmon in Oregon will be like in 50 years?

INVESTIGATE the relationship of Native Americans to forested areas. What do you think the condition of forests in Oregon will be like in 50 years?

VISIT one of the Indian reservations in Oregon. Prepare a slide report showing the habitats, plants, and animals of the area. What was the condition of this ecosystem 100 years ago? What is the current condition of this ecosystem? What protections are in place to ensure the health of this ecosystem?

Innovation and Change

SELECT an important problem facing Oregon today, for example high rural unemployment, the decline of salmon, or restoring water resources. Outline a plan for involving both state and tribal leaders in solving it. Send your plan to the appropriate government agency or your local newspaper.

WRITE a poem expressing your reaction to the recent apology of Kevin Gover, a Pawnee and head of the Bureau of Indian Affairs, for the “legacy of racism and inhumanity” and 175 years of “ethnic cleansing that befell the Western tribes ... Poverty, ignorance and disease have been the product of this agency’s work.”

DEBATE the controversies that have arisen about teaching Chinook trade jargon to young tribal members.

FIND evidence in the video to support the statement that “rebuilding culture is not easy.” What is the Grand Ronde tribe doing to rebuild their culture?

PREPARE a set of questions and use them to interview a tribal member about changes that have occurred in his/her life, work, and relationship to natural resources. Write an article about this person and submit it to a local magazine or newspaper.

CONSIDER the demographics of Oregon today. Develop and present a slide program that details what you think the future of tribal economies will be in Oregon as the state continues to move toward an economy that is less resource-based. Provide support for your position(s).

RESEARCH how technological changes (transportation, fax machines, the Internet, etc.) are affecting life in tribal communities.

The Savvy Citizen

SPECULATE about how you think changes in the economy, for example, a weakened stock market or rise in state population, might affect tribal casinos or other businesses such as resorts.

SURVEY students in your school and adults in your community about whether they think gambling is good for Oregon, including the state-run lottery and tribal casinos. Probe to find out what they think are the top three advantages and disadvantages of each.

WRITE a letter to the Board of Trustees of the Spirit Mountain Community Fund, which distributes 6% of net gambling revenues each year to charitable causes and organizations in Oregon, explaining where you believe the tribe should donate these funds and why.

REFLECT on the statement by Grand Ronde Tribal Chair Kathryn Harrison that the tribe today is carrying out their ancestors' "vision." Would you agree or not?

EXPLAIN your position on whether you think landless tribes should be granted the right to operate gambling casinos in urban areas.

RESEARCH the issues involved in the recent case of allowing the Makah Indians of Washington State the right to hunt whales. Where do you think the line should be drawn in allowing tribal members to freely practice their cultural beliefs and traditions?

The Klamath Tribe is asking Congress to give them back 690,000 acres of former reservation land that is now part of the Winema and Fremont national forests. They plan to cut timber on the land to fund their tribal government, as well as restore the ecosystem so that tribal members can pursue their traditional subsistence lifestyles. Write a letter to your congressperson explaining whether or not you support this proposal.

CONTRAST these statistics: In 1990 Native Americans as a whole had the highest levels of poverty and unemployment of any ethnic or social group in the U.S. In 1992, Indian-run gambling was worth \$5.4 billion. What conclusions can you draw about the future of tribal economic development in the U.S. and in Oregon?

A Chronology of Tribal Economy in Oregon

Thousands of years before present

Approximately 100 tribes of Native Americans inhabit the region we define as Oregon today.

1700s

Spanish galleons explore the coast of Oregon.

1788

Capt. Robert Gray trades with Native Americans in Tillamook Bay.

1804-1806

Captains Lewis and Clark travel with their party from Missouri to the mouth of the Columbia River. President Thomas Jefferson believes a settlement at Astoria will be a key to expanding the American empire west all the way to the Pacific Ocean.

1800s

Oregon's streams, rivers, and lakes teem with beaver, and trade in beaver pelts attracts explorers, trappers, and traders to the region. Native Americans trap beaver pelts and trade them to European traders.

1811

Astoria is established by the Pacific Fur Company.

1824

U.S. War Department creates separate department to handle Indian affairs.

