



OREGON  
DEPARTMENT OF  
EDUCATION

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# Tribal History / Shared History

*Lesson Plan Preview Event*

August 20, 2019



# AGENDA



# AGENDA

- Welcome/Blessing/Introductions
- Housekeeping items
- SB 13 Video
- Establish safe environment/Ice Breaker
- Critical Orientations for Indigenous Studies Curriculum (6 P's)
- Educator Toolkit
- Break
- Essential Understandings Overview/Activity
- Lunch/Optional Videos
- Lesson Plan Preview Carousel Activity
- Break
- Siletz Culture Presentation
- Closing/Evals/Teacher Focus Groups



# SB 13 VIDEO

<https://www.youtube.com/watch?v=7JKpIH0-5ro>



- ▶ Create a “safe” space for discussion – establish rules for collaborative conversation
- ▶ Please be respectful, patient and understanding – we are all in this learning process together.

# ICEBREAKER ACTIVITY



▼ Federally Recognized Tribe in Oregon

● Indigenous Community  
(Nez Perce, Umatilla, Warm Springs, and Yakama have a long history of interaction)

■ Federally Recognized Tribe in Nevada,  
but crosses Oregon border

Created in collaboration with Shoreline Consulting and Oregon Department of Education

These arrows only represent the Tribal Headquarters location and not all of the tribes' aboriginal/ceded lands.

# ANSWERS



▼ Federally Recognized Tribe In Oregon     
 ● Indigenous Community (Nez Perce, Umatilla, Warm Springs, and Yakama have a long history of interaction)     
 ■ Federally Recognized Tribe In Nevada, but crosses Oregon border

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# 6 P'S: Critical Orientations for Indigenous Studies Curriculum



# The Cultural Iceberg

## Surface Culture

Food  
Flags Festivals  
Fashion Holidays Music  
Performances Dances Games  
Arts & Crafts Literature Language

## Deep Culture

**Communication Styles and Rules**  
facial expressions gestures eye contact  
personal space touching  
body language tone of voice  
handling and displaying of emotion  
conversational patterns in different social situations

**Notions of:**  
courtesy and manners  
friendship leadership  
cleanliness modesty beauty

**Concepts of:**  
self time past and future  
fairness and justice  
roles related to age, sex, class, family, etc.

**Attitudes toward:**  
elders adolescents dependents  
rule expectations work authority  
cooperation vs. competition  
relationships with animals age sin death

**Approaches to:**  
religion courtship marriage raising children  
decision-making problem-solving



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# Critical Orientations (6 P's)

