While we wait to begin, please take a moment to introduce yourself at your table and start completing your networking card for a chance to win a prize later in the day!
Welcome!

We will be starting today’s training with an invocation and blessing.

Please welcome Jon George, Tribal Council Member with the Confederated Tribes of Grand Ronde
Introductions

Facilitators:
April Campbell, Oregon Department of Education
Shadiin Garcia, PhD, Educator Advancement Council
Mercedes Jones, Confederated Tribes of Grand Ronde
Trinity Minahan, Oregon Department of Education
Sarah Pierce, Education Northwest
Leilani Sabzalian, PhD, University of Oregon
AGENDA

**AM:**
Brent Spencer – SB 13 from a Tribal perspective  
Louise White, Yup’ik Tribal Elder  
April Campbell – SB 13 Background/EU Process & Activity  
Sarah Pierce – Lesson Plan Overview & Practice  
Trinity Minahan – Educator Toolkit Overview & Practice  
Leilani Sabzalian, PhD – Critical Orientations for Indigenous Studies Curriculum (The 6 P’s) & Practice

**PM:**
Ed Edmo, Storytelling  
Mercedes Jones, Lesson Modeling Activity  
Shadiin Garcia, PhD – Lesson Plan Activity and Curriculum Discourse Analysis/Framing Questions  
April Campbell - Closing
Train-the-Trainer Objectives

1. Have participants come away with the ability to teach, train and be a source of support, knowledge, and advocacy within their school/district for SB 13 Tribal History/Shared History (LEARN/REFLECT/PRACTICE)

2. Provide background on SB 13 (the what and the why – where it came from, etc.)

3. Overview of Critical Orientations for Indigenous Studies Curriculum (The 6 P’s)

4. Create awareness of the Educator Toolkit and ODE Website Resources

5. Understand the what and why of the lesson format in the curriculum


7. Introduce final version lessons of the curriculum through lesson modeling and activities, allow for discussion and discourse of the curriculum

8. Create a Tribal History/ Shared History community and network of support (online or other) for educators
Approach to training for the day (Learn, Reflect, and Practice)

*Presentation followed by:*

**Practice!**: A time to put into words and practice sharing/teaching what you’ve learned. Also a time to consider the following:

**Positionality**: How does your positionality impact your approach to PD. Think about your strengths and how you can ground your approach in your lived and learned experiences.

**Facilitative Strategy**: What protocols, strategies, or methods will you use to facilitate learning (e.g., discussion protocol, ppt, via story, via handouts, know your audience).
► Create a respectful space for discussion/collaborative conversation

► Please be patient and understanding. We are all in this learning process together.

► Index cards are available on tables for questions/comments
Brent Spencer, Confederated Tribes of the Umatilla Indian Reservation

Photos courtesy of CTUIR
Louise White - Yup’ik Tribal Elder

SB 13 Video

https://www.youtube.com/watch?v=7JKplIH0-5ro
Senate Bill 13 Background - April Campbell, ODE

- Senate Bill 13 passed 2017 (signed into law Aug)
- Feb 2018, hired Education NW to begin developing lesson plans
- May 2018, the Essential Understanding Advisory Committee was created
- June 2019, final draft of EU document
- Summer 2019, training conducted on EU’s and draft lessons
- January 2020, implementation
Partnerships

The Nine Federally Recognized Tribes of Oregon:

- Confederated Tribes of Warm Springs
- Confederated Tribes of the Umatilla Indian Reservation
- Confederated Tribes of the Siletz Tribe
- Confederated Tribes of the Coquille Indian Tribe
- Umpqua Tribe
- Kalapuya Tribe
- Siletz Tribe
- Coos Tribe
- Makah Tribe

OCE, COSA, Western States Center, Oregon Education Association, Oregon University of Southern Oregon, Native American Studies, Western Oregon University, Tribal History, Shared History, IEA, NAYA Family Center, University of Oregon College of Education
Process

Phase 1
- ODE: Essential Understandings & 45 unit plans
- Oregon’s 9 Tribes: Local context unit plans

Phase 2
- Professional Development

Phase 3
- Implementation
Lesson Plan(s)

50,000 Foot level:
Essential Understandings
45 lesson plans

5 Foot Level:
Tribal Context – place-based
The Oregon Department of Education partnered with the federally recognized tribes in Oregon to develop the Essential Understandings of Oregon Indians. **This document has been a collection of heart, expertise, and knowledge.** These concepts will support educators as they teach essential knowledge which tribes wish to share with educators, students and youth. The Oregon Department of Education hired Education Northwest to assist in the facilitation of developing the Essential Understandings and create lesson plans for 4th, 8th, and 10th grades.

