



Grade Level: 9-10
Subject: ELA

Marrow Thieves: Native Histories

ESSENTIAL UNDERSTANDINGS

- History
- Tribal Government
- Identity, Lifeways
- Language

LEARNING OUTCOMES

- Students will be able to analyze a specific chapter of the Marrow Thieves.
- Students will be able to write an explanatory text using historical events to explain how the Grand Ronde tribe was affected by colonization.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Interaction with others through comprehension discussions
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their proficient completion of their explanatory writing to answer one of the comprehension questions.

Overview

Students will read a chapter from the Marrow Thieves, which is written by an aboriginal writer from Canada, and learn how colonization has affected indigenous communities in North America, but particularly in the Grand Ronde tribe.

MATERIALS

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

- *The Marrow Thieves* by Cherie Dimaline
- Computer Access
- Paper/Pencil

LOGISTICS

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

Whole Class

Individually

TIME REQUIRED

Two 50 minute class periods

STANDARDS

Oregon Common Core Standards ELA:

CCSS.ELA-Literacy.RL.9-10.6 analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCSS.ELA-Literacy.WHST.9-10.2 write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Oregon Social Science Standards

Historical Knowledge HS.59 Analyze and explain the history of the American Indian/Alaska Natives/Native Hawaiians in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present.

Historical Knowledge HS.62 Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups and individuals in shaping the cultures of Oregon, the United States, and the world.

VOCABULARY

- **Time immemorial-** the beginning of time.
- **Indigenous-** originating in a particular place; native.
- **Treaty-** an agreement under international law that can only be entered into by sovereign nations or states.

Background for Teachers

Colonization, defined as “the action or process of settling among and establishing control over the indigenous people of an area”, has occurred across the world for hundreds of years. It occurs when one nation takes control of another, conquering its population, exploiting it, and forcing its own language and cultural values upon its people.

The Native peoples of The Confederated Tribes of Grand Ronde were first victims of colonization in the 1850s when the United States Government removed at least 27 different tribes/bands from their homelands and relocated them to the Grand Ronde Reservation. From this location, they were able to monitor and control the cultural practices of these Indigenous Peoples and begin the process of eliminating this culture.

The beginning and ongoing effects of colonization can be seen throughout generations, both physically and mentally, and is often referred to as Intergenerational Trauma. Many Indigenous Cultures, including The Confederated Tribes of Grand Ronde, work diligently to heal and reverse the effects of this trauma through the revitalization of cultural practices, language, stories, and identity structures,

Websites:

- https://www.oregonencyclopedia.org/articles/confederated_tribes_of_grand_ronde/#.Yd3tSP7MK70
- <https://tpcjournal.nbcc.org/examining-the-theory-of-historical-trauma-among-native-americans/>
- <https://indiancountrytoday.com/archive/assimilation-integration-and-colonization>

Opening

Begin the lesson by showing students the CTGR Our Story video:

<https://www.youtube.com/watch?v=44A9LGZsdwo&t=120s>

Ask students: What do you know about the tribes in the state of Oregon?

Write down what students have said they know.

Using the vocabulary definition included in this lesson, discuss what the word “indigenous” means. Give students the opportunity to explain what the term means to them personally if they have a connection to the term.

Activity

1. Begin reading the chapter “Story: Part One” pages 21-31. Stop along the way where students have any questions.
2. Discuss the following questions with students in a whole-group, small group, or partner setting.
 - a. *What is story? (Native communities use oral traditions to remember events and explain how things happened and/or came to be.*
 - b. *Miig says it’s important to remember story. What does he mean?*
 - c. *Why does Miig stop telling story?*
 - d. *RiRi is seven years old and the group’s youngest member. She is sent away when story happens. Do you think RiRi deserves to know story or is Miig right to want to keep story from her until she is older?*
 - e. *Miig gives a brief history of North America during story. What message is he trying to convey to the group?*
3. Next, show the video Standing Strong: The Tribal Nations of Western Oregon- Start the video at 24:58 to 33:04. This video will help give some insight to who the Confederated Tribes of Grand Ronde are and their history. <https://youtu.be/-43tfBzWfDE>. Teachers can also show the video Grande Ronde: <https://www.youtube.com/watch?v=ykHt2SHWli8>

Closure

To close the lesson have students write an explanatory essay to answer the question:

Even though this book is fiction, is there a connection or any relation between this story and the Grand Ronde tribe?

Or the question:

Is there any connection or any relation between this story and your story?

To help find possible answers, students can research the Grand Ronde’s history using the Tribe’s website- www.grandronde.org, the Tribe’s Newspaper website www.smokesignals.org, or The Oregon Encyclopedia article The Confederated Tribes of Grand Ronde https://www.oregonencyclopedia.org/articles/confederated_tribes_of_grand_ronde/#.Yd3tSP7MK70

Possible Answers Include: During story Miig references sickness, boarding schools, loss of language, loss of land, assimilation, displacement, the importance of land and treaties. Student papers could include any of these topics.

Differentiation

1. Depending on student learning styles, students can create other types of media to share their response to the comprehension question(s), such as a power point, poster or writing a poem.

Extension

1. Teachers can choose to have students view the entire Standing Strong video which gives a broader insight of the Native peoples of Oregon.
2. The activity accompanying this lesson - the answering of comprehension questions - can be revisited numerous times should the teacher choose to read the entire book with the class.

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

The Marrow Thieves book: Available through the CTGR Curriculum Office. Find the class-set request form at <https://www.grandronde.org/history-culture/culture/curriculum/other-resources/>. Contact CTGR Curriculum Specialist Cheyanne Heidt at cheyanne.heidt@grandronde.org or at 503-879-2144 for assistance if needed.

CTGR Our Story video: <https://www.youtube.com/watch?v=44A9LGZsdwo&t=120s>

Standing Strong: The Tribal Nations of Western Oregon: <https://youtu.be/-43tfBzWfDE>

U.S. Census Bureau Grande Ronde: <https://www.youtube.com/watch?v=ykHt2SHWli8>

Grand Ronde Research Websites:

- www.grandronde.org
- www.smokesignals.org
- https://www.oregonencyclopedia.org/articles/confederated_tribes_of_grand_ronde/#.Yd3tSP7MK70