



ENGLISH LANGUAGE ARTS

Resilience of Native People in Oregon

ESSENTIAL UNDERSTANDINGS

- **History**
- **Identify**
- **Lifeways**

LEARNING OUTCOME

Students will understand that

- Tribes across Oregon are resilient people, and this resilience is one part of their identity.

ESSENTIAL QUESTION

In what ways are Oregon Tribes resilient?

REQUIRED TIME

- 35 minutes

Overview

In this lesson, students learn how Oregon Tribes have always been resilient people, even when forcibly removed from their homelands. Native people in Oregon used resilience to recover from this loss and today lead vibrant, modern lives that are connected to tribal lifeways across time. Since time immemorial and continuing today, Native American identity is woven with resilience. This resilience is rooted in adaptability, connection and pride in one's culture and history.

Background for Teachers

Native people in Oregon and their lifeways have always adapted in response to social, environmental or other changes. Oregon Native history is deeply impacted by settler colonialism—a systematic, state-supported process intended to displace and dismantle Oregon Tribes and their status as sovereign Native Nations. This process included the forced removal of many Oregon Tribes from their homelands in the 1800s, requiring



resilience. Resilience encompasses Tribes' adaptation across multiple domains, including environmental changes, historical events, colonization and contemporary realities.

The Essential Understanding, Lifeways, addresses the strong, traditional systems and legacies Oregon Tribes have developed and sustained over time that are foundational to their resilience. When teaching resilience, it is not necessary to know the nuances and complexities of Indigenous lifeways, but instead have awareness that Indigenous languages, cultures and traditions are alive and practiced across Oregon, despite numerous attempts to limit or eradicate them. This resiliency is a core component of Native identity in Oregon and looks different for different people and tribes.

Practices

While teaching this lesson, the following principles can help guide your decision-making and engagement with students.

- Focus on teaching the Essential Understanding through an analysis of resilience.
- When sharing content with students, address the “why” not just the “what.”

STANDARDS

Oregon ELA Education Standard

- **2.L.1f:** Produce, expand, and rearrange complete simple and compound sentences.
- **2.W.2a:** Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
- **2.W.2b:** Develop the topic with facts, definitions, and details.
- **2.W.2c:** Use linking words and phrases to connect ideas within categories of information.

KEY WORDS and IDEAS

- **Resilience:** The ability to bounce back after challenges and tough times.
- **Tribe:** A group of people who share the same culture, language, and history.
- **Time Immemorial:** So long ago that no one can remember when it started.
- **Generations:** Children, parents, grandparents, great grandparents, and so on.
- **Adaptive:** Able to adjust based on a changing situation.



- Highlight the strengths and struggles of Oregon's Indigenous peoples today while also acknowledging their history and tradition.
- Ensure your teaching practices are accessible and appropriate for Native and non-Native students.

MATERIALS

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

- Slide deck
- Student self-assessment

Assessment

During this lesson, observe and listen to students during discussions and as they work independently and collaboratively to determine how their learning is progressing. Write down what you notice about what students say and do in relation to the success criteria. Use this formative information to provide feedback to students and plan next steps.

At the end of the lesson, provide students with an opportunity to reflect on their learning through self-assessment. Students can indicate their level of learning in relation to specific success criteria. They can also write out an explanation of why they feel they are at that learning stage.

Success Criteria

- I can explain how Oregon Tribes were adaptive in the past.
- I can explain how Oregon Tribes are resilient in the present.
- I can give one example of how I have been resilient in my own life.

For the following activities, use the slide deck to support your implementation.

Opening

Time: 10 minutes

Step 1

Define the word "resilient." It is the ability to bounce back after challenges and tough times (definition from The Raising Children Network).



Step 2:

Review the key words and ideas list with your students.

Step 3:

Ask students: "When was a time you were resilient? Have you observed or learned something regarding resilience from someone else?"

Step 4:

Give students a sentence frame for a compound sentence.

- ____ (Challenge) ____, and/but/so ____ (how people showed resilience) ____.

