



Grade Level: 3
Subject: ELA

Our Land

ESSENTIAL UNDERSTANDINGS

- History
- Lifeways
- Language,

LEARNING OUTCOMES

- Students will be able to explain the concept of homelands/ceded lands.
- Students will be able to locate significant Grand Ronde locations on a map.
- Students will be able to explain important events that occur at these significant Grand Ronde locations.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Goal setting
- Proximity
- Preserving and honoring cultural history

ASSESSMENT

Students will be assessed on their proficient completion of their Grand Ronde Places worksheet.

Overview

Before European contact, Native Americans covered the lands now called The United States of America. These lands are often referred to as ceded lands or homelands. The peoples of The Confederated Tribes of Grand Ronde lived across present-day Oregon, southwest Washington, and northern California. In this lesson, students will learn about significant places of the Grand Ronde people and what events occurred in those places.

MATERIALS

- [“Home” video](#)
- [Ceded Lands Map](#)
- [Significant Places Map](#)
- Book: Our Land [text](#) or [read aloud](#)
- [Grand Ronde Places Worksheet](#)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

40 minutes

STANDARDS

Oregon Common Core State Standards: ELA-LITERACY

3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

3.RI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Oregon Social Science Standards:

Geography 3.8 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to identify multiple ways to divide Oregon into areas (such as tribal, river systems, interstate highways, county, physical, industry, agricultural).

Historical Knowledge 3.12 Describe how the identity of the local community shaped its history and compare to other communities in the region.

Background for Teachers

OUR STORY

“The Confederated Tribes of the Grand Ronde Community of Oregon includes over 30 tribes and bands from western Oregon, northern California, and southwest Washington. Since time immemorial tribal people have relied on these traditional landscapes for their livelihood. The fish and game were plentiful and what the lands didn’t provide, they acquired by trade.

This way of life changed with western expansion. Ratified and unratified treaties between the Tribes and the United States Government from 1853 through 1855 resulted in the forced removal of tribal members from their ancestral homelands. Despite this removal, tribal members maintained their connection to their homelands and areas such as Willamette Falls and Table Rocks.”

For more information on the Grand Ronde story, please visit the CTGR website at: <https://www.grandronde.org/history-culture/>

VOCABULARY

- **Significant:** definition
- **Ancestors:** a person from whom one is descended and who lived several generations ago
- **Survivor:** a person who is able to continue living his or her life successfully despite experiencing difficulties
- **Petroglyph:** images created by removing part of a rock surface by incising, picking, carving, or abrading, as a form of rock art

chinuk wawa

- **ulali:** berries
- **kwənat:** salmon
- **skak^hwəl:** eel
- **haws:** house
- **shat-ulali:** huckleberries
- **lakamas:** camas
- **t’əmanəwas:** spirit power

Opening

Begin the lesson by showing students the Grand Ronde YouTube video “Home” - <https://youtu.be/-K3sihHVPVY>

Discuss with students what they are seeing in the video:

- *Who are the people in this video?*
- *Where are they?*
- *Why are they at this location?*
- *What does this place mean to them?*

Explain to students that they will be learning about many other culturally important places while they listen to today’s story.

Activity

1. Display the maps, Ceded Lands and Significant Places, for students to view. Explain to students that these maps show the homelands for the people of The Confederated Tribes of Grand Ronde. Long ago, Native peoples lived all across the state of Oregon and had many places that were very important to their people. These places were used for hunting, fishing, ceremonies, and celebrations. While the Native people of Grand Ronde can still visit many of these locations, their home is now on the Grand Ronde Reservation (as seen on Ceded Lands Map).
2. Explain to students that they will be listening to a story today written by Mercedes Jones, a Grand Ronde Tribal Member, In this story, Mercedes and chakchak (eagle) take us on a journey across Oregon to visit some of the places important to the people of The Confederated Tribes of Grand Ronde.
3. Begin reading the book *Our Land*. (This book can also be listened to as a read aloud - read by author Mercedes Jones at this [link](#).)
4. As students learn about each new location, point out the location on the Significant Places map. In applicable - show students where these locations are in relation to where the students’ school is located.
5. At the end of the story, teachers will find a page dedicated to the translations for the chinuk wawa language used throughout the text. Read the words aloud to the students and explain that they are hearing pieces from the chinuk wawa language - the Native language for the people of The Confederated Tribes of Grand Ronde. (For accurate pronunciation see *Our Land* read aloud)

Closure

When the book is finished, students will work individually on the Grand Ronde Places worksheet. They will focus on matching Grand Ronde significant places to the activities that take/took place there and then write a short paragraph (3 sentences) explaining which place they would most like to visit and why.

Differentiation

- Teachers can choose to display only the Significant Places map for students to view. The Grand Ronde Ceded Lands map may be overwhelming for some students.
- Students can listen to the story individually using technology devices.
- Students can work in partners or small groups to complete the Grand Ronde places worksheet.

Extension

- Teachers can share a video series with students showing another tribally significant location mentioned in the book - Noble Oaks
 - [nsayka ili?i: Noble Oaks - Part 1 - Introduction](#)
 - [nsayka ili?i: Noble Oaks - Part 2 - Poison Oak, Onion, and Rose](#)
 - [nsayka ili?i: Noble Oaks - Part 3 - Tarweed](#)
 - [nsayka ili?i: Noble Oaks - Part 4 - Oak](#)
 - [nsayka ili?i: Noble Oaks - Part 5 - Wapato](#)
 - [nsayka ili?i: Noble Oaks - Part 6 - Rose Hips](#)
- **Additional Writing:** Students can write an additional paragraph describing a place in their lives that holds significance to them. Have students identify the location, why it is important to them, and how it makes them feel when they are there.

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

- "Home" video: <https://youtu.be/-K3sihHVPVY>
- Ceded Lands Map:
https://drive.google.com/file/d/1FWvfyyLT86Z7n5gvg5QQNAX_re-X9wry/view?usp=sharing
- Significant Places Map:
<https://drive.google.com/file/d/1NZHBZA9L5GniGevW72b6tzqhaNg6xDh9/view?usp=sharing>
- Book: Our Land text or read aloud
 - Text:
<https://drive.google.com/file/d/1ijuMtaUb0EzOoqlwrr6pMW7bLfwHmZya/view?usp=sharing>
 - Read Aloud: https://youtu.be/TU_VS7fybLU
- Grand Ronde Places Worksheet:
https://drive.google.com/file/d/1ng84_8tkj3xA5vbVZx9fFUmaNr93G8vV/view?usp=sharing