



Grade Level: 5
Subject: Social Studies

Grand Ronde Lifeways

ESSENTIAL UNDERSTANDINGS

- Time Immemorial
- History
- Lifeways

LEARNING OUTCOMES

- Students will be able to identify traditional Native American foods and how they were prepared.
- Students will be able to identify foods that were introduced on the Grand Ronde Reservation.

CULTURALLY RESPONSIVE PRACTICES

- Proximity
- Connecting to the lives of students
- Connecting to students' personal families and family members
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students should be assessed on participation and contribution to group discussions.

Overview

In this lesson, students will learn about traditional foods consumed by tribes that are now part of the Confederated Tribes of Grand Ronde and compare and contrast how the native diet changed precontact and when natives were moved to the reservation.

MATERIALS

- [Native Food Passages Document](#)
- [Notes Sheet](#)
- [Fort Yamhill Virtual Field Trip](#)
- Paper
- Writing Utensil

LOGISTICS

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

Whole Class Teams: 3-5

Pairs Individually

TIME REQUIRED

45 minutes

STANDARDS

Oregon Social Studies Academic Content Standards

Geography 5.10 Identify and analyze the implications and cultural ramifications for Native American Tribes of the movement of people, goods, ideas, and cultural patterns to what became the United States, considering past, present, and future trends.

Geography 5.12 Describe how technological developments, societal decisions, and personal practices affect sustainability in the United States.

Historical Knowledge 5.14 Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact in the late 15th and 16th centuries, such as religion, language, and cultural practices and the subsequent impact of that contact.

Background for Teachers

Newspaper Links:

[First Foods Celebration features traditional foods with contemporary style | Smoke Signals](#)

[Festive feast fetes First Foods | Smoke Signals](#)

[Natural Resources starts native plant nursery | Smoke Signals](#)

[Fish Ceremony connects Tribe to river communities | Smoke Signals](#)

Video Links:

[Yerba Buena with Jay](#)

[Linfield University holds first Camas Festival](#)

[nsayka munk-smuk k^hapa k'wənat \(We Smoke Salmon\)](#)

[Coyote Builds Willamette Falls and the Magic Fish Trap](#)

[People of the Falls](#)

VOCABULARY

- **Traditional Foods:** foods and dishes that are passed through generations.
- **Reservation:** an area of land set aside for occupation by North American Indians

Opening

- Ask students to think in their head what the term “traditional food” means.
- Have students share their idea with someone next to them.
- Ask students to share what they are thinking with the class. Guide students to the idea that traditional foods are foods and dishes that are passed through generations.
- Ask students to think about what a traditional food would be for them. Then ask them to share this food with a neighbor.

Activity

1. Let students know that they will be learning about traditional foods from the Confederated Tribes of Grand Ronde. They will be learning about the traditional foods and how those foods changed once the Grand Ronde people were moved to the Reservation.
2. Define “reservations” for the students.
3. Let students know that first, they will read a passage on a particular traditional Native American food. Students will be reading different passages so they should be ready to share what they learned about their food with the class.
4. Pass out the note taking sheet for the activity. Encourage students to take notes on their passage.
5. Have students get into groups of 2-3 and pass out reading passages to each group.
6. Give students time to read and answer the follow-up questions at the end of the passage.
7. Once students have finished reading, bring them back as a whole group.
8. Have each of the groups share quickly what the food was. The students who are listening should be taking notes on the information provided by the groups.
9. Once all the groups have shared about the traditional food, ask students how food has changed over time. One period of change was when Native Americans were moved to reservations including the Reservation in Grand Ronde.
10. Take a virtual field trip of Fort Yamhill using the Virtual Field Trip Presentation. Explain to students that the establishment of the Fort made it difficult for many people to travel for their traditional foods
11. Let students know that on the reservation some of the changes that the tribes faced were the introduction of potatoes, flour, lard and cabbages to their diet. Also, the settlers wanted them to become farmers and they were forbidden to prepare and cook their traditional foods. They were expected to leave that all behind. .
12. After you are finished with the Virtual Field Trip. Ask students to recall a traditional food that they eat.

Closure

On a piece of paper, have students record their favorite food, why it is important to them, and why they want to pass it down to future generations.

Differentiation

- If teachers prefer, this lesson activity can be performed in an individual setting where students read the passages and take the notes on their own.
- If teachers prefer, this lesson activity can be performed in a whole group setting. Teachers may read the passages aloud to the class while students take notes.

Extension

- Teachers can schedule a visit to Fort Yamhill
- This lesson can accompany the 5th Grade Social Studies Lesson, CTGR Campus Field Trip

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

- Native Food Passages Document:
<https://drive.google.com/file/d/1qcclaWiPfiDSXi08YHs-6dwxN7kljKPU/view?usp=sharing>
- Notes Sheet:
<https://drive.google.com/file/d/1na3k22ALe3YHMpqRI7yfxTZJ5OW2LQRR/view?usp=sharing>
- Fort Yamhill Virtual Field Trip:
https://docs.google.com/presentation/d/1PHo24odTMxeWL_GdnqPvXsYUbBml30BqB2_tLQ_5mFs/edit?usp=sharing