Partnering with our 9 tribal governments to develop the essential understandings began in May 2018; and in June 2019, tribal representatives agreed to bring these essential understandings to tribal leadership for final approval. **The Essential Understandings will continue to inform the creation of additional lesson plans and replace decades of inaccurate stereotypical teaching of American Indians in classrooms across Oregon.**
Essential Understandings

- Language is approachable and concise
- Concept is essential (crucial, critical, most important)
- Truth
- Respectful of all tribes
- 50,000 foot level
- Framings:
  - Indigenous worldview
  - Mindful of euphemisms and neutrality
  - Strength-based
  - Puts into context; tells the whole story
  - Indigenously framed
Essential Understandings of Native Americans in Oregon
In pairs, review/present your Making Meaning homework worksheet to each other. Then type your “tweet” by following the instructions on the Padlet Instructions page.
## Example: Since Time Immemorial

<table>
<thead>
<tr>
<th>Key Words:</th>
<th>Context:</th>
<th>Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existed Coast, valleys, plateaus, basins Relationship continuous</td>
<td>People never acknowledge this land had communities living prior to the Mayflower; this remind people of the truth</td>
<td>What are examples of Oral Traditions?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Misunderstandings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>People think the Bering Strait Theory is true.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There are at least nine nations who have been here before any one else has ever been.</td>
</tr>
</tbody>
</table>

### Context:

Since Time Immemorial means there are Indigenous Nations who originated from here and whose descendants continue to be here.

### Your “Tweet”:

Indigenous people have been in a relationship with the land and water since forever.
Practice! Outcomes:

Educators become familiar with the what and why of SB 13, employ critical thinking skills, practice articulating and develop a schema of the Essential Understandings of Native Americans in Oregon. Discuss and compare misunderstandings, questions, key words, definition and tweet with other members of table/group.

Practice! Define the key elements of the EU’s and how to clarify and correct possible misconceptions.

Positionality: How might this learning be organized to be ensured of high understanding and application even in truncated time? Facilitative Strategy: What protocols, strategies, or methods will you use to facilitate learning and application of the EU’s in the learning environments.
Lesson Plan Overview
Tribal Entrepreneurship

LEARNING OUTCOMES

- Students will have a greater understanding of tribal entrepreneurship by learning about the entrepreneurial history of the Cow Creek Umpqua Tribe.
- Students will consider how a successful business contributes to the welfare of the greater community.
- Students will construct a business plan in the context of limited resources.

ESSENTIAL QUESTIONS

- How do businesses work together for the benefit of themselves and their community?
- How are businesses impacted by the amount of resources they have access to?

LOGISTICS

- Where does the activity take place?
  - Classroom, with a variety of whole class and small-group work for engagement.
- How are the students organized?
  - Whole class
  - Teams 1 – 5 and 2 – 4
  - Pairs
- Individually

TIME REQUIRED

Two 50-minute blocks

Overview

This lesson provides students with an overview of the tribal entrepreneurship of the Cow Creek Umpqua Tribe. By learning about past, present, and future tribal businesses, students will better understand tribal perseverance and the tribally confirmed contributions to the land and people of Oregon. Students will then use what they know about tribal entrepreneurship to develop ideas for business partnerships and create business plans of their own. This lesson encourages critical and creative thinking while working in teams. It also gives students a chance to practice public speaking skills by presenting their business ideas to the rest of the class.

Background for teachers

As we have been learning, the Cow Creek Umpqua Tribe was indigenous to the land of Oregon. The tribe is still active and thriving today and manages many successful businesses in Oregon. The purpose of this lesson is to introduce students to the business endeavors of the tribe and to use tribal businesses as inspiration for their own business ideas.

Considerations for teachers

Assessment: How will you know if students are learning?

- Students should be assessed both formatively and summatively. The formative assessment will consist of teacher observation of student participation in group work and discussion. The summative assessment will be the presentation of a business idea by each group.

Practices (group roles, classroom routines). This depends on the activity. For instance, how do you rotate roles? Assign computers? Get supplies?

- The teacher can decide on the method for assigning small groups, if appropriate, students can choose groups themselves. If not, the teacher will choose groups.
- The teacher will manage and facilitate small group work.
- Students will work together to design a business idea and present it to the class.
- Students will vote anonymously, either through writing or hand raising.

Resources

Cow Creek tribal website
http://www.cowcreek.com/

Tribal businesses
http://www.cowcreek.com/tribal-business/

STANDARDS

Oregon social studies standards
Economics – 4.3
Multicultural – 4.7, 4.13
Financial Literacy – 4.5
Geography – 4.9
Historical Knowledge – 4.33

Oregon English language arts standards
Reading, Informational Text – 4.10.2
Writing – 4.W2

MATERIALS

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

- Writing utensils
- Tribal Businesses handout
- Business Plan worksheet
- Business Plan worksheet

Lesson 3: Tribal Entrepreneurship
**Lesson 1: People Groups of Oregon**

**Overview**
This lesson will give students a foundational awareness of the Indigenous, sovereign people groups who live in what is now known as Oregon—their history, their culture, and the issues that continue to impact them today. When undertaking the study of Indigenous people, it is important to begin with their long history on the land. Indigenous people have lived in Oregon for thousands of years, in established communities, with established social structures, languages, and cultures. They were—and are—deeply and inextricably connected to the land.

It is also important to increase students' awareness of the continued presence of Indigenous people groups in Oregon and to explore what it means to be a sovereign nation within the United States. This lesson will also help students begin to think about how the story of the American West (e.g., the Oregon Trail westward expansion) has typically been told from a white settlers' perspective and consider how that history might look for Indigenous people groups whose ancestors were present on the land prior to European arrival. Finally, this lesson aims to help students identify the nine tribes in Oregon that are currently recognized by the federal government, including the Burns Paiute Tribe, and to understand that all of Oregon was and still is Indian Country.