1830

Fever epidemic causes death of many Indians.

1842

Methodist missionaries create Indian school in Salem, which later becomes Willamette University.

1843

Civil government is established in the Oregon Country. Major immigration to Oregon begins along the Oregon Trail, with over 53,000 people traveling the Oregon Trail between 1840 and 1850.

1846

Oregon Treaty affirms U.S. sovereignty to Pacific Northwest.

1847

Measles decimate native tribes. Cayuse Indians attack Whitman Mission. Cayuse Indian War begins.

1848

The Oregon Territory is organized. The Organic Act of 1848 confirms all Indian land titles.

1849

U.S. Bureau of Indian Affairs is transferred to Department of Interior.

1850

Congress passes Oregon Donation Land Act. Reservation policy is adopted by U.S. government. Five Cayuse Indians are hanged in Oregon City — first capital punishment in Oregon.

1851-52

Gold is found along Jackson Creek in southern Oregon. Mining causes problems for Indians by destroying spawning grounds and taking over Indian settlements. Increased pioneer farming and plowing destroy the camas lily, a food source of Indians, and threaten good relations with Indians.

1853

Joel Palmer becomes Superintendent of Indian Affairs with goal to "civilize" Indians. He negotiates the first binding agreements with Indian tribes in the Pacific Northwest: the Cow Creek and Rogue River Treaties.

1854

Volunteers massacre Coquille Indians. Legislature bars testimony of “Negroes, mulattoes, and Indians, or persons one half or more of Indian blood” in proceedings involving a white person.

1855

Treaties are signed with the Umatilla, Warm Springs, and Nez Perce tribes, which give up most of their lands but reserve exclusive rights to fish within their reservations and “at all usual and accustomed places...” Rogue River and Yakima Indian Wars begin. President James Buchanan creates Siletz Reservation.

1856

President James Buchanan creates Grand Ronde Reservation. U.S. Army orders closure of settlement east of Cascades because of dangers of warfare with Indians.

1859

Congress ratifies the Oregon State Constitution, and Oregon accepts the congressional proposal to be admitted to the Union.

1862

Congress passes the Homestead Act, allowing 160 acres to those who will live on and work the land. Gold is discovered in eastern Oregon, in Baker and Grant counties.

1864

Treaty creates the Klamath Reservation.

1872

Modoc Indian War. Malheur Reservation is created.

1877

Nez Perce Indian War. Chief Joseph’s people are moved to Oklahoma and Kansas.

1878

Bannock-Paiute Indian War in southeastern Oregon.

1881

Bureau of Indian Affairs opens Chemawa School near Salem.

1883

The transcontinental railroad is completed.

1885

Chief Joseph’s Nez Perce band locates on Colville Reservation.

1887

General Allotment Act is passed and reservation “surplus land” is sold to encourage single-family farming. Reservation land base is reduced by one-third.

1917

The United States enters World War I. Distinguished military service of Indians is noted.

1924

Indians become United States citizens, and are recognized as also being citizens of their tribes.

1929

The Great Depression begins.

1934

Indian Reorganization Act ends allotments. Allows tribes to recover lost lands and form corporations for their own economic development.

1936

Grand Ronde Indian Community, Inc. is formed.

1938

Bonneville Dam, the furthest downstream of the mainstem dams on the Columbia, is completed. This site now delineates the treaty fishing area, located upstream from the dam, from the nontreaty commercial fishing area downstream. Warm Springs Tribes adopt a constitution and incorporate.

1941

The United States enters World War II.

1954

Congress terminates Western Oregon Indian tribes, ending all federal services and selling any tribal lands.

1956

Congress terminates Klamath Indian Tribe. Grand Ronde and Siletz reservations are closed.

1957

The Dalles Dam is completed, which floods Celilo Falls, the major Indian fishing area on the Columbia River. The Confederated Tribes of Warm Springs invest part of their \$4 million Celilo Falls settlement to develop a recreation facility called Kah-Nee-Ta.

1964

Kah-Nee-Ta resort is opened by Confederated Tribes of Warm Springs.

1969

Federal District Court in *Sohappy v. Smith* affirms Indian treaty fishing rights in Columbia River.

