



Grade Level: 4
Subject: Social Studies

We Are Grand Ronde

ESSENTIAL UNDERSTANDINGS

- Since Time Immemorial
- History
- Lifeways
- Treaties with the United States

LEARNING OUTCOMES

- Students will be able to describe the presence and history of Grand Ronde Indians since time immemorial (Pre-European contact).
- Students will be able to give insight as to the timeline of events from Pre-European contact to restoration of Grand Ronde Indians

CULTURALLY RESPONSIVE PRACTICES

- Connecting to Community
- Preserving and Honoring Cultural History
- Interaction with Others Through Prompts in Presentation

ASSESSMENT - Summative

Students will individually complete the We Are Grand Ronde worksheet

Overview

The Confederated Tribes of Grand Ronde history dates back to time immemorial. Pre-colonization, these tribes/bands lived entirely off the land - gathering, hunting, and trading to obtain anything they may need. The first European contact occurred in the late 1700s and was quickly followed by Lewis & Clark and the Hudson Bay Trading Company within the next 20 years. European contact brought many changes to the peoples of the Pacific Northwest Tribes, including the introduction of new goods, contention over security and land rights, and the infestation of new diseases. In this lesson, students will learn about the lifeways of The Confederated Tribes of Grand Ronde during the pre-colonization times and will see how those lifeways began to change after European contact.

MATERIALS

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

- We Are Grand Ronde [Presentation](#)
- Student [Timeline](#)
- CTGR [Reading & Worksheet](#)
- CTGR Worksheet [Answer Key](#)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

45-60 minutes

STANDARDS

Oregon Common Core State Standards: ELA-Literacy

CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Oregon Social Sciences Academic Content Standards

Historical Knowledge 4.11 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization.

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

The Confederated Tribes of Grand Ronde is a confederation of multiple tribes/bands that once lived throughout parts of southern Washington, Oregon, and California. This confederation was established after the removal and relocation of these bands/tribes from their ancestral homelands to the Grand Ronde Indian Reservation throughout the years of 1853-1855. This removal and relocation was a result of the signing of 7 treaties with the United States Government. Prior to this relocation and colonization, the people of these tribes/bands lived in harmony with the Earth. While their daily practices are now primarily forgotten or considered outdated, it is essential that these practices are taught and passed down throughout generations. While these tribes/bands were entirely their own and practiced their own traditions, there are commonalities between them - including hunting, fishing, gathering, dress styles, trade, and at times warfare.

Websites:

Grand Ronde History & Culture: <https://www.grandronde.org/history-culture/>

Our Story: <https://www.youtube.com/channel/UCFZ3ni-tJnLiBBC9TEPSdCg/videos>

Home: <https://youtu.be/-K3sihHVPVY>

Standing Strong Documentary: <https://youtu.be/-43tfBzWfDE>

Oregon 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>

Books:

The First Oregonians edited by Laura Berg

See Ceded Lands Map attached at the end of this lesson plan

VOCABULARY

- **Indigenous Peoples:** Descendants of those who originally inhabited a country or region prior to colonization. It can refer to any indigenous peoples around the world - (Maori of New Zealand, the Confederated Tribes of Grand Ronde in the United States, the Maya in Guatemala, the Aborigines and Torres Strait Islanders of Australia, and the Saami of northern Europe, etc.)
- **Native American/American Indian:** descents of those who originally inhabited the United States of America prior to colonization (The Indigenous Peoples of the United States)
- **Tribe:** A group of indigenous people that share similar cultural, social, political and/or economic characteristics.
- **Band:** A group of native people joined in a common purpose; to unite as a group – the band is usually a smaller part of a tribe.
- **Colonization:** the process of settling among and taking control over the indigenous people of an area.

Opening

Ask if students have heard of the Confederated Tribes of Grand Ronde. After discussing what they know, ask students what questions they have about CTGR. Write these questions down on a piece of paper or on a white board.

Activity

1. Pass out the Student Timeline document to each student. Explain to them that they will be following along with the presentation and filling out their timeline to match the timeline on the presentation slides.
2. Begin moving through the presentation slides
 - a. **Slide 1:** Students will watch an introduction video about the story of the Tribe. This will give students an idea of what they will be learning about today
 - b. **Slide 2:** Vocabulary words for the presentation and/or worksheet are included here. Briefly review these with students and ask if they have ever heard these words used in this way.
 - c. **Slide 5:** First timeline entry. Time Immemorial does not need to be next to a line, it can simply be next to the left arrow. “Oral Traditions” will be on the left-most line and “Archaeological Records” will be on the next line.
 - d. **Slide 6:** This slide has a “Stop & Discuss” question at the end (indicated by the symbol). Teachers can decide the format for this discussion (whole-group, partners, individual response on paper, etc.)
 - e. **Slide 7:** “Stop & Discuss”
 - f. **Slide 8:** “Stop & Discuss”
 - g. **Slide 9:** Timeline update. Students will need to add the dates (late 1700s, 1805, 1812) and events (Explorers Arrive, Lewis & Clark, Hudson Bay Co.)
 - h. **Slide 10:** Timeline update. Students will need to add date (1820) and event (Ft. Vancouver Established)
 - i. **Slide 12/13:** Beginning of Wrap-Up. Students will watch two short videos summarizing much of what they learned.

Closure

Once students have watched both wrap-up videos, the teacher will hand out the We Are Grand Ronde Reading and Worksheet. The teacher can decide the format for the completion of this worksheet. Examples below:

1. Teacher reads the entire reading and questions are answered in whole-group format
2. Teacher facilitates whole-group reading of worksheet and questions are answered in whole-group format
3. Students read and answer questions in small groups or pairs
4. Students work individually to read and answer questions

Differentiation

- The PowerPoint Presentation can be printed as a handout for students to read, follow along, or take notes.
- Students can work in pairs or small groups to complete the worksheet

Extension

- Students can create a journal entry from the viewpoint of a Tribal People or European explorer, describing their interaction.

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are completing their worksheet. 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

We Are Grand Ronde Presentation

https://docs.google.com/presentation/d/1snJ57uYiq3FE_NUnU8YWTuI46uN2DkC7lISZozmXGY/edit?usp=sharing

Student Timeline

<https://drive.google.com/file/d/1OFtml-ozHzvTLi2T4ZwVS0qLk5TNUTYG/view?usp=sharing>

CTGR Reading & Worksheet

<https://drive.google.com/file/d/1vf-tluzMyQk8uZPIVajVpFpW3bdQq6ws/view?usp=sharing>

CTGR Worksheet Answer Key

<https://drive.google.com/file/d/1zRwUI7I69cHp5SB7kIIsahUNEEOPkhvX/view?usp=sharing>

Our Story Video

<https://youtu.be/44A9LGZsdwo>

Home Video

<https://youtu.be/-K3sihHVPVY>

Standing Strong: Western Oregon Tribes Video

<https://youtu.be/-43tfBzWfDE>

Ceded Lands Map

https://drive.google.com/file/d/1FWvfyyLT86Z7n5qvg5QQNAX_re-X9wry/view?usp=sharing