



Grade Level: 1
Subject: Social Studies

Locating Spirit Mountain

ESSENTIAL UNDERSTANDINGS

- Time Immemorial
- History
- Lifeways, Language, Treaties w/ the US, Genocide, Federal Policy and Law]

LEARNING OUTCOMES

- Students will be able to locate and identify Spirit Mountain from a picture.
- Students will be able to explain the significance of Spirit Mountain to the Confederated Tribes of Grand Ronde.

CULTURALLY RESPONSIVE PRACTICES

- Proximity
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students should be assessed by observations during the lesson and the completed worksheet.

Overview

In this lesson, students will locate and identify Spirit Mountain and learn about its significance to the people of The Confederated Tribes of Grand Ronde.

MATERIALS

- [Grand Ronde: Spirit Mountain Slideshow](#)
- [Gathering on Spirit Mountain Worksheet](#)
- Drawing Utensils
- [Spirit Mountain Exit Ticket](#)
- Anchor chart

LOGISTICS

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

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

50 minutes

STANDARDS

Oregon Social Science Academic Content Standards

Geography 1.6 Locate and identify important places in the community (school, library, fire department, cultural places, etc.).

Historical Knowledge 1.11 Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, and celebrations of my community and the diverse social and ethnic groups in Oregon and the United States of America.

Background for Teachers

[Spirit Mountain](#)

Spirit Mountain, whose Yamel (Yamhill) Kalapuya name is dji'ntu, is a sacred site to the Confederated Tribes of Grand Ronde. Spirit Mountain is in the traditional homeland of the Yamel Kalapuyans, who occupied the land at the foot of the mountain and the surrounding river valleys. The Grand Ronde Reservation was established at the base of the mountain in the Grand Ronde Valley in 1856, and the people of an estimated twenty-nine western Oregon tribes were removed to join the Yamhills there. The mountain continued as a significant sacred site to people on the reservation. Several tribal members were allotted land on Spirit Mountain in 1891 under the Dawes Act, and it was part of the reservation until the 1950s, when it was sold to a private timber company in preparation for the termination of the Grand Ronde tribe in 1954. The mountain is still owned by Stimson Lumber Company and hosts large stands of Douglas-fir, with forest clearings interspaced. Members of the Grand Ronde tribe still gather each year at a large clearing near the summit, with access granted to the tribe by Stimson. Tribal members regularly travel the logging roads to cut and gather firewood through tribal permitting, hold family gatherings at locations about the mountain, and gather hazel shoots and other weaving materials from the mountain's forest. Since the early 1990s, the Grand Ronde has used the name Spirit Mountain on its tribal logo and for its casino and its foundation. The mountain remains a significant sacred site for the Grand Ronde tribe.

VOCABULARY

- **Locate-** find the exact place or position.
- **Identify-** pick out who or what.
- **Explain-** talk about in detail.
- **Hunting and gathering-** items collected from a particular place.

Opening

Ask students if they can come up with a place that is important to them and have them tell you why it is important.

Field responses from students and track them on an anchor chart.

Once you have gotten a good number of responses, introduce Spirit Mountain to students by showing them a picture of the mountain.

Activity

1. Using either the slideshow provided or printed images, show students the pictures of Spirit Mountain.
2. Also show them the map of Oregon and where Grand Ronde is. Explain that that is where CTGR is and that Spirit Mountain is a significant place to CTGR people.
3. Show students where they are located on the map and explain the distance they are from Spirit Mountain.
4. Ask discussion questions and engage students about what kind of environment Spirit Mountain is. Forest? What does it look like is there? Why do you think it would be significant to the Tribe? Allow students to think, pair, share when appropriate.
5. After students have had their discussion, transition into talking about why Spirit Mountain is significant to Grand Ronde. Show them things that were gathered or hunted and have them share if those are things they have seen when hiking or being in the woods.
 - a. Click on the speaker icon in the corner of each image to hear the plant/animal name pronounced in chinuk wawa - the Native language for the people of The Confederated Tribes of Grand Ronde.
6. Talk to them about the facts on the slideshow and what makes those significant to grand Ronde. Have students complete the "Gathered on Spirit Mountain worksheet" to check for understanding and review what was learned.
7. Bring students together as a class and discuss what they learned from the slidedeck and doing the worksheet. Ask students things that they see and/ or have gathered in the woods.
8. Record responses on an anchor chart for students to compare and contrast things they gather or see to what Grand Ronde gathers on Spirit Mountain.

Closure

Introduce the final "Spirit Mountain" worksheet to students and explain what they will be doing. Allow them time to complete the worksheet.

To close, bring students together and allow a few students to share what they wrote and drew on their worksheet.

Extension

- To help students better understand the context of place or a place of significance, talk to them about places that are important to them and where they are located.
- Students can connect this lesson with other lessons using maps and locating places on maps. You can point out where your students are located on a map of Oregon and show them where Spirit Mountain is so they can understand where it is located better.
- When talking about things that are gathered on Spirit Mountain, talk to students about what they may have seen or gathered while hiking in the mountains before.

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

- Grand Ronde: Spirit Mountain Slideshow:
https://docs.google.com/presentation/d/1oLnO7fSbgvU-3JWK7RcHNiiquXXo82lk8Yikg5Xj_n0/edit?usp=sharing
- Gathering on Spirit Mountain Worksheet:
https://drive.google.com/file/d/12-az9GADPPj9nxD8rrAapTj1yIQWOY_0/view?usp=sharing
- Spirit Mountain Exit Ticket:
https://drive.google.com/file/d/1ECEYkV5z_EnrRQgJUqnKesZzuMS_1Lbf/view?usp=sharing