1970

The National Environmental Policy Act is implemented.

1972

Efforts begin to restore tribal rights. (Burns-Paiute 1972, Cow Creek Umpquas 1974, Siletz 1977, Cow Creek 1982, Grand Ronde 1983, Coos, Lower Umpqua, and Siuslaw 1984, Klamath 1986, Coquille 1989.)

1973

Statewide land use planning is approved. Congress passes the Endangered Species Act.

1979

Federal District Court in *Kimball v. Callahan* affirms Klamath Indian hunting and fishing rights within former reservation. Congress creates new Siletz Reservation.

1988

Congress creates new Grand Ronde Reservation. Indian Gaming Regulatory Act is passed.

1992

First Oregon gaming compact for casino signed with Cow Creek and Umpqua Tribe of Indians.

1994

The Columbia River is closed to commercial salmon fishing by non-Indians.

1996

Oregon Governor John Kitzhaber issues an Executive Order calling for state agencies to work with individual tribes as “sovereign tribal governments.”

2000

Spirit Mountain Casino earns \$63 million in profits for the Confederated Tribes of Grand Ronde. It is the most-visited tourist destination in Oregon.

Head of Bureau of Indian Affairs apologizes for the agency’s “legacy of racism and inhumanity” toward Native Americans.

2001

Chinook Indian Tribe is formally recognized by U.S. government.

More to Read and View

Books and Chapters

- Abt, Vicki, James F. Smith, and Eugene Martin Christiansen. *The Business of Risk: Commercial Gambling in Mainstream America*. Lawrence, Kansas: University Press of Kansas, 1985.
- Andersen, Richard. *Muckaluck: A Curious Episode in the Cavalry's Winning of the West*. New York: Delacorte Press, 1980.
- Anderson, Madelyn Klein. *The Nez Perce*. New York: Franklin Watts, 1994.
- Armstrong, Virginia Irving, comp. *I Have Spoken; American History Through the Voices of the Indians*. Chicago: Sage Books, 1971.
- Beckham, Stephen Dow. *The Indians of Western Oregon; This Land Was Theirs*. Coos Bay: Arago Books, 1977.
- Beckham, Stephen Dow. *The Land of the Umpqua: A History of Douglas County, Oregon*. Roseburg: Douglas County Commissioners, 1986.
- Beckham, Stephen Dow. *Requiem for a People: The Rogue Indians and the Frontiersmen*. Corvallis: Oregon State University Press, 1996.
- Evans, Rod L. and Mark Hance, Ed. *Legalized Gambling: For and Against*. Chicago: Open Court, 1998.
- Goodman, Robert. *The Luck Business: The Devastating Consequences and Broken Promises of America's Gambling Explosion*. New York: Free Press, 1995.
- Heady, Eleanor B. *Tales of the Nimipoo from the Land of the Nez Perce Indians*. New York: World Publishing Company, 1970.
- Joseph, Alvin M. *Now that the Buffalo's Gone: A Study of Today's American Indians*. New York: Knopf, Distributed by Random House, 1982.
- Kent, William Eugene. *The Siletz Indian Reservation, 1855-1900*. Newport, Oregon: Lincoln County Historical Society, 1977.
- Kopper, Philip and the editors of Smithsonian Books.
- The Smithsonian Book of North American Indians: Before the Coming of the Europeans*. Washington, D.C.: Smithsonian Books, 1986.
- Lew, Alan A. and George A. Van Otten, Ed. *Tourism and Gaming on American Indian Lands*. New York: Cognizant Communication Corp., 1998.
- Liptak, Karen. *Indians of the Pacific Northwest*. NY: International Book Marketing Ltd, 1991.
- McLuhan, T. C. *Touch the Earth: A Self-Portrait of Indian Existence*. Book and 60-minute sound recording. New York: Mystic Fire Audio, 1994.
- Pommersheim, Frank. *Braid of Feathers: American Indian Law and Contemporary Tribal Life*. Berkeley: University of California Press, 1995.
- Porter, Frank W. *The Bureau of Indian Affairs*. New York: Chelsea House Publishers, 1988.