PLACE

**Acknowledge  
Indigenous  
homelands  
where you  
teach**

PRESENCE

**Focus on the  
diverse  
presence of  
Indigenous  
peoples  
today**

PERSPEC-  
TIVES

**Incorporate  
Indigenous  
perspectives  
into the  
curriculum**

POLITICAL  
NATION-  
HOOD

**Emphasize  
the political  
nationhood,  
sovereignty,  
and  
citizenship of  
Indigenous  
peoples**

POWER

**Challenge  
power  
dynamics  
within  
curricula  
and affirm  
Indigenous  
power and  
agency**

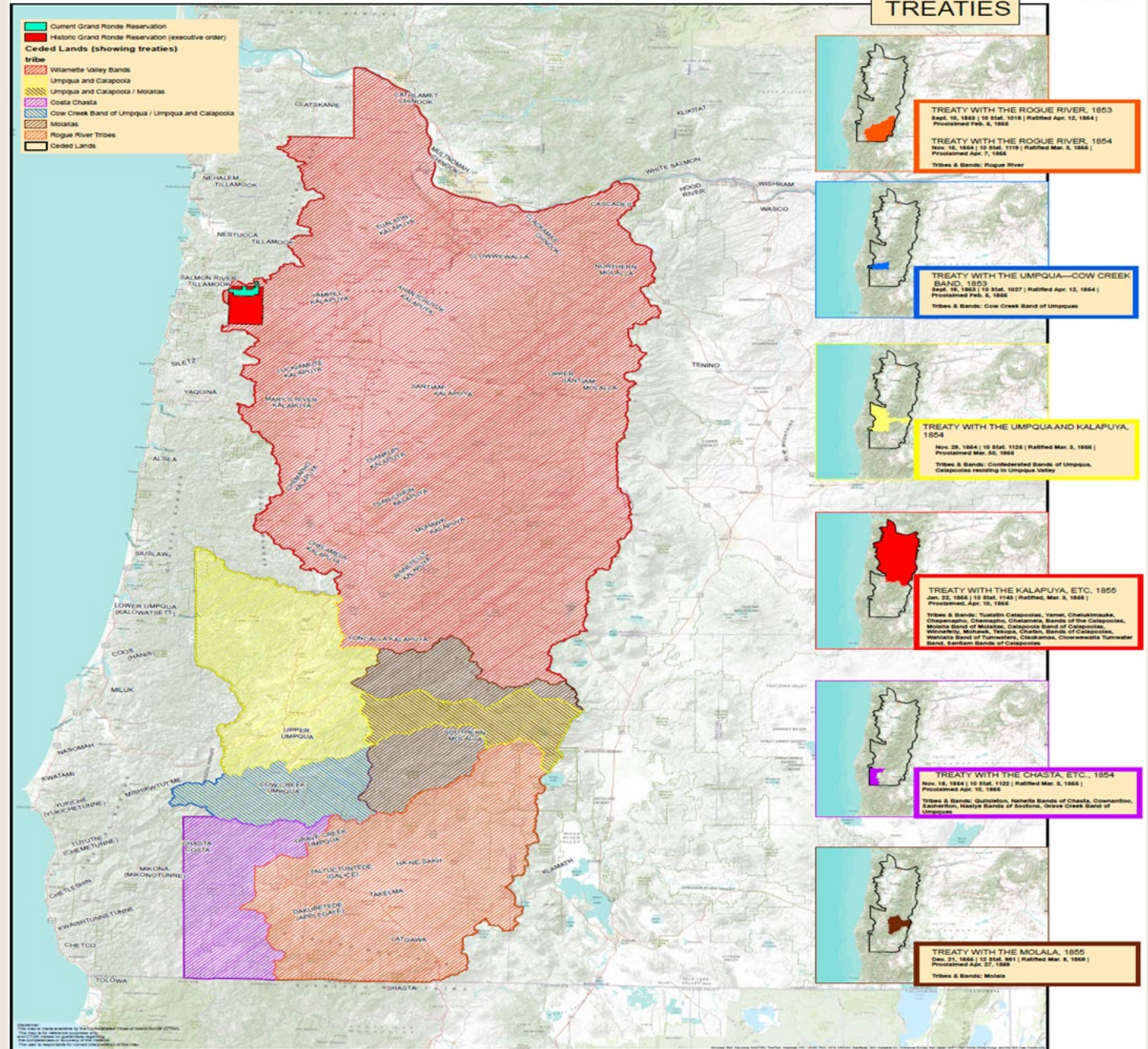
PARTNER-  
SHIPS

**Relationships  
matter in this  
work. It needs  
to be  
purposeful**

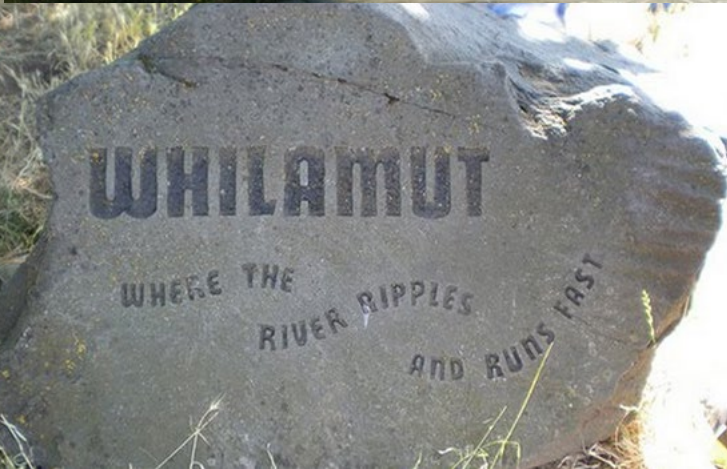
# ORIENTATION: BEGIN WITH THE PLACE YOU LIVE/TEACH



The Confederated Tribes of the Grand Ronde Community of Oregon  
Ceded Lands / Usual and Accustomed Areas in Oregon, Washington and California  
Ethnographic



# ORIENTATION: BEGIN WITH THE PLACE YOU LIVE/TEACH



# ORIENTATION: RECOGNIZE INDIGENOUS PRESENCE



**OVER 6 MILLION AI/AN PEOPLE**  
**573+ NATIVE NATIONS**

# ORIENTATION: RECOGNIZE INDIGENOUS PRESENCE



# ORIENTATION INCLUDE INDIGENOUS PERSPECTIVES

“NOTHING WAS DISCOVERED.  
EVERYTHING WAS ALREADY LOVED.”

