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## **Tribal History / Shared History Train-the-Trainer Event**

**December 12, 2019  
Western Oregon University**



**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
6. Become familiar with the Essential Understandings Process/Document
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=7JKplH0-5ro>

# 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



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# Partnerships



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The Nine Federally Recognized Tribes of Oregon:





# Process



## Phase 1

- ODE: Essential Understandings & 45 unit plans
- Oregon's 9 Tribes: Local context unit plans

## Phase 2

- Professional Development

## Phase 3

- Implementation



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# Lesson Plan(s)



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50,000 Foot level:  
Essential Understandings  
45 lesson plans

5 Foot Level:  
Tribal Context – place-based



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# Essential Understandings Process

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 4<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> 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.**

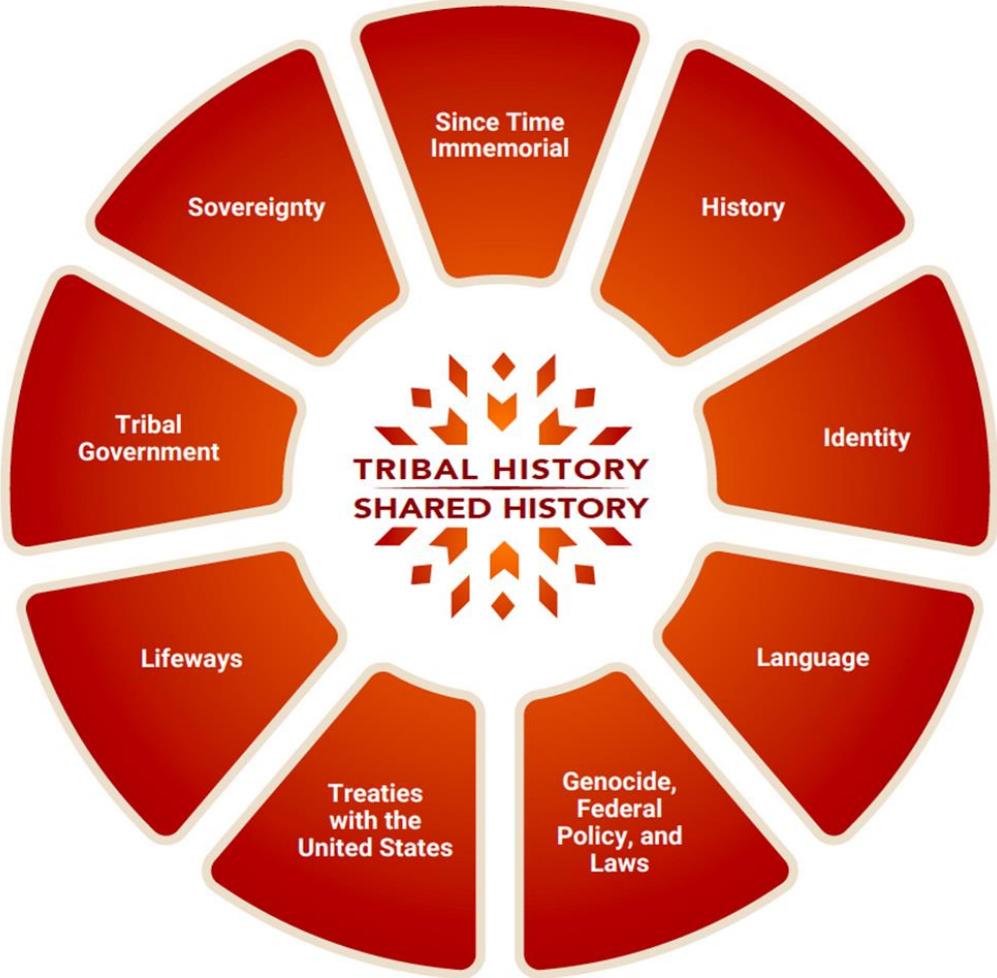


## Essential Understandings

- 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





# Making Meaning

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.

| Essential Understanding 2: Sovereignty |          |   |
|--|----------|---|
| Key Words:                             | Context: | Questions:<br><br>Misunderstandings:<br><br>Examples: |
| Your Definition                        |          |   |
| Your "Tweet"                           |          |   |



# Example: Since Time Immemorial

## Key Words:

Existed  
Coast,  
valleys,  
plateaus,  
basins  
Relationship  
continuous

## Context:

People never  
acknowledge this land  
had communities  
living prior to the  
Mayflower; this  
remind people of the  
truth

## Questions:

What are examples of Oral Traditions?