**Background for Teachers**
It is important for teachers to research the history of the tribes in Oregon before delivering this first lesson. A helpful starting point is Oregon Public Broadcasting's story Broken Treaties: https://www.opb.org/artsandlife/stories/broken-treaties/oregon-tribes-oral-history-broken-treaties/ [a PDF copy of the story is also included in the materials folder].

Two Oregon Department of Education websites that may be helpful to explore are:

**Some key ideas to be aware of are:**
- Indigenous people had already been living in every region of Oregon for thousands of years prior to the coming of white settlers. The historical documents—even those that seek to tell the white settler's perspective—acknowledge the fact.
- The federal government (as well as the state of Oregon) has available maps of the time, there were many people groups in Oregon before white settlers came, and there are still nine federally recognized tribes today.

*Oregon is in the process of revising its social studies standards. This document references the draft 2016 standards for grade 4.*
LESSON 2
Changing Landscapes

ESSENTIAL UNDERSTANDINGS

- Identify reasons the sea otter has been important to the Coquille Tribe's traditional way of life
- Discuss the impacts of non-Indian trade on the population of this magnificent creature and how the sea otter's virtual extinction damaged the ecosystem of the Oregon Coast
- Identify both the internal and external structure of the sea otter and describe their function
- Understand why sea otters are important for balancing the ecosystem of the Oregon Coast
- Develop an informational poster or pamphlet that provides an overview of the sea otter and its impact on the traditional life of the Coquille Indian tribe

LEARNING OUTCOMES

- Whole class
- Teams: 2 - 4
- Pairs
- Individually

TIME REQUIRED

Approximately 3 hours

OCEANIC LANDSCAPES

The Coquille Tribe's culture, lifestyle, and economy are inseparable from the forests, meadows, and coastal lands of Southwest Oregon. This region's fertile landscape provides plentiful resources. To the Tribe, including abundant flowers and a rich coastal ecosystem. Prior to contact with non-Indians, the Tribe constructed its permanent villages along the tideways and lower reaches of streams and rivers. At least seven of these villages are known to have stood between Bandon and Myrtle Point on the Coquille River.

Background for teachers

ANCESTRAL LANDS

Teachers should visit the Coquille Indian Tribe website (https://www.coquille-tribe.org) and become familiar with Tribe's history. The Tribe's ancestral homelands extend from south of Bandon to all reaches of the Coquille River watershed in Curry, Coos, and Douglas counties.

STANDARDS

Oregon science standards

- From Molecules to Organisms: Structures and Processes: 4.L.3.4. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Oregon ELA standards

- RL.4.3.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- W.4.9. Use evidence from literary or informational texts to support analysis, reflection, and research.

Ocean literacy

- RL.4.3.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- W.4.9. Use evidence from literary or informational texts to support analysis, reflection, and research.

Lesson 2: Changing Landscapes
Considerations for teachers

Assessment: How will you know if students are learning?
- Students will engage in a substantial amount of discussion with partners and groups. Teachers should actively monitor student discussion for correct understanding and integrate it to correct misconceptions or bias.
- Students will produce a diagram of the key structures and functions of the sea otter’s anatomy. Teachers will assess understanding of both content knowledge and how to diagram.
- Students will create informational poster or pamphlet writing that will allow teachers to see their current understanding and insight.

Practices (group roles, classroom routines). This depends on the activity. For instance, how do you rotate roles? Assign computers?
Get supplies?
- Small group/pair-share discussion – Activity 2 requires students to participate in “Concentric Circle” discussions. If you have never used the pair-share discussion model, be sure to set the stage by explaining norms and expectations for speaking and listening. Anticipate any students who may have difficulty in pairs (or reading the handouts for this lesson) and match them with students who will help them be successful.
- Teachers must have a strong knowledge of how to diagram the functions and structures of animal biology and be able to model this skill for students (see websites listed under “Resources” above).

Learning targets
- I can identify reasons the sea otter has been important to the Coquille Tribe’s traditional way of living.
- I can summarize, in my own words, the impact of the European fur trade on the sea otter population and the coastal ecosystem of Oregon.
- I can identify and diagram key structures and functions of the sea otter’s anatomy.
- I can create, in writing, an informational piece (e.g., poster or pamphlet) to educate the general public about the sea otter and its impact on the traditional life of the Coquille Tribe.

Options/extensions
- Tell your students to imagine that a first-grader has asked them, what are sea otters? Why are they important? Challenge students to write themselves a “script” for how they would respond to that question in a way a younger child would understand. Have your students present their understanding in a classroom of first-graders.

Reflection/closure
- Create daily exit ticket with one of the following questions:
  a. Why are the sea otter important to the Coquille Tribe?
  b. Why are they important to healthy coastal ecosystems?
  c. What happened to the sea otters on the Oregon Coast?

Appendix Materials
Materials included in the electronic folder that support this lesson are:
- Coquille and Coastal Ecosystems PPT
- Concentric Circle Graphic Organizer
- Northern Sea Otter Structure and Function
- Informational Poster Rubric
Stage 1: Oregon Department of Education lessons

45 lessons aligned to Grade level standards

15 each in Grades 4, 8 and 10

Cross Curricular
Social Studies
English Language Arts
Science
Math
Health
Are We Going to Make It to the Pow Wow?