*Loved*

*-Homeland*



# ORIENTATION INCLUDE INDIGENOUS PERSPECTIVES





# **ORIENTATION: FOCUS ON POLITICAL NATIONHOOD**



# ORIENTATION: FOCUS ON POLITICAL NATIONHOOD



1. Do you know what year the **Yakama Nation Treaty** was signed and who was the main signer?
2. Do you know how many **tribes** and **bands** signed the Yakama **treaty**?
3. Do we have a **flag**?
4. Who the current **executive chairman** of the **Yakama Nation**?
5. Are there two **branches of government** for the **Yakama Nation**?
6. How many **elected positions** are there?
7. What is the formal name of this **nation**?
8. When do the Yakama **elections** occur and who can **vote**?

# ORIENTATION

## CHALLENGE POWER DYNAMICS



“Father Serra helped convert thousands of American Indians to Christianity...Many Indians died from overwork and diseases. But the missions kept going because of Father Serra's preaching and care.”

An educational slide titled "Core Lesson 1" and "A New State". It features a timeline from 1700 to Today, with a highlighted period from 1840 to 1912. The slide includes a "VOCABULARY" section with terms: initiative, referendum, and suffrage. It also has a "Vocabulary Strategy" section for "initiative" with the definition: "To initiate means to take the first step. An initiative is the first step." The main text asks "Build on What You Know: Have you ever won a prize? Early settlers in Oregon saw free land as a prize for settling there." and "Settlers Bring Change: Main Idea: As the number of settlers increased, the way people lived and worked began to change." It also mentions "In 1850, Congress passed a law that said a single..."

**Core Lesson 1**

### A New State

1700 1750 1800 1850 1900 1950 Today

1840-1912

**VOCABULARY**

initiative  
referendum  
suffrage

**Vocabulary Strategy**

**initiative**

To initiate means to take the first step. An initiative is the first step.

**Build on What You Know** Have you ever won a prize? Early settlers in Oregon saw free land as a prize for settling there.

**Settlers Bring Change**

**Main Idea** As the number of settlers increased, the way people lived and worked began to change.

In 1850, Congress passed a law that said a single...

“Have you ever won a prize?  
Early settlers in Oregon saw free  
land as a prize for settling there.”

“Settlers Bring Change”

# **ORIENTATION RECOGNIZE INDIGENOUS POWER**



# ORIENTATION CULTIVATE PARTNERSHIPS





# EDUCATOR TOOLKIT



# EDUCATOR TOOLKIT


- ▶ One page connect sheet that shows everything
- ▶ Native American Resource List & Youth Reading List
- ▶ Guiding Principles
- ▶ Critical Orientations for Indigenous Studies Curriculum
- ▶ Introductory Letter
- ▶ SB 13 General Overview/Talking points
- ▶ SB 13 flyer
- ▶ FAQ page information


# One page connect sheet

file:///C:/Users/minah/OneDrive/Documents/ODE/One%20page%20Connect%20Sheet%20for%20Ed%20Toolkit.pdf

1 of 1

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 **TRIBAL HISTORY SHARED HISTORY**

**Educator Toolkit**

Thank you for taking the time to review and learn about Senate Bill 13 and the new statewide Tribal History/Shared History curriculum.

Below is a list of the resources available in the Educator Toolkit that have been developed for your use. Please feel free to duplicate and share the resources with others.