- Pritzker, Barry. *Native Americans: An Encyclopedia of History, Culture, and Peoples*. Santa Barbara: ABC-CLIO, 1998.
- Purdy, Susan Gold and Cass R. Sandak. *North American Indians*. New York: Franklin Watts, 1982.
- Schwartz, E. A. *The Rogue River Indian War and its Aftermath, 1850-1980*. Norman, Oklahoma: University of Oklahoma Press, 1997.
- Scordato, Ellen. *Sarah Winnemucca: Northern Paiute Writer and Diplomat*. New York: Chelsea House, 1992.
- Seaburg, William R. and Pamela T. Amoss. *Badger and Coyote Were Neighbors: Melville Jacobs on Northwest Indian Myths and Tales*. Corvallis, OR: Oregon State University Press, 2000.
- Sherrow, Victoria. *The Nez Perces: People of the Far West*. Brookfield, Conn.: Millbrook Press, 1994.
- Shetterly, Susan Hand. *Raven's Light: A Myth from the People of the Northwest Coast*. New York: Atheneum: Collier Macmillan, 1991.
- Stern, Theodore. *The Klamath Tribe; A People and Their Reservation*. Seattle: University of Washington Press, 1965.
- Strickland, Rennard. *Tonto's Revenge: Reflections on American Indian Culture and Policy*. Albuquerque: University of New Mexico Press, 1997.
- Taylor, Colin F., Ed. *The Native Americans: The Indigenous People of North America*. San Diego: Thunder Bay Press, 1999.
- Trulove, William Thomas and David Bunting. *The Economic Impact of Federal Indian Policy: Incentives and Response of the Klamath Indians*. Cheney, Wash., 1971.
- Wilkinson, Charles F. *Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way*. Seattle: University of Washington Press, 2000.
- Zucker, Jeff, Kay Hummel and Bob Hogfoss. *Oregon Indians, Culture, History and Current Affairs*. Portland: Western Imprints, a division of Oregon Historical Press, 1983.
- *Discover Oregon, One Nation at a Time*. Salem: Oregon Lottery, 1999.
 - *Executive Summary/The National Gambling Impact Study Commission*. Washington, D.C.: National Gambling Impact and Policy Commission, 1999.
 - *Final Report: Governor's Task Force on Gaming*, presented October 4, 1996. Salem, Oregon, 1996.
 - *The World of the American Indian*. Washington, D.C.: National Geographic Society, 1993.

Teaching Resources

- *Return of the Raven, the Edison Chiloquin Story* (Video - 47 minutes)
Barry Hood Films: Eugene, OR, 1984. (For high school and above, a report of Chiloquin's fight to recover land taken from the Klamath Indians by the United States government.)

Internet Sites Related to *The Oregon Story: Tribal Economy*

Oregon's Federally Recognized Tribes: <http://www.onaben.org/tribes/>
 The Confederated Tribes of Warm Springs: <http://www.warmsprings.com/>
 The Klamath Tribes: <http://www.klamathtribes.org/history.html>
 The Confederated Tribes of Siletz: <http://ctsi.nsn.us/>
 Cow Creek Band of Umpquas: <http://www.cowcreek.com/>
 Confederated Tribes of Grand Ronde: <http://www.grandronde.org/>
 Spirit Mountain Community Fund: <http://www.thecommunityfund.com/>
 Confederated Tribes of the Umatilla Indian Reservation: <http://www.umatilla.nsn.us/>
 Bureau of Indian Affairs: <http://www.doi.gov/bureau-indian-affairs.html>
 National Indian Gaming Association: <http://www.indiangaming.org/>
 National Gambling Impact Study Commission: <http://www.ngisc.gov/reports/finrpt.html>

Oregon Field Guide Program Segments *

303: Hells Canyon Dig
 307: Indian Pits
 401: Indian Family/Traditional Values
 408: Paiute Reburial
 603: Salmon Camp/Native Americans
 802: Paiute Blessing of North Lake School
 913: Modoc Wars/Klamath Falls
 1102: Owyhee Petroglyphs
 1107: Newberry Crater Submerged Campsite
 1108: Sunken Canoe

* For information, contact Oregon Public Broadcasting,
 7140 SW Macadam Avenue, Portland, OR 97219