Overview

This math lesson introduces students to an important element of Native American culture: the pow wow. These are public events, typically open to the general public, in which Native people celebrate and share their culture: honor friends, family members, elders, and military veterans participate in singing and dancing, and display traditional skills and crafts. There are more than a dozen pow wows held in Oregon each year, from early spring to early fall, in all regions of the state.

In this lesson, pow wows serve as the basis for a task rich exercise in which students choose which pow wow to attend and then calculate the related expenses. The lesson allows students to develop their skills in using math for contextual problem solving and to make informed decisions.

Background for teachers

For many Native people, pow wows are a time of gathering and connecting with friends and relatives. These celebrations, which typically take place from spring to early fall, are a way to share knowledge and traditions with others and a time to honor veterans, friends and relatives who have died, recent graduates, toddlers learning to dance, and more. Many families participate in the “Pow Wow Trail” to support their families and their way of life. Pow wows typically include dancing and regalia contests across a variety of age and dance categories, and drummers and singers also compete for recognition and money. Most pow wows have established vendors selling goods and food, as well as some youthful entrepreneurs who sell items to support future travels and endeavors.

Many pow wows are open to the public and can be enjoyed by all. In addition to dancing, shopping, and eating there might be other activities, such as basketball tournaments, information booths about local colleges, and more. Those who are just learning about pow wow etiquette should not be afraid to ask those around them, as most people are happy to share their knowledge about these traditional celebrations. Pow wows are drug and alcohol free; use of such items is prohibited and frowned upon.

People not familiar with pow wow culture may mistakenly call regalia “costumes.” It is important to know that the clothing and adornments are not costumes and are called regalia for a reason. Some pieces of regalia are handed down between families or created specifically for the type of dancer or to reflect the dancer’s personality or identity. Many tribal nations have unique designs or colors that carry meaningful messages.

STANDARDS
Oregan mathematical practice standards
HSMP1 Make sense of problems and persevere in solving them.
HSMP3 Construct viable arguments and critique the reasoning of others.
HSMP4 Model with mathematics.

Oregan math standards
S.MD.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
   a. Evaluate and compare strategies on the basis of expected values.

MATERIALS
What materials are needed for students to engage in this activity?
- Pow Wow Descriptions
- Pow Wow Trail Task Sheet
- Pow Wow Trail Task Set
- Pow Wow Trail Planning Sheet
- Mileage Chart for Oregon Cities
- Computer and a way to show videos
- Internet access for students to research additional pow wow information
This task is meant for student exploration and application of skills in a particular context. Students may have a diverse set of correct answers based on their choices, but those choices must meet the requirement of the assignment and show appropriate application of math skills. Students should be encouraged to utilize resources that are available to them, including other students, since answers are unique and each student will be asked to justify their choices.

Two other Oregon Department of Education websites that may be helpful to explore are:


Another resource for mapping distance calculators is www.gasbuddy.com to accurately track route distances and comparative costs of gasoline in different areas of Oregon.

Review Oregon’s Vision and Objectives for 2020 High School Math Standards Project found at:

Review the guidance to understand pow wows and celebrations.

The Native American Youth and Family Center (NAYA) provides some guidance to those unfamiliar with pow wow celebrations and etiquette: https://nayapdc.org/powwow/powwow-101/

VOCABULARY

Pow wow – A public social gathering where indigenous people dance, drum, sing songs, and socialize.

Drum group – A group responsible for providing the music at a pow wow; during competition songs, they are responsible for providing specific songs for the dancers.

Regalia – The clothing and adornments dancers wear to express their identity.

Grand entry – A chance for all the dancers in regalia to gather and enter the arena or field together.

The Montana Office of Public Instruction developed Your Guide to Understanding and Enjoying Pow Wows, which provides an overview of the planning committee; the contests; the drumming, songs, and singers; and the dancers and dances: https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/PowWows.pdf

Note: Prior to delivering the lesson, teachers will need to calculate mileage from their local city or town to all other locations on the mileage chart. Alternately, students may be asked to find the distance if they have access to a mileage calculator.

Considerations for teachers

Assessment: How will you know if students are learning?

- Formative assessment:
  - Review the Pow Wow Trail Task Set for completion and accuracy
- Summative assessment:
  - Review the Pow Wow Trail Planning Sheet for completion and accuracy

Practices (group roles, classroom routines)

Students are expected to justify their choices, and they may have a variety of answers depending on the data they choose for the task. This aligns to the vision and objectives of the Oregon Mathways Initiative and practice standards.

Learning targets

- I can utilize math skills to justify choices in visiting multiple pow wows across Oregon.
- I can understand and appreciate the various elements of a pow wow celebration.
Options/extensions

- Students can create a map with the travel plans, highlighting the pow wows they chose and the final budget.
- Students can create an advertisement to entice other students to travel to a certain pow wow using the information they gathered about costs.
- Students can use resources such as mapping distance calculators and www.gasbuddy.com to accurately track route distances and comparative costs of gasoline in different areas of Oregon.
- Students can research different vehicles and compare costs for the same trip based on the costs of gas.
- Students can research the history of powwows including how the modern powwow is different from the original powwows that were war dances — how they evolved from war dances and how war dance songs celebrate veterans/service men and women

Reflection/closure

Have students share their choices of which pow wows they chose to attend and the justifications. If time allows, students can debate which trips were most successful and what defined that success.