Ask students to write a sentence about their example of resilience using this frame:

- The basketball hoop was really high, but I was able to make the shot.
- The spelling words were really hard, so I studied for a long time.

Review the learning outcomes and success criteria.

Main Activity

Time: 20 minutes

Step 1:

Explain that tribes have lived in the part of the world we call Oregon since time immemorial. They have lived for this long because they were resilient in the past, and they are resilient now. Explain that in today's lesson, they will learn some ways tribes developed their resilience and express it today.

Display the Tribal History/Shared History map of Oregon Tribes. Explain that Tribes have experienced many changes and challenges with settlers coming to Oregon in the past and have had to rely on their adaptability to be resilient.

Step 2:

Read (or print out the handout for students to read) "A Bit About Oregon Tribes," which shows how tribes have always been adaptive and resilient. Stop and ask students questions to check for understanding, including questions about why they think tribes

moved to different locations based on the season.

Step 3:

Ask students to create sentences using this sentence frame:

- ____ [*challenge*] ____, and/but/so ____ (*resilient action*) ____.
- Examples:
 - It was very cold in the winter, so the people moved to lower lands.
 - The people built houses underground and used rocks to build warm houses.
 - Sometimes people were sick, so they used plants and trees for medicine.
 - The land was taken from the people, so they are buying it back.
 - The forest was destroyed by a fire, so the people are rebuilding the forest.

Step 4:

Ask students to use their sentences to create a paragraph or create an animation strip using the main idea.

- Example Paragraph:

Oregon Tribes are made up of resilient people. They have always adapted to their environment and worked together to help them be resilient. When it was very cold in the winter, people moved to lower lands. The people built houses underground and used rocks to build warm houses. Sometimes people were sick, so they used plants and trees for medicine. The land was taken from the people, so they are buying it back. The forest of the Cow Creek Band of Umpqua Tribe of Indians was destroyed in a fire, so the people are rebuilding the forest. Oregon Tribes are adaptive and resilient, so they are able to bounce back after challenging times.



Closing

Time: 5 minutes

Step 1:

Facilitate a conversation about the importance of resilience to Native Tribes in Oregon.

- What are some ways Oregon Tribes like the Cow Creek Band of Umpqua Indians are resilient?
- It's important because _____.
- One thing I like about learning about resilience is _____.

Step 2: Self-Assessment

Have students do the self-assessment based on the success criteria. Go over the success criteria as needed.



Handout: A Bit About Oregon Tribes

Oregon Tribes are made up of resilient people who have always been adaptive to changing environments.

In the past

- Many Oregon Tribes moved to different areas during different seasons. In the summer, when it was warm, they lived in the mountains. In the winter, when it was cold, they lived in the lower lands.
- People learned to use plants and trees for medicine when they were sick or injured.
- In the winter, it was very cold. The people made homes that were partly underground and used rocks to build warm shelters.
- A long time ago, many Native people had to leave their homes when new people came to Oregon and wanted their land. The government made them move to smaller, crowded places called reservations. Some had to walk for many days, carrying all their things. This made them very sad because they missed their homes, animals and special places.”
- Even though it was very hard, Native people relied on what they learned in the past to find ways to keep going. They helped each other, shared their traditions and learned new things too. They stayed strong and resilient by working together and adapting to the new situation. Today, Native people in Oregon still live in a special way that connects them to their history, their families, and the land they love

Today



- Many tribes are buying back land that was taken from them.
- For example, a large forest fire took place on the land of the Cow Creek Band of Umpqua Tribe of Indians. The tribe is repairing the forest and planting new trees.
- Members of Oregon Tribes have different needs, so the Tribes have many Tribal programs to provide services to their members.



Student Self-Assessment

Name:

Directions: Read the lesson success criteria in the first column. Then decide, can I do this now or not yet. If you chose Not Yet, share one thing you can do as a next step. If you chose Yes, share what you did well.

Success Criteria Can I ...	Not Yet 	Yes 
explain how Oregon Tribes were adaptive in the past?		
explain how Oregon Tribes are resilient in the present?		
give one example of how I have been resilient in my own life?		



Resilience of Native People in Oregon