## Misunderstandings:

People think the Bering Strait Theory is true.

## Examples:

There are at least nine nations who have been here before any one else has ever been.

## on:

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.



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Sarah Pierce, Education Northwest



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# Lesson Plan Overview



# Lesson 3 Tribal Entrepreneurship

## LEARNING OUTCOMES

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

## ESSENTIAL QUESTIONS

- How can 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 band of Umpqua Tribe of Indians. By learning about present day tribal businesses students will better understand tribal perseverance and the Tribe's continued 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.

## Resources

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

## Tribal businesses

<http://www.cowcreek.com/tribal-business/>

## 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.

<sup>1</sup> Oregon is in the process of revising its social studies standards. This document references the draft 2018 standards for grade 4.

## STANDARDS

Oregon social studies standards<sup>1</sup>  
Economics – 4.3

Multicultural – 4.7, 4.8

Financial literacy – 4.5

Geography – 4.3

Historical Knowledge – 4.3

Oregon English language arts standards

Reading, Informational text – 4.0.2

Writing – 4.W.2

Speaking & Listening – 4.S.1, 4.S.2, 4.S.4

## MATERIALS

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

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



LESSON 1

# People Groups of Oregon

## ESSENTIAL UNDERSTANDINGS

- Identity
- Sovereignty

## LEARNING OUTCOMES

- Students will understand that each person's unique identity is grounded in their ethnic, cultural, and linguistic heritages.
- Students will identify the first state people groups in Oregon.

## ESSENTIAL QUESTIONS

- What is a people group?
- Do you know what people groups live in our community?
- Who were the first people in Oregon?

## LOGISTICS

- Where does the activity take place?  
Classroom
- How are the students organized?  
  - ▣ Whole class
  - ▣ Teams: 2 – 4
  - ▣ Pairs
  - ▣ Individually

## TIME REQUIRED

60 – 90 minutes

## 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. Consider how that history might look from the perspective of those whose ancestors have lived on the land for thousands of years. Finally, this lesson prompts students to 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/series/brokentreaties/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:

- Indian Education Resources – <http://www.oregon.gov/ode/standards-and-family/equity/NativeAmericanEducation/Pages/Indian-Education-Resources.aspx>
- Oregon Tribal Websites – <http://www.oregon.gov/ode/standards-and-family/equity/NativeAmericanEducation/Pages/Oregon-Tribal-Websites.aspx>

### 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 from the settler perspective—acknowledge that.
- The federal government has made considerable maps of the time, there were many people groups in Oregon before white settlers came, and there are still nine federally recognized tribes today.

## STANDARDS

- Oregon social studies standards<sup>1</sup>
- Civics & Government – 4.2
  - Studies – 4.1; 4.11; 4.16
  - Geography – 4.7, 4.8
  - Critical Thinking – 4.36
- Oregon ELA standards
- Informational text – 4.10.1; 4.10.2; 4.10.3; 4.10.4
  - Writing – 4.11
  - Speaking & Listening – 4.9.1; 4.9.2; 4.9.4

## MATERIALS

### What materials are needed for students to complete this activity?

- PowerPoint slides
  - Paper and markers
  - Blackboard or whiteboard
  - List of nine federally recognized Oregon tribes, written on poster paper or writing surface (see the Oregon Indian Country handout or the Oregon Department of Education website links below for the list)
  - World map
- (Continued on next page)

<sup>1</sup> Oregon is in the process of revising its social studies standards. This document references the draft 2018 standards for grade 4.





## LESSON 2

# Changing Landscapes

### ESSENTIAL UNDERSTANDINGS

- History
- Ways

### LEARNING OUTCOMES

- Identify reasons the sea otter has been important to the Coquille Tribe's traditional way of living.
- Discuss the impacts of non-Indian takeover of the ecosystems of the Oregon Coast.
- Identify both the internal and external structures 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 (e.g., poster, newspaper edition, presentation) that tells about the sea otter and its importance to the traditional lifeways of the Coquille Tribe.

### ESSENTIAL QUESTIONS

- How do the internal and external structures of living things allow them to meet their needs?
- What can our communities do to help return the sea otter to the Oregon Coast?

### Overview

In this lesson, students will learn about the important role of the sea otter in the history and traditional life of the Coquille Indian Tribe. They will also learn about the long-term impact the European fur trade had on the population of this magnificent creature and how the sea otter's virtual extinction damaged the ecosystem of the Oregon Coast. Students will then learn how to identify and diagram the sea otter's internal and external structures (i.e., the organization of the inside and outside body parts that form a living thing) and describe how the purpose of these structures supports sea otter survival. Finally, students will create an educational poster or pamphlet that provides an overview of the sea otter and its impact on the traditional life of the Coquille Indian tribe.