Activity 1
Introduction to Pow Wows in Oregon
Time: 40 minutes

View the following newscasts: The first one features the Southern Oregon University Pow Wow in Ashland, Oregon

Say:
Pow wows are social gatherings that are held all across Oregon and the United States in celebration of Native American heritage. It is a chance for people to gather, see friends, family members, and neighbors; wish good intentions for others; and share cultural heritage with each other. Pow wows are held in various locations and often have different meanings and purposes depending on the time and place they are held. We are going to watch two different newscasts that highlight two very different settings and two very different purposes.
In the videos you will see a variety of dancers and notice what they are wearing. These outfits are called regalia, and it’s important to understand that they are not costumes. They are specific to the type of dance and are also meant to reflect the personality and identity of the dancer. Many are passed down from generation to generation. You will notice the many different colors, materials, and styles of regalia.

For our lesson today we’re going use pow wows as the context for a problem-solving activity. You’re going to choose three pow wows you would like to visit and then create detailed travel plans for each one. You have an exact budget that you will have to work with, and you will need to plan for gas, food, and lodging.
As you watch videos, I want you to think about what specific things you would be interested in seeing while traveling to the pow wows. I want you to notice in the video, the music, the drums, the regalia, the reasons and even the environment in which the pow wow is held.
➤ Practice! Identify the elements of the lesson plan format that are designed to support educators own growth and instruction (EUs, academic standards and expectations, explicit and implicit instruction, script) What will be most beneficial for some of your colleagues?

Outcomes:
➤ Educators familiarize themselves with the format of the lessons and understand why and how to use them effectively.
Cultural items and Indigenous educational materials/resources are available for viewing at the display tables.
Educator Toolkit/Website Resources

What and Why
EDUCATOR TOOLKIT

► One page connect sheet that shows everything
► Introductory Letter
► Approaches in Indigenous Education
► Critical Orientations for Indigenous Studies Curriculum (The 6 P’s)
► Native American Resource List & Youth Reading List
► SB 13 General Overview/Talking points
► SB 13 flyer
► FAQ SB 13 information
► Pre-Assessment
► Essential Understandings of Native Americans in Oregon
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. Approaches in Indigenous Education
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)
9. Pre-Assessment

Photo courtesy of opb.org
Introductory Letter

Thank you for taking the time to review and teach this new curriculum, an inclusive approach at sharing Oregon’s diverse history. It is long awaited and the result of the collaborative effort of many in our state who value the importance of students learning about Oregon tribes and history.

The nine federally recognized tribes of Oregon have gathered together in an effort to create nine essential understandings of Native Americans in Oregon. These are the overarching ideas from which the curriculum is taught. They include: Since Time Immemorial: Sovereignty; History; Tribal Government; Identity; Lifeways; Language; Treaties with the United States; and Genocide, Federal Policy and Law.

Each one serves as an important idea that relates to the culture and history of Oregon tribes.

Along with these essential understandings, it was important to point out 11 Approaches in Indigenous Education to help educators teach and students learn about Native Americans in Oregon:

1. Teach as a leader and a learner. That means teaching from the heart; show kindness, honesty, openness, and create a positive learning environment. Know that it’s okay to learn as you go and learn with/from your students. However, it is not okay to make the indigenous student(s) the expert(s) in the class.
2. Understand that each tribe in Oregon and each native period is unique and different.
3. Acknowledge indigenous homelands of the places where you teach.
4. Native Americans have lived in Oregon since time immemorial (long preceding European contact and beyond human memory).
5. Indigenous peoples are still here. Focus on perspectives of contemporary indigenous residents, changemakers and issues to affirm indigenous students, challenge stereotypes, and highlight the strengths and struggles of indigenous peoples today.
6. Shift from teaching about indigenous peoples to learning from indigenous analyses.
7. Indigenous peoples have inherent sovereignty, teach students about tribal sovereignty and the political status, rights and issues that impact indigenous nations and citizens as part of civics education.
8. Honor and respect traditional lifeways – students may be absent from school to participate in their tribe’s traditions such as seasonal hunting and gathering, ceremonies and funerals. Therefore, when appropriate, work with students to accommodate these absences.
9. Seek out information, cultivate and sustain relationships with and visit your local tribes’ education and/or cultural department(s). Invite guest speakers (such as Tribal Elders or others recommended by the tribe) to your classroom. Many events at tribes are open to community members including annual powwows. This is a great opportunity to experience the culture of the tribe.
10. Incorporate native perspectives in your classroom through literature, architecture, scientific discovery, contributions, etc.
11. Allow students to share and express their culture in as many ways as possible, including speaking in their home languages.

Thank you to Leilani Jesselien, PhD, Assistant Professor, Indigenous Studies in Education, Department of Education Studies, University of Oregon for her work on the integration of her work: Critical Orientations for Indigenous Studies Curriculum.