1. Introductory Letter
2. Guiding Principles
3. Senate Bill 13 General Overview/Talking Points
4. Senate Bill 13 Tribal History/Shared History Flyer
5. Frequently Asked Questions
6. Resource List (reference/background information available on the Native American experience in Oregon)
7. Youth Reading List – Native American Literature
8. Critical Orientations for Indigenous Studies Curriculum (developed by Leilani Sabzalian, PhD – Assistant Professor of Indigenous Studies in Education, Department of Education Studies, University of Oregon)

  
Photo courtesy of oeb.org

335 Capitol St NE, Salem, OR 97310 | Voice: 503-947-8600 | Fax: 503-978-3136 | www.oregon.gov/ode

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# Native American Resource List & Youth Reading List

- ▶ This listing of resources was developed for teachers and students in an effort to provide a reference and gain background information on the Native American experience in Oregon.
- ▶ This list was prepared by the Oregon Department of Education with assistance from representatives of Oregon tribes and the Confederated Tribes of Grand Ronde (CTGR) Tribal

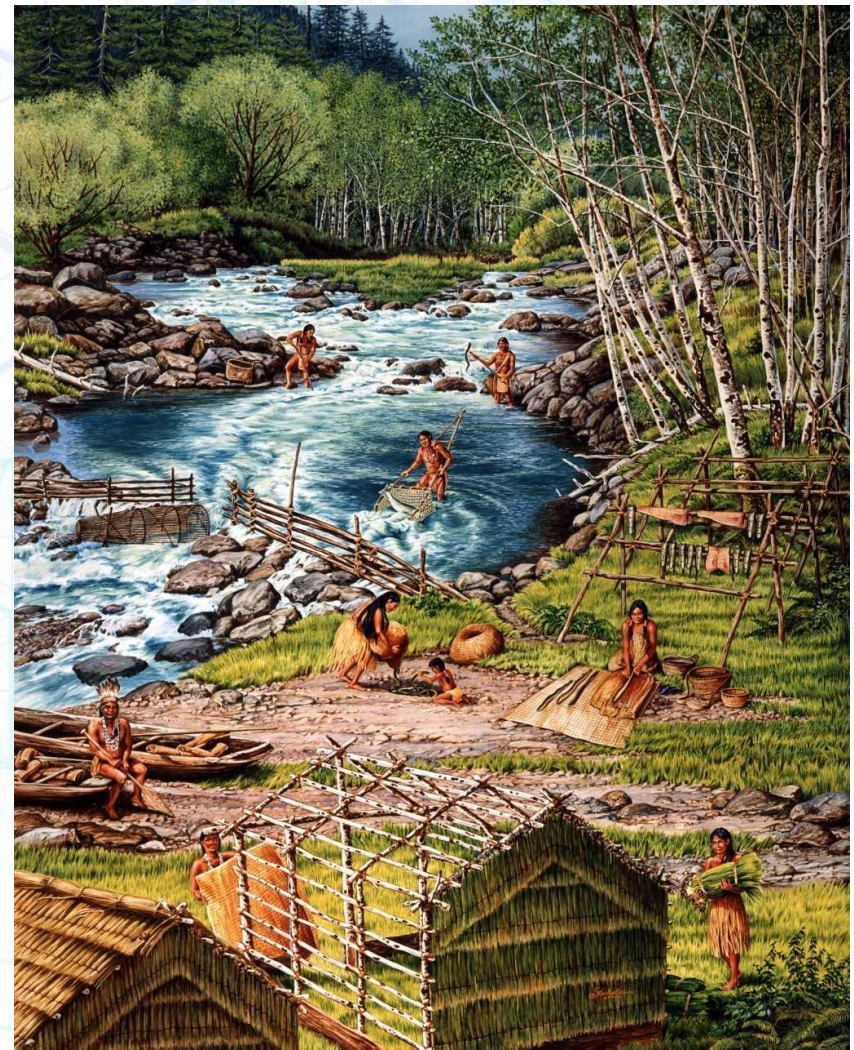


Image courtesy of the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians

# Guiding Principles

- By implementing these guiding principles, you will be influencing tomorrow's leaders and shaping a new future for Oregon and its relationship with our tribes.
- Thank you to Leilani Sabzalian, PhD, Assistant Professor, Indigenous Studies in Education, Department of Education Studies, University of Oregon for use of the integration of her work: *Critical Orientations for Indigenous Studies Curriculum*



Image courtesy of the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians

# Critical Orientations for Indigenous Studies Curriculum (6 P's)

1. Place
2. Presence
3. Perspectives
4. Political Nationhood
5. Power
6. Partnerships



Image courtesy of the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians

# Introductory Letter



Image courtesy of the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians

# SB 13 General Overview/Talking points

**WHAT:** As a result of Senate Bill 13, Oregon Department of Education in partnership with federally recognized Tribes in Oregon developed the Essential Understandings of Native Americans in Oregon.