### Background for teachers

#### ANCESTRAL LANDS

Teachers should visit the Coquille Indian Tribe website (<https://www.coquilletribe.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 Coos, Curry, and Douglas counties.

### LOGISTICS

- Where does the activity take place?  
Classroom
- How are the students organized?  
 Whole class    Teams: 2–4  
 Pairs    Individually

### TIME REQUIRED

Approximately 3 hours

The Coquille Tribe's history, culture, and lifeways 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 forests and a rich coastal ecosystem. Prior to contact with non-Indians, the Tribe constructed its permanent villages along the tidewaters 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.

Both historically and in the present day, the Tribe has relied on the forests, meadows, tidal pools, estuaries, and ocean for food, medicine, and shelter. From the ocean they harvested mussels, clams, and other shellfish. From the rivers they harvested salmon, sturgeon, lamprey, and other fish. From the forests and meadows they gathered roots, berries, and medicinal plants such as huckleberry, fireweed, yarrow, and cascara bark-thorn, and stinging nettle. Seashells were used

<sup>1</sup> In the early 2000s, stakeholders from across the country developed a Framework for Ocean Literacy for Grades K–12.

### STANDARDS

#### Oregon science standards

From *Molecules to Organisms: Structures and Processes*: 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

#### Oregon ELA standards

**ELA.3** 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** Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Ocean literacy<sup>1</sup>

**ELA.3** 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** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Oregon Environmental Literacy Plan ([http://www.eeao.org/images/pdf\\_docs/OELP/OELP\\_revised04202013.pdf](http://www.eeao.org/images/pdf_docs/OELP/OELP_revised04202013.pdf))  
<https://www.ode.state.or.us/gradelevel/hs/oregon-environmental-literacy-plan.pdf>

### 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 intervene if there are 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 the way a younger child would understand. Have your student present their understanding to 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



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# Stage 1: Oregon Department of Education lessons



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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



MATH

# Are We Going to Make It to the Pow Wow?

## ESSENTIAL UNDERSTANDINGS

- Sovereignty
- Lifeways

## LEARNING OUTCOMES

- Students will plan to visit three pow wows within the state of Oregon.
- Students will develop charts and graphs to explain their choices.

## ESSENTIAL QUESTIONS

- How does one plan for adventures with the biggest payoffs?

## LOGISTICS

- Where does the activity take place?  
*Classroom*
- How are the students organized?  
 Whole class    Teams: 2 – 4  
 Pairs    Individually

## TIME REQUIRED

2 – 2.5 hours

## 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

### Oregon mathematical practice standards

- HS.MP.1 Make sense of problems and persevere in solving them.
- HS.MP.3 Construct viable arguments and critique the reasoning of others.
- HS.MP.4 Model with mathematics.

### Oregon math standards

- S.MD.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
- b. 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:**

- <https://www.oregon.gov/ode/educator-resources/standards/mathematics/Documents/Math%20in%20Real%20Life.docx>

Another resource for mapping distance calculators is [www.gasbuddy.com](http://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:** <https://www.oregon.gov/ode/educator-resources/standards/mathematics/Pages/Oregon-Math-Project.aspx>

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://nayapdx.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](http://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.

### Appendix

Materials included in the electronic folder that support this lesson are:

- Pow Wow Trails Task Sheet
- Pow Wow Descriptions
- Pow Wow Trails Task Set
- Pow Wow Trails Planning Sheet
- Mileage Chart for Oregon Cities

### 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

<https://kobi5.com/news/video/sou-holds-27th-annual-powwow-celebration-100062/>

#### 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! Outcomes:

► 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.

# BREAK

**Cultural items and Indigenous educational materials/resources are available for viewing at the display tables.**



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# 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**



# One Page Connect Sheet



## 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 opa.org



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# Introductory Letter



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## Oregon Educators:

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 Laws.

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 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 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 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).

Thank you to Lelani 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*



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# Approaches in Indigenous Education



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*SB 13 Tribal History/Shared History*

## 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/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.
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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 Lellani Sabalian, 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*



# SB 13 General Overview/Talking Points

## 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 ODE'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 ODE Tribal History/Shared History webpage.