250 Capitol St NE, Salem, OR 97310 | Voice: 503-378-6100 | Fax: 503-378-5150 | www.oregon.gov/oeo
APPROACHES IN INDIGENOUS EDUCATION

1. Teach as a leader and a learner. That means teaching from the heart; show kindness, honesty, openness, and create a positive learning environment. Know that it's okay to learn as you go and learn with and from your students. However, it is not okay to make the indigenous student(s) the expert(s) in the class.

2. Understand that each tribe in Oregon and each Native person is unique and different.

3. Acknowledge indigenous homelands of the places where you teach.

4. Native Americans have lived in Oregon since time immemorial (long predating European contact and beyond human memory).

5. Indigenous peoples are still here. Focus on perspectives of contemporary, Indigenous leaders, changemakers and issues to affirm Indigenous students, challenge erasure, stereotypes, and highlight the strengths/struggles of Indigenous peoples today.

6. Shift from teaching about Indigenous peoples to learning from Indigenous analyses.

7. Indigenous peoples have inherent sovereignty. Teach students about tribal sovereignty and the political status, rights, and issues that impact Indigenous nations and citizens as part of civic education.

8. Honor and respect traditional lifeways — students may be absent from school to participate in their tribe’s traditions such as seasonal hunting and gathering, ceremonies and funerals. Therefore, when appropriate work with students to accommodate these absences.

9. Seek out information, cultivate and sustain relationships with and visit your local tribe’s education and/or cultural department(s). Invite guest speakers (such as Tribal Elders, or others recommended by the tribe) to your classroom. Many events at tribes are open to community members including annual powwows. This is a great opportunity to experience the culture of the tribe.

10. Incorporate Native perspectives in your classroom through literature, architecture, scientific discovery, contributions, etc.

11. Allow students to share and express their culture in as many ways as possible, including speaking in their home language(s).

By implementing these approaches, 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.
Senate Bill 13 Tribal History/Shared History

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.

• The ODE will provide lesson plans to school districts and will provide professional development to teachers and administrators relating to the Tribal History/Shared History.
• These lessons target grades 4, 8 and 10 for implementation to begin within the 2019-20 school year. The goal is to work toward having a complete K-12 curriculum in the near future. Educators will be able to choose from 45 lesson plans to integrate into existing curriculum.
• Subject integration will include English/Language Arts, Math, Science, Social Studies and Health/PE. Educators can choose 2 different subject areas to implement 2 lesson plans per academic year.
• 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 developmentally appropriate; and aligned with the academic content standards adopted under ORS 329.045.

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.

• These children that we are teaching this curriculum to will be tomorrow’s leaders and will shape a brand-new future for the state of Oregon and its relationship with each of our tribes.
• We benefit from multiple perspectives in our history.
• We can increase inclusion and make our education system better for all.
• This curriculum initiative supports CDE’s work towards equity for all students and a result of the holistic, collaborative effort of many in our state who knew the value and importance of our students learning about Oregon’s tribes and history.
• Native Americans have lived in Oregon since time immemorial. It is impossible to understand the state’s history—or U.S. history—without having some essential understandings of the rich culture and contributions of its Native people. For decades, however, that contribution has been minimized, mischaracterized, or completely left out of the state’s public-school curriculum. For more information and updates, visit the CDE Tribal History/Shared History webpage.
SB 13

TRIBAL HISTORY/SHARED HISTORY

A historic investment in Oregon’s education system.

Visit Oregon.gov to find out more.
SB 13 Frequently Asked Questions

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 developmentally appropriate; and aligned with the academic content standards adopted under ORS 329.065.
- ODE has 45 lessons available to districts in grades 4th, 8th, and 10th (in several different content areas). Districts will be able to choose one lesson per grade in each content area to implement for the 2019-20 academic year—teaching a minimum of 18 lessons.

<table>
<thead>
<tr>
<th>GRADS</th>
<th>CONTENT/SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade, 8th Grade and 10th Grade</td>
<td>English Language Arts, Math, PE/Health, Science, Social Studies</td>
</tr>
</tbody>
</table>
Resource List

Disclosure:

This Resource List was drafted by the Oregon Department of Education in conjunction with the Confederated Tribes of Grand Ronde Library, representatives from the nine federally recognized tribes of Oregon, and several educators across Oregon as a learning resource to provide a robust background for educators and students on the Native American experience in Oregon. It is a living document and the Oregon Department of Education reserves the right to revise as necessary as resources are suggested for addition or deletion. The inclusion of resources on this list should not be viewed as an endorsement by the Oregon Department of Education. The selection of the reading resources is left to the discretion of each educator and/or student. It is highly recommended that educators preview the resource prior to using it in the classroom. Please notify the Oregon Department of Education Office of Indian Education if you find a resource on this list that you find inappropriate for classroom use.