**WHY:** This is a historic investment in Oregon's education system. Senate Bill 13 is far more than a state law. It is an agreement between the State of Oregon, its government and the governments of each of the nine tribes that reside here in this state.


# SB 13 FLYER


SB 13 Flyer 2.pdf

file:///C:/Users/minah/OneDrive/Documents/ODE/SB%2013%20Flyer%202.pdf


1 of 1

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 TRIBAL HISTORY SHARED HISTORY

## SB 13 TRIBAL HISTORY/ SHARED HISTORY

 Photo by Timothy Gonzalez

A historic investment in Oregon's education system.

Visit Oregon.gov to find out more.

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# FAQ Page Information

FAQ SB 13 as of 8 7 19 ac - Word


Nick Minahan


File Home Insert Design Layout References Mailings Review View Help Tell me what you want to do

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UPDATES AVAILABLE Updates for Office are ready to be installed, but first we need to close some apps. Update now

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 TRIBAL HISTORY SHARED HISTORY

**Frequently Asked Questions**

Senate Bill 13 Tribal History/Shared History

**What is Senate Bill (SB) 13?**

As a result of Senate Bill (SB) 13, the Oregon Department of Education in partnership with Oregon Tribes and Education Northwest is developing a curriculum relating to the Native American experience in Oregon.

- The curriculum will be made available to school districts and will provide professional development to teachers and administrators relating to the curriculum.
- The curriculum will be in grades 4, 8 and 10 to begin with in the 2019-20 school year. The goal is to work toward having a complete K-12 curriculum in the near future.
- Subject integration will include English/Language Arts, Math, Science, Social Studies and Health.
- The Tribal History/Shared History curriculum will cover the Native American experience in Oregon, including tribal history, sovereignty issues, culture, treaty rights, government, socioeconomic experiences and current events.
- It will be historically accurate, culturally relevant, community-based, contemporary and

Page 1 of 11 4592 words

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# BREAK





# ESSENTIAL UNDERSTANDINGS PROCESS/OVERVIEW



► The *Essential Understandings of Oregon Native Americans* were developed as a framework and foundation for the creation of lesson plans in the new statewide curriculum.

► ODE partnered with the nine federally recognized tribes in Oregon to develop this document. It is a collection of heart, expertise, and knowledge. The process began in May 2018 and in June 2019, Tribal representatives agreed to bring the document forward to Tribal leadership for approval.

# Overview

## Essential Understandings

- Respectful of all tribes
- The information the tribes desired/truth and accuracy
- 50,000 foot level
- **Framings:**
  - ▶ Indigenous worldview
  - ▶ Mindful of euphemisms and neutrality
  - ▶ Strength-based
  - ▶ Puts into context; tells the whole (untold) story



