



Grade Level: 4
Subject: Math

Miles on the Trail of Tears

ESSENTIAL UNDERSTANDINGS

- Since Time Immemorial
- History
- Lifeways

LEARNING OUTCOMES

- Students will gain an understanding of the hardships of the Grand Ronde Trail of Tears
- Students will gain a deeper understanding for units of measurement such as miles, days, etc.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to Community
- Preserving and Honoring Cultural History

ASSESSMENT - Formative

Students will be formatively assessed on their ability work together as a group to answer questions on the presentation. The teacher can decide whether they will guide every question as a whole group discussion or if they would like students to have independent work time and then share answers as a class.

Overview

In February 1857, federal troops forced native people to march from a temporary reservation at Table Rock in southern Oregon 263 miles north across rough terrain to the newly created Grand Ronde Reservation. In this lesson, students will be learning about the Grand Ronde Trail of Tears and will be calculating mileage and food supplies for the journey.

MATERIALS

What materials are needed for students to engage in this activity?

- Miles on the Trail of Tears [Presentation](#)
- Student Exit [Ticket](#)
- Manipulatives (Optional)

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 Common Core State Standards: Mathematics

4.OA.A.3 Solve multistep problems in authentic contexts using whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted.

4.GM.B.4 Know relative sizes of measurement units and express measurements in a larger unit in terms of a smaller unit.

4.GM.B.5 Apply knowledge of the four operations and relative size of measurement units to solve problems in authentic contexts that include familiar fractions or decimals.

Oregon Social Sciences Academic Content Standards

Historical Knowledge 4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups), and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).

English Language Proficiency Standards

4-5.1 An ELL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

4-5.7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

4-5.8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Background for Teachers

Native peoples inhabited western Oregon for thousands of years before European settlers arrived. The Confederated Tribes of Grand Ronde are the proud peoples of the Umpqua, Molalla, Rogue River, Kalapuya, Chasta and many other Tribes and Bands whose roots go back thousands of years and whose ancestors represent the blending of many different cultures.

The Confederated Tribes of Grand Ronde were formed when the U.S. government forced member Tribes to cede their ancestral lands and created the 60,000-acre Grand Ronde Reservation in Oregon's Coast Range. Beginning in February 1857, federal troops forced native people to march from a temporary reservation at Table Rock in southern Oregon 263 miles north across rough terrain to the newly created Grand Ronde Reservation.

Thus began Oregon's "Trail of Tears." The Rogue River and Chasta Tribes were the first to be removed from their aboriginal lands. They were joined by members of other Tribes and bands as the march passed other tribal homelands. The journey took 33 days and many died along the way.

<https://www.grandronde.org/history-culture/history/trail-of-tears/>

Senate Bill 13 Tribal History/Shared History:

<https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Senate-Bill-13-Tribal-HistoryShared-History.aspx>

Opening

Display the Trail of Tears Map. Begin asking connection questions:

- *Looking at this map, can students find where they are located?*
- *How far do they think the journey would have taken?*
- *Have students ever been on a hike? A long hike?*
- *How did they feel while on the hike? (Tired, hungry, thirsty, etc.)*

Activity

1. Begin presentation.

- Slides 1-4:** Present background information to students about the Trail of Tears. This information is more deeply presented in 4.SS.3 Grand Ronde Trail of Tears.
- Slides 5-9:** Work through story problems with students. Answers can be found in Speaker Notes below each slide. The teacher can decide whether the slides will be completed as a whole group with the teacher guiding each step or if they would like to give independent work time.

2. After the presentation is complete, pass out exit ticket to students.

Closure

Students will complete an exit ticket demonstrating their proficiency in solving history and life-based story problems involving fractions and the four operations.

Differentiation

- Students can work individually, in small groups or in partners to complete the questions presented in the presentation and then “teach” the rest of the class how to solve the problem.

Extension

- Students can research the Grand Ronde Trail of Tears further using the link provided in the Background for Teachers section of this lesson plan.

Notes/Other

This lesson can be taught in conjunction with with [4.SS.3 Grand Ronde Trail of Tears](#)

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

Miles on the Trail of Tears Presentation

https://docs.google.com/presentation/d/1ZMo59QvnT-DFa4GvL_zTG8lbtqiAh90ZL_5n2uXLLYc/edit?usp=sharing

Student Exit Ticket

<https://drive.google.com/file/d/10WwlbXQquy6KaXV8pODs0ok3T2K-kRVX/view?usp=sharing>