BOOKS/MAGAZINES/JOURNAL ARTICLES

Reference to Native Americans in Oregon — general:
Youth Reading List

Native American Titles in the Tribal Library Collection
Compiled by the Confederated Tribes of Grand Ronde Tribal Library
Website: library.grandronde.org
Elementary (ELEM) – Junior High and High School (YA)

Disclosure:

This Youth Reading List was drafted by the Oregon Department of Education in conjunction with the Confederated Tribes of Grand Ronde Library, representatives from the nine federally recognized tribes of Oregon, and several educators across Oregon as a learning resource to provide a robust background for educators and students on the Native American experience in Oregon. It is a living document and the Oregon Department of Education reserves the right to revise as necessary as resources are suggested for addition or deletion. The inclusion of resources on this list should not be viewed as an endorsement by the Oregon Department of Education. The selection of the reading resources is left to the discretion of each educator and/or student. It is highly recommended that educators preview the resource prior to using it in the classroom. Please notify the Oregon Department of Education Office of Indian Education if you find a resource on this list that you find inappropriate for classroom use.

Young Adult (YA) Non-fiction

Critical Orientations for Indigenous Studies Curriculum
(The 6 P’s)

PLACE
- You are always on Indigenous homelands
- Acknowledge Indigenous peoples and homelands of the places where you teach
- Move beyond acknowledgements to anchor curriculum around issues that affect local Indigenous peoples, lands, and nations
- Seek out Indigenous place names when appropriate and possible

PRESENCE
- Indigenous peoples are still here
- Over 6 million people identify as American Indian/Alaska Native and there are >570 federally recognized Native nations in the U.S.
- Focus on contemporary Indigenous leaders, changemakers, and issues to affirm Indigenous students, challenge erasure stereotypes, and highlight the strength and struggles of Indigenous peoples today

PERSPECTIVES
- Indigenous perspectives challenge Eurocentrism and provide analyses to enrich curriculum more broadly
- Curriculum often “faces West” (e.g., expansion, exploration); instead, consider how “facing East” (e.g., invasion, encroachment) (Richter, 2001) might reorient the curricula
- Move from teaching about Indigenous peoples to learning from Indigenous analyses

Pre-Assessment

SB 13 Tribal History/Shared History

1. Fill in the missing blank spaces: These are the nine (9) federally recognized tribes in Oregon (listed below):
   (1) Bunna Paiute Tribe
   (2) Confederated Tribes of Coos, Lower Umpqua and Siuslaw
   (3) __________________________
   (4) __________________________
   (5) Confederated Tribes of the Umatilla Indian Reservation
   (6) Confederated Tribes of Warm Springs Indian Reservation
   (7) __________________________
   (8) Cow Creek Band of Umpqua Tribe of Indians
   (9) Klamath Tribes

2. True or False: Every Oregon tribe has the same indigenous lifeways.
   Answer: __________

3. True or False: The history of each tribe in Oregon is different.
   Answer: __________

4. Do you know which Oregon tribe’s headquarters (or satellite office) is located closest to your school (circle yes or no)?
   YES  NO  If yes, please list: __________________________

5. True or False: Native Americans have lived in Oregon since time immemorial (long predating European contact).
   Answer: __________

6. What is Tribal Sovereignty? (write answer below)
   _______________________________________________________

7. What does Tribal Government refer to? (write answer below on next page)
ODE Tribal History/Shared History Webpage

- Implementation
- Professional Development
- Past and Upcoming Events
- Lesson Plans (ODE and place based lesson plans from the nine federally-recognized tribes in Oregon)
- Indian Education Resources (Tribal websites, Native American Education Pedagogy Websites, etc.)
## Educator Toolkit/Website Resources

### Practice!

#### Educator Toolkit Practice/Review/Discuss

<table>
<thead>
<tr>
<th>NAME OF ITEM</th>
<th>REVIEWED</th>
<th>HOW COULD I POTENTIALLY USE THIS ITEM NOW OR IN THE FUTURE? (example: flyer – situate in classrooms or shelf Focus/Intertia)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Page Connect Sheet</td>
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<tr>
<td>Introductory Letter</td>
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<tr>
<td>Approaches in Indigenous Education</td>
<td></td>
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<tr>
<td>6 Ps (Critical Orientations for Indigenous Studies Curriculum)</td>
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<td>FAQ SB 10</td>
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<td>SB 13 Flyer</td>
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<td>SB 13 General Overview/Talking Points</td>
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<tr>
<td>Resource List</td>
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<tr>
<td>Youth Reading List</td>
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<tr>
<td>Essential Understandings of Native Americans in Oregon document Pre-Assessment</td>
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</tbody>
</table>

*Are we missing something that would be helpful in the toolkit? Please let us know by completing an index card at your table and submitting it in the box.
Practice! Outcomes:

Practice! Educator Toolkit Review Worksheet

Outcomes:
➤ Educators become aware of resources available to them and begin to think about how they may utilize them for their own Indigenous knowledge growth and embed within the Tribal History/Shared History curriculum in their classroom/school/district.
Critical Orientations for Indigenous Studies Curriculum

Leilani Sabzalian, PhD, Assistant Professor, Indigenous Studies in Education
University of Oregon
Critical Orientations (6 P’s)

PLACE

Acknowledge Indigenous homelands where you teach

PRESENCE

Focus on the presence and diversity of Indigenous peoples today

PERSPECTIVES

Incorporate Indigenous perspectives into the curriculum

POLITICAL NATIONHOOD

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

POWER

Challenge power dynamics within curricula and affirm Indigenous power and agency

PARTNERSHIPS

Relationships matter in this work. Cultivate partnerships that are purposeful and reciprocal

These orientations offer a lens through which to challenge and complement existing curriculum
Locally responsive curriculum acknowledges the Indigenous peoples and homelands of that place, and anchor curriculum around the strengths of those communities and the issues they face.