Photo by Timothy Gonzalez



## Two Activities

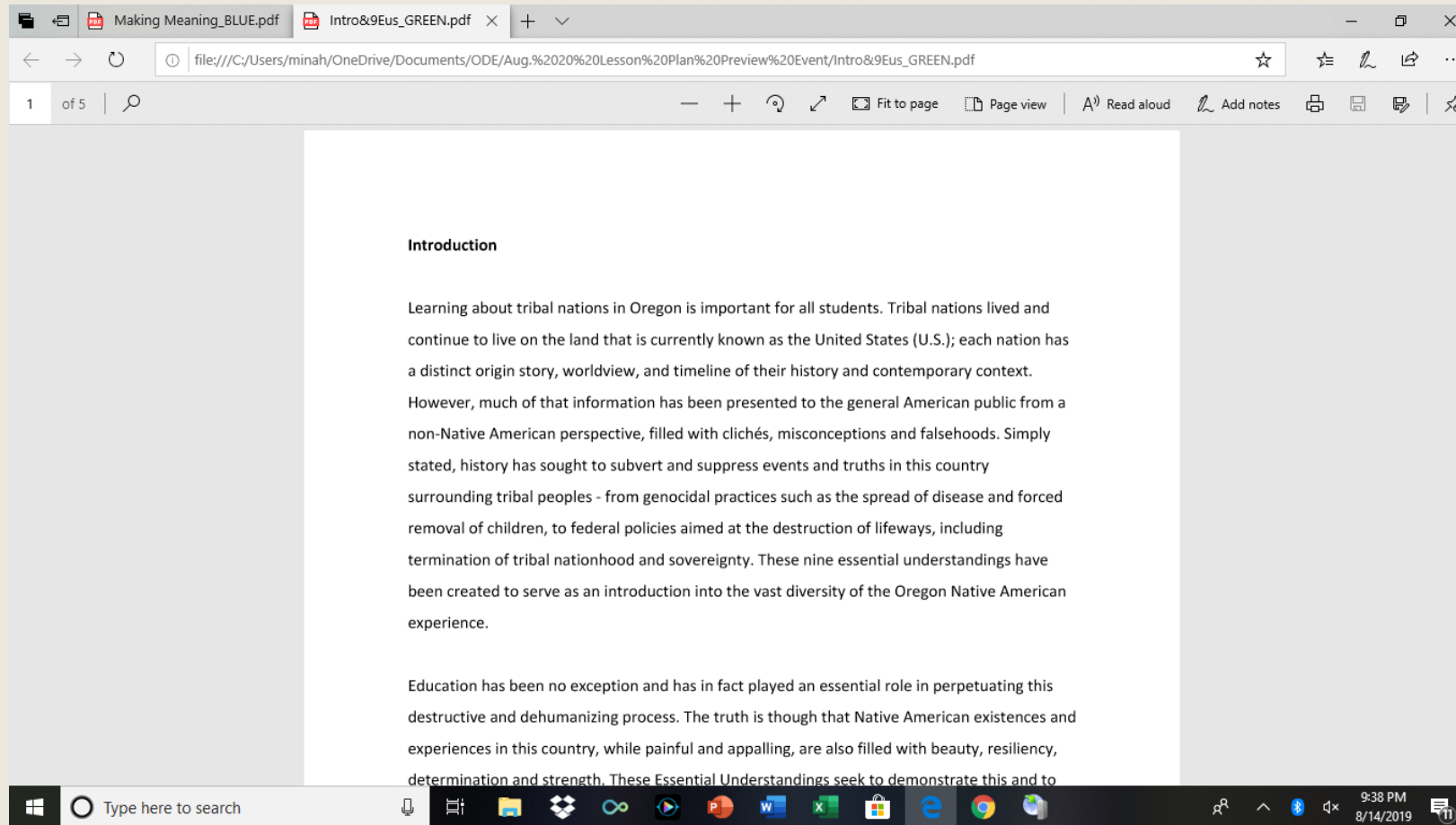
1. Prior Knowledge  
Activity

2. Diving  
Deeper/Making  
Meaning Activity

1. Since Time Immemorial	2. Sovereignty	3. History
4. Tribal Government	5. Identity	6. Lifeways
7. Language	8. Treaties with the US	9. Genocide, Federal Policy and Laws

# Prior Knowledge Activity

Take 5 minutes to skim the Introduction and then get a pack of sticky notes in front of you.



Here is what you are going to do at your table. See the first column one row 1 “Since Time Immemorial”

Write down what you think you know/understand STI to mean. Write down as many thoughts as you have.

Say out loud with a partner what is on your stickies and put them in the box (column one, row one).