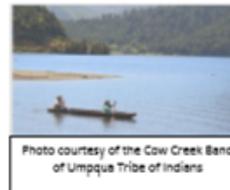


Photo courtesy of the Cow Creek Band of Umpqua Tribe of Indians



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# SB 13 FLYER



## SB 13

# TRIBAL HISTORY/ SHARED HISTORY



Photo by Timothy Gonzalez

A historic investment in Oregon's education system.

Visit [Oregon.gov](http://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 329.045.
- 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 15 lessons:

#### GRADES

4th Grade, 8th Grade and 10th Grade

#### CONTENT/SUBJECT

English Language Arts  
Math  
PE/Health  
Science  
Social Studies



# Resource List

## 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:

- Atwood, Kay. *Illaho: the Story of Settlement in the Rogue River Canyon*. Oregon State University Press, 2002.
- Beckham, Stephen Dow. *Oregon Indians: Voices from Two Centuries*. Oregon State University Press, 2006.
- Beckham, Stephen Dow. *The Indians of Western Oregon: This Land Was Theirs*. Arago Books, 1977.
- Berg, Laura. *The First Oregonians*. Oregon Council for the Humanities, 2007.
- Boyd, Robert T. *People of the Dalles: the Indians of Wascopam Mission*. University of Nebraska Press, 2005.
- Clark, Ella E. *Indian Legends of the Pacific Northwest*. University of California Press, 2003.
- Cressman, L.S. *The Sandal and the Cave*. Beaver Books, 1960.
- Douthit, Nathan. *Uncertain Encounters: Indians and Whites at Peace and War in Southern Oregon, 1820s-1860s*. Oregon State University Press, 2002.
- Fisher, Andrew H. *Shadow Tribe: The Making of Columbia River Indian Identity*. University of Washington Press, 2015.
- Gitzen, Garry D. *Nehalem Indians and Francis Drake 1579: Selected Writings from Francis Drake in Nehalem Bay 1579, Setting the Record Straight*. Fort Nehalem Pub., 2009.



# Youth Reading List

## 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](http://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

Aaseng, Nathan. *Navajo Code Talkers*. Walker & Co., 2002.



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

## Critical Orientations for Indigenous Studies Curriculum

Leilani Sabzalian, Assistant Professor, Indigenous Studies in Education, University of Oregon

### 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 US
- Focus on contemporary Indigenous leaders, changemakers, and issues to affirm Indigenous students, challenge erasure/stereotypes, and highlight the strengths/struggles of Indigenous peoples today



John Herrington,  
Chiricahua Nation,  
Astronaut



Susan Shown Harjo,  
Cheyenne &  
Nidaheec Muxatpec,  
Writer and Advocate



Deb Mealand,  
Laguna Pueblo,  
Congresswoman

### 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



Kerone Wood, poet and orator of the Manasquan Indian Nation, from *Through Good People: Reflections on Tribal Involvement and Intercultural Collaboration 2005-2008*, Circle of Tribal Advisors and Lewis & Clark Bicentennial

Richter, D. (2001). *Facing east from Indian country: A Native history of early America*. Cambridge, Mass.: Harvard University Press.  
Wood, K. (nd). *Homeland*. National Association of Tribal Historic Preservation Officers. Retrieved from [http://www.natipo.org/Manasquan/mn\\_fiction.html](http://www.natipo.org/Manasquan/mn_fiction.html)



# Pre-Assessment



## SB 13 Tribal History/Shared History

### Pre-Assessment

1. Fill in the missing blank spaces: These are the nine (9) federally recognized tribes in Oregon (listed below):
  - (1) Burns 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

The screenshot shows the Oregon Department of Education website. The header includes navigation links for Students & Families, Educator Resources, Schools & Districts, Learning Options, Data & Policies, and About Us. The main content area is titled "American Indian/Alaska Native Education" and "Oregon American Indian, Alaska Native and Hawaiian Native Education". A breadcrumb trail shows the path: Students & Families > Education Equity > American Indian/Alaska Native Education > Senate Bill 13: Tribal History/Shared History. The main heading is "Senate Bill 13: Tribal History/Shared History". Below this, there are several sections: "Equity Initiatives", "Civil Rights", "English Learner Initiatives", "African American Black/Student Education", "AMERICAN INDIAN/ALASKA NATIVE EDUCATION", "Oregon Tribal Websites", and "Indian Education Resources". The "AMERICAN INDIAN/ALASKA NATIVE EDUCATION" section contains text about the 2017 legislation and the 2014 State Board adoption. To the right of this text is a logo for "TRIBAL HISTORY SHARED HISTORY" featuring a stylized orange and red sunburst design.