*Wherever you are, you are on Indigenous homelands*
Emphasize the presence and diversity of Indigenous peoples today and teach about current events and issues that are important to Native communities.
Incorporate Indigenous perspectives to challenge dominant narratives in curriculum that are rooted in Eurocentrism (e.g., “exploration,” “discovery,” “expansion), and to support students in learning from (rather than only about) Indigenous peoples.

“Nothing was discovered. Everything was already loved.”

Karenne Wood, poet and citizen of Monacan Indian Nation, from “Enough Good People: Reflections on Tribal Involvement and Inter-Cultural Collaboration 2003-2006,” Circle of Tribal Advisors and Lewis & Clark Bicentennial
POLITICAL NATIONHOOD

The relationship between tribal nations and the federal/state government is a political relationship.

Teaching about tribal governments, leaders, flags, treaties, laws, etc. is one way to emphasize that tribal nations are nations, (distinct from racial/ethnic groups or communities).
Challenge power dynamics like racism and colonialism that often surface in curriculum

Emphasize Indigenous power by highlighting Indigenous creativity, agency, changemakers, and social movements
PARTNERSHIPS

Cultivate meaningful partnerships that are purposeful

Work to develop long-term relationships with local or nearby programs, organizations, or nations that are mutually beneficial (i.e., respectful and reciprocal)
IMPLICATIONS AND IDEAS
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 is 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?
“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.”
**GROUP WORK**

Work together to generate ways in which the orientations can inform your philosophy and practice as educators.

### Applying the Critical Orientations

<table>
<thead>
<tr>
<th>PLACE</th>
<th>How does/can place, in particular local Indigenous lands, peoples, and nations, inform your curriculum?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENCE</td>
<td>In what ways do/can you include contemporary Indigenous peoples and issues in your curriculum?</td>
</tr>
<tr>
<td>PERSPECTIVES</td>
<td>How can you incorporate or foreground Indigenous perspectives in your curriculum?</td>
</tr>
<tr>
<td>POLITICAL NATIONHOOD</td>
<td>How can does your curriculum draw attention to Indigenous nationhood, sovereignty, and citizenship?</td>
</tr>
<tr>
<td>POWER</td>
<td>How can you challenge Eurocentrism and colonialism in your curriculum? How can you emphasize Indigenous creative power?</td>
</tr>
<tr>
<td>PARTNERSHIPS</td>
<td>How can you partner with and/or share power with Native people, communities, organizations, or nations in your work?</td>
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</tbody>
</table>
LUNCH

Cultural items and Indigenous educational materials/resources are available for viewing at the display tables.
Ed Edmo, Storyteller (video)
Lesson Modeling Activity

Mercedes Jones, Confederated Tribes of Grand Ronde
Education Division
Requesting a Guest Speaker Protocol

Do-

- Contact the tribal headquarters (education or culture dept.) or satellite office closest to you.
- Ask permission in a humble, respectful manner to share a traditional story.
- Reach out to Title VI program/Indian Ed Coordinator in your district (if available) for assistance.
- Understand there may not always be someone available to come to your class.
- Understand there are certain times of year that it is okay to tell stories.
- Offer/Provide a gift of appreciation.

Don’ts

- Request a storyteller a week before needed. Give ample notice.
- Demand a storyteller.
- Only ask for an Elder.
- Not teach a lesson because there isn’t a guest speaker available.
How Can I Prepare?

★ Background Info
★ Reread EU’s
★ Review the Vocabulary
★ Preview activities & materials
How did the storyteller engage the audience?
Your Turn!
<table>
<thead>
<tr>
<th>Title</th>
<th>Storyteller or tribal origin</th>
<th>Main characters</th>
<th>Explanation of nature</th>
<th>Plants and/or animals</th>
<th>Geographic features</th>
<th>Message or lesson</th>
<th>Storytelling strategies (e.g., props, voices, song)</th>
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## Storytelling Planning Worksheet

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<td>Plants and/or animals</td>
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<tr>
<td>Geographic or climactic attributes</td>
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What is the main message or lesson of the story?

What strategies will you use to engage the audience?
Ideas for stories

- Why the ocean is salty
- How a dog got its wag
- Why some birds migrate and not others
- Why bears hibernate
- How a certain land formation came to be
- Why the heart of a shrimp is located on its head

Ideas about important values

- Honesty
- Sharing
- Respect for Elders
- Perseverance
- Generosity
- Regard for the natural world
Lesson Plan Activity

Shadiin Garcia, PhD, Educator
Advancement Council
Closing

► Exit Slips
► Certificates/PDU’s
► Self-scoring rubric
► Plan for Implementation
► Final Thoughts/Questions
► Network of support

Next SB 13 Tribal History/Shared History Professional Development Event: Feb. 20, 2020
Grand Ronde Education Summit - June 25 and 26, 2020

Thank you for attending!
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