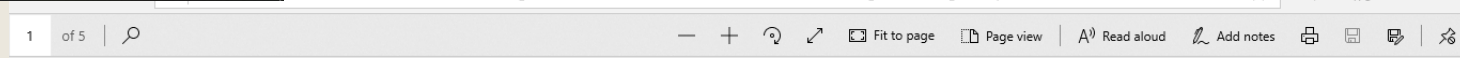
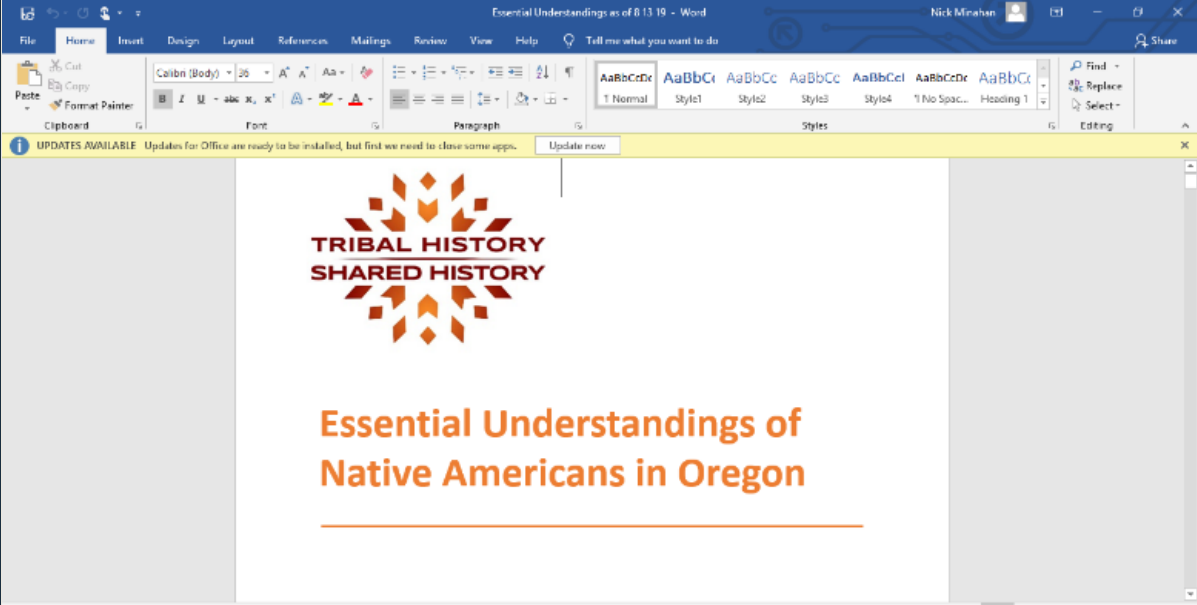
Everyone takes a turn.

Continue this process for all 3 EU's. If time discuss/share out with the whole group at your table.

## Part II: Making Meaning (Instructions on tables)

1. One person in the group open the envelope. That person passes out the unfolded pieces of paper to each member. Each person unfold and the match is your partner. If there is no match, feel free to join a pair or work individually (your choice).
2. Grab a copy of the EU document and Making Meaning handout.
3. With your pair complete the first assigned EU. When you have finished your first one, write your “tweet” on the sticky note and place it on the chart paper with the corresponding EU (on the wall). Repeat with your next two EU’s. If time share out as a whole.





**Making Meaning**

**Essential Understanding 1: Since Time Immemorial**

Key Words:	Context:	Questions:
		Misunderstandings:
		Examples:
Your Definition:		
Your "Tweet":		

**Essential Understanding 2: Sovereignty**

Key Words:	Context:	Questions:
		Misunderstandings:





# LUNCH/OPTIONAL VIDEOS



# LESSON PLAN PREVIEW CAROUSEL ACTIVITY

# Lesson Plan List (16 Total) 3 Grade Levels – 5 subject areas

1. 4\_ELA\_Oral Traditions
2. 4\_Health\_Traditional Games of Oregon Tribal Nations
3. 4\_Math\_Oregon Indians by the Numbers
4. 4\_Science\_Seasonal Rounds
5. 4\_Social Studies – People Groups of Oregon
6. 8\_ELA\_News in Indian Country
7. 8\_ELA\_Health-Stick Games
8. 8\_Math-How Federal Policy Affects Tribes in Oregon
9. 8\_Science\_Native Nutrition
- 10.8\_Social Studies\_Mapping Traditional Lands
- 11.10\_ELA\_Indigenous Peoples' Day Part 1
- 12.10\_ELA\_Indigenous Peoples' Day Part 2
- 13.10\_Math\_On the Pow Wow Trail
- 14.10\_Social Studies\_Supreme Court Decisions
- 15.10\_Science\_Food Sovereignty and Environmental Sustainability
- 16.10\_ELA\_Elizabeth Woody



# SILETZ CULTURE PRESENTATION BY SONYA MOODY-JURADO





# Closing/Exit slips/ Teacher Focus Groups



Hayu masi (Many thanks) for  
coming!



# Contact Information

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