- ▶ 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



| NAME OF ITEM  | REVIEWED<br>(CHECK IF<br>YES) | HOW COULD I POTENTIALLY USE THIS ITEM<br>NOW OR IN THE FUTURE (example: flyer –<br>display in classroom or staff room/meeting) |
|---|-------------------------------|--|
| One Page Connect Sheet  |                               |  |
| Introductory Letter   |                               |  |
| Approaches in Indigenous<br>Education                                 |                               |  |
| 6 P's (Critical Orientations for<br>Indigenous Studies<br>Curriculum) |                               |  |
| FAQ SB 13   |                               |  |
| SB 13 Flyer   |                               |  |
| SB 13 General<br>Overview/Talking Points                              |                               |  |
| Resource List   |                               |  |
| Youth Reading List  |                               |  |
| Essential Understandings of<br>Native Americans in Oregon<br>document |                               |  |
| Pre-Assessment  |                               |  |

\*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.



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# 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

PRESENCE

PERSPECTIVES

POLITICAL  
NATIONHOOD

POWER

PARTNERSHIP  
S

**Acknowledge  
Indigenous  
homelands where  
you teach**

**Focus on the  
presence and  
diversity of  
Indigenous  
peoples today**

**Incorporate  
Indigenous  
perspectives into  
the curriculum**

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

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

**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**



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# PLACE

Locally responsive curriculum acknowledges the Indigenous peoples and homelands of that place, and anchors curriculum around the strengths of those communities and the issues they face

A grey silhouette map of the United States, including Alaska and Hawaii, is overlaid on a background of light blue and green geometric patterns. A white rectangular text box is positioned over the central part of the map.

*Wherever you are,  
you are on Indigenous homelands*



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# PRESENCE



*John Herrington,  
Chickasaw Nation,  
Astronaut*



*Susan Shown Harjo,  
Cheyenne & Hodulgee Muscogee,  
Writer & Advocate*



*Deb Haaland,  
Laguna Pueblo,  
Congresswoman*

**Emphasize the presence and diversity of Indigenous peoples today and teach about current events and issues that are important to Native communities**



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# PERSPECTIVES

"NOTHING WAS DISCOVERED.  
EVERYTHING WAS ALREADY LOVED."

*Loved*  
-Homeland

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

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



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# 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)



Burns Paiute



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# POWER

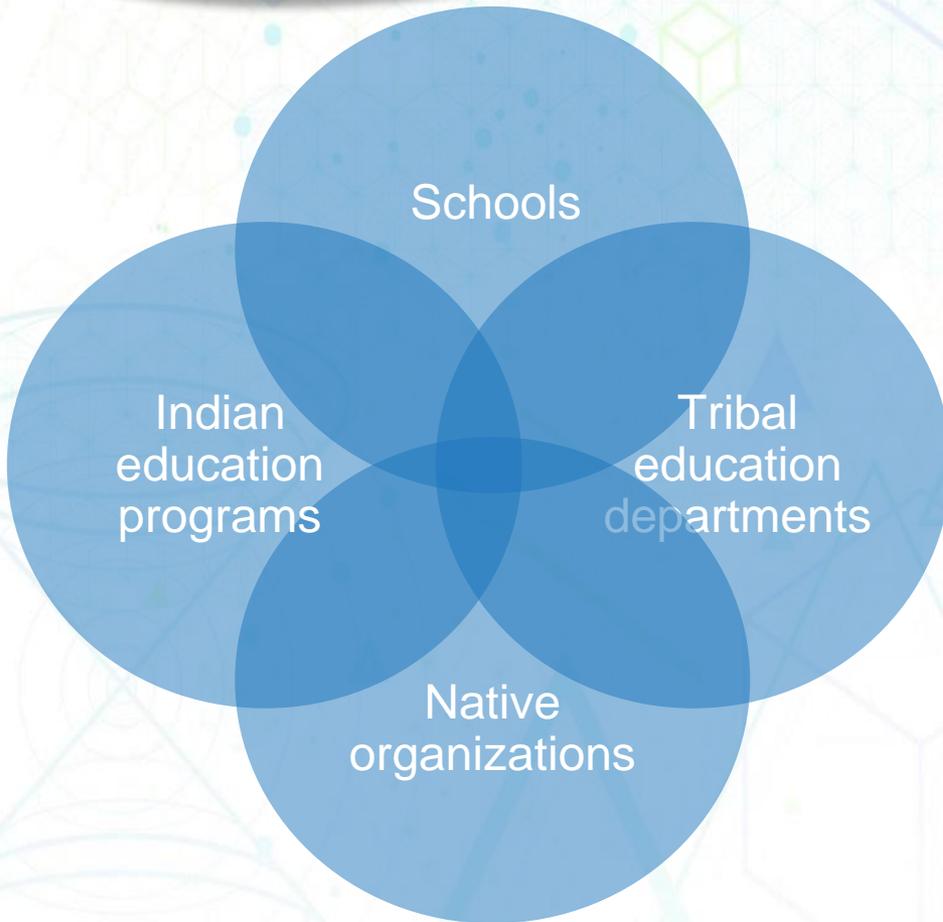
Challenge power dynamics like racism and colonialism that often surface in curriculum

