



Grade Level: 3  
Subject: ELA/Art

# Grand Ronde Traditional Housing - The Plankhouse

## ESSENTIAL UNDERSTANDINGS

- History
- Language
- Lifeways

## LEARNING OUTCOMES

- Students will be able to determine the main idea of a text and explain how it is supported by key details.
- Students will be able to explain the different forms of housing that the Native peoples of The Confederated Tribes of Grand Ronde traditionally lived in.

## CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Proximity
- Higher level thinking: creating
- Connecting to students' personal families and family members
- Preserving and honoring cultural history
- Student talk, working together and individually

## ASSESSMENT

Students will be assessed on their participation in the read-aloud summarization and the drawing activity.

## Overview

This lesson will introduce students to the traditional homes of the Grand Ronde Community, the plankhouse, and allow the students to learn about the design of the plankhouse through the drawing construction of a plankhouse. The plankhouse often served as a permanent home for the Native Peoples of the Confederated Tribes of Grand Ronde and often housed many families - in the same way a classroom does.

## MATERIALS

- [Housing Read-Aloud page](#)
- [Pictures/Drawings of different houses](#)
- [Plankhouse Drawing Guide](#)
- [Picture of achaf-hammi](#)
- Colored pencils
- Blank paper (8 ½ x 11) for drawing
- [Plankhouse YouTube Video](#)

## LOGISTICS

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

**Whole Class      Teams: 3-5**

**Pairs                      Individually**

## TIME REQUIRED

**30 minutes**

## STANDARDS

### Oregon Social Sciences Academic Content Standards

**Geography 3.9** Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.).

**Geography 3.10** Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.

### Oregon Common Core State Standards: ELA-LITERACY

**3.RI.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**3.RI.7** Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

### Oregon Visual Arts Standards

**3rd VA.2.CR2.3** Individually or collaboratively construct representations, diagrams, or maps of places that are part of the students' everyday lives.

## Background for Teachers

\*Teachers should review Plankhouse Read Aloud prior to teaching the lesson\*

"The immense communal houses of the Northwest Coast kept the damp chill of a temperate rainforest at bay, but also provided ample space for dramatic & religious performance, work, storage, and hosting huge potlatches and feasts. Large villages might contain 80 houses, each holding as many as 100 residents. The indigenous people of the Pacific Northwest constructed their plank homes from red cedar trees (*Thuja plicata*), with rare use of yellow cedar, spruce or hemlock up North. Houses were often 40-60 feet square. The primary frame of plank houses consisted of cedar logs: usually 8 posts peg-joined to 4-6 roof beams. A lighter framework of poles (approx. 3 inches in diameter) was tied with cedar-bark to the wall posts & rafter beams. The house was then covered in 4 in thick planks of cedar that could be harvested from live trees via wedging. While wall planks were tied, or slotted between poles, roof shingle planks were often simply weighed down with logs & rocks, facilitating removal and reuse in summer clan harvesting camp locations. The house frames were left intact until the next season when the people returned and reattached their traveling planks and reconstructed their home. Wall planks could be aligned vertically (Kwakwaka'wakw/ Nuxalk/ Tlingit/ Haida / Tsimshian) or horizontally (Nuu-Chah-Nulth)."

-<https://naxnox.weebly.com/plank-houses.html>

### Websites:

<https://www.opb.org/news/article/wellness-warrior-camp-grand-ronde-oregon/#:~:text=The%20four%2Dday%20gathering%20in,healing%20the%20pain%20they%20carry.>

### Books:

Willamette Valley Voices, First Volume available at the Willamette Heritage Center Museum Store

## VOCABULARY

- **generation** - a population (in this unit: Native Americans) that experience the same significant events within a given period of time, usually about 20 years
- **dwelling** - home or residence, plankhouse, brush house, mat house or longhouse
- **ranking** - a position of achievement, age, or status, sometimes related to a particular family who holds political power
- **plankhouse** - a house made of cedar planks from a western red cedar tree for Oregon, for Northern California some are made from Redwood

## Opening

Begin by passing out a piece of scratch paper to each student. Ask students to draw a quick sketch of their house that they currently live in. Now ask them to draw a quick sketch of what they think a traditional-style Native American home in the Pacific Northwest would look like.

(Teachers - be prepared for the possibility that students may draw images that could be considered stereotypical and/or offensive to other students in the classroom. Explain to students that this lesson will be a learning opportunity and will educate the class against potential misunderstanding and stereotypes)

Prior to starting the lesson, review the lesson vocabulary with students.

## Activity

1. Pass out a copy of the Housing Read-Aloud page to each student.
2. Read the Housing Read-Aloud as a class, asking for volunteers throughout the reading process or have students with a partner or in assigned reading groups. As students read the document, have them highlight any information that they think is important.
3. Once finished, ask the students to summarize the reading by stating the main idea to a partner and then reporting back to the class (think, pair, share).
4. Show pictures of different kinds of houses on the document camera/overhead projector (photos and drawings). Read the label of what kind of house/description the picture shows. Explain that students will get a chance to draw their own plankhouse or longhouse.
5. Pass out blank 8 ½ x 11 white paper to students (at least one page each)
6. Place the first page of the How to build a plankhouse packet on the document camera/overhead projector.
7. Students can then draw what is on the overhead on their page. Repeat all the way through the last page of the packet. Students should have a completed plankhouse drawing. They can use colored pencils if they choose to.
8. Display an image of the present-day Grand Ronde Plankhouse “achf-hammi”. Encourage the students to add a setting to the illustration using the displayed image.

## Closure

To wrap-up the lesson, show students the video “[Grand Ronde celebrates achaf-hammi's 10th birthday](#)” from YouTube. This video will give students a modern-day visual of a plankhouse, both inside and out. It also discusses the importance of continuing gatherings at the Grand Ronde plankhouse.

## Differentiation

- Teachers can print out to Plankhouse Drawing Guide and pass it out to student to work individually or in small groups.

## Extension

- Students can draw a different style of house that they saw in this lesson.
- Student can compare/contrast the content and experiences that occur in a traditional plankhouse versus in their own homes.

## 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

- Housing Read-Aloud page:  
[https://drive.google.com/file/d/1GKz9b4-uCDQXoxhp\\_s7YgrmKjbrXadin/view?usp=sharing](https://drive.google.com/file/d/1GKz9b4-uCDQXoxhp_s7YgrmKjbrXadin/view?usp=sharing)
- Pictures/Drawings of different houses:  
[https://drive.google.com/drive/folders/1kqn\\_nHwlrzgFdjRukv0EE5vBEtH01bfd?usp=sharing](https://drive.google.com/drive/folders/1kqn_nHwlrzgFdjRukv0EE5vBEtH01bfd?usp=sharing)
- Plankhouse Drawing Guide:  
<https://drive.google.com/file/d/1WAScRkz1KLFCZxbs-YXEeYWKlikOjgeL/view?usp=sharing>
- Picture of achaf-hammi:  
<https://drive.google.com/file/d/17TEHTKCKcisQlhOFQHFpPGkJw5gpwMWh/view?usp=sharing>
- Plankhouse YouTube Video: <https://youtu.be/gSB2GOWZpKM>