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)



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# IMPLICATIONS AND IDEAS





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# IMPLICATIONS AND IDEAS



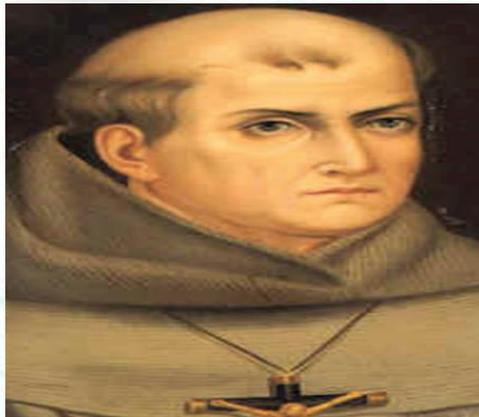
1. Do you know what year the **Yakama Nation Treaty** was signed and who was the main signer?
2. Do you know how many **tribes** and **bands** signed the Yakama **treaty**?
3. Do we have a **flag**?
4. Who the current **executive chairman** of the **Yakama Nation**?
5. Are there two **branches of government** 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**?



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# IMPLICATIONS AND IDEAS



“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.”



## Applying the Critical Orientations

|   |  |
|---|--|
| <b>PLACE</b><br>How does/can place, in particular local Indigenous lands, peoples, and nations, inform your curriculum? |  |
| <b>PRESENCE</b><br>In what ways do/can you include contemporary Indigenous peoples and issues in your curriculum?       |  |
| <b>PERSPECTIVES</b><br>How can you incorporate or foreground Indigenous perspectives in your curriculum?                |  |

|   |  |
|---|--|
| <b>POLITICAL NATIONHOOD</b><br>How can/does your curriculum draw attention to Indigenous nationhood, sovereignty, and citizenship?          |  |
| <b>POWER</b><br>How can you challenge Eurocentrism and colonialism in your curriculum?<br>How can you emphasize Indigenous creative power?  |  |
| <b>PARTNERSHIPS</b><br>How can you partner with and/or share power with Native people, communities, organizations, or nations in your work? |  |

## GROUP WORK

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



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# LUNCH

**Cultural items and Indigenous educational materials/resources are available for viewing at the display tables.**



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# Ed Edmo, Storyteller (video)



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# Lesson Modeling Activity

Mercedes Jones, Confederated Tribes of Grand Ronde  
Education Division



# Requesting a Guest Speaker Protocol

## 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.

## 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.



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# How Can I Prepare?

- ★ Background Info
- ★ Reread EU's
- ★ Review the Vocabulary
- ★ Preview activities & materials



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How did the  
storyteller engage the  
audience?



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**Your Turn!**



## Post Story Chart

| Title | Storyteller or tribal origin | Main characters | Explanation of nature | Plants and/or animals | Geographic features | Message or lesson | Storytelling strategies (e.g., props, voices, song) |
|-------|------------------------------|-----------------|-----------------------|-----------------------|---------------------|-------------------|---|
|       |                              |                 |                       |                       |                     |                   |   |
|       |                              |                 |                       |                       |                     |                   |   |



Name of Storyteller \_\_\_\_\_

### Storytelling Planning Worksheet

|   |  |
|---|--|
| <b>Title</b>  |  |
| <b>Main characters</b>                                      |  |
| <b>Explanation of nature</b>                                |  |
| <b>Plants and/or animals</b>                                |  |
| <b>Geographic or climactic attributes</b>                   |  |
| <b>What is the main message or lesson of the story?</b>     |  |
| <b>What strategies will you use to engage the audience?</b> |  |



## **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 it's head

## **Ideas about important values**

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



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# Lesson Plan Activity

Shadiin Garcia, PhD, Educator  
Advancement Council



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# 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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