LESSON 4

Grandmother Rock

ESSENTIAL UNDERSTANDINGS

- History
- Since Time Immemorial
- Lifeways

LEARNING OUTCOMES

- Students will use text to identify and analyze inferencing skills in relation to the Coquille Tribe and an important oral tradition Grandmother Rock.

ESSENTIAL QUESTIONS

- What is significant about place names?

LOGISTICS

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

TIME REQUIRED

Approximately 1 to 2 hours

Overview

This lesson explores the impact of non-Indian settlement in the Coquille Indian Tribe's ancestral territory. Students will review an informational page from the Tribe's website, watch a video, and read a text from the Coquille oral tradition about Grandmother Rock, a physical feature of the landscape that held great spiritual and cultural significance for the Tribe. While engaging in vocabulary practice and being introduced to the reading strategy of inference, students will also begin to explore the difficult history of colonialism and its tragic consequences for the Coquille Tribe and many of its sacred places and natural features, including Grandmother Rock.

This lesson includes three recommended activities. The first two activities provide the vocabulary and background context students need to engage with a text about Grandmother Rock, while also introducing the reading skill of inference. In the third activity students will put this learning into practice as they read the story of Grandmother Rock that has been passed down in the Coquille Tribe's oral tradition.

Teachers may wish to extend this lesson by having students work in literacy centers. The centers give students additional opportunities to interact with their peers as they practice identifying key details and using inference to make meaning of a text.

Background for teachers

In preparation for this lesson the teacher should review the following information:

- **Coquille Indian Tribe website http://www.coquilletribe.org/**
- **Grandmother Rock https://www.coquilletribe.org/?page_id=45**
- **Scholastic grade 4 reading question stems https://www.scholastic.com/content/dam/teachers/blogs/meghan-everette/2017-2018/parent/ME-Parent-4ela.pdf**
- **Student literacy center activities Florida Center for Reading Research 4-5 Student Center Activities: Comprehension-Distinguishing Details C.016.SSI**

Prior to the arrival of non-Indians, the Coquille Tribe's ancestral territory included more than a million acres in Southwest Oregon, stretching from the shore of the Pacific Ocean to the dense forestlands and meadows of the Coast Range. The Tribe had lived here in both permanent villages and seasonal camps since time immemorial, following a cycle of hunting, fishing, and gathering that was determined by the availability of natural resources throughout the year, from fishing and clam digging to deer and elk hunting to root gathering and berry picking.

For thousands of years, the Tribe lived in harmony with the natural landscape and was a steward of its waterways and forests. The beaches, rivers,

STANDARDS

Oregon social studies standards[1]

4.7 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region.

4.11 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization.

4.13 Give examples of changes in Oregon's agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups).

4.14 Examine the history of the nine federally recognized Oregon tribes.

Oregon English language arts standards

RI 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Author's Point of View, Fact and Opinion)

RI 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

SL 4.2 Paraphrase portions of a text read-aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Sl 4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

[1] Oregon is in the process of revising its social studies standards. This document references the draft 2018 standards for grade 4.

estuaries, rock formations, meadows, and valleys were inseparable from its identity as a people, and the names the Tribe gave to many of these natural features reflected this relationship.

One such place was Grandmother Rock, a large rock formation that once stood near the present-day town of Bandon, at the mouth of the Coquille River. There were several rock formations in this area, and all were given names that expressed their familial status for the Tribe. Grandmother Rock was the largest of these formations and was covered in long, flowing moss that resembled a shawl that a grandmother might wear. Women and elders are central to the tribe's leadership and legacy. Grandmother Rock is a place that holds history and value to the tribe and that is why it is noted as a place of power.

The story of the Coquille Tribe's interaction with non-Indian settlers and the U.S. government in the mid-19th century and into the 20th century is not a happy one, and the fate of Grandmother Rock matches this difficult history. In the 1800s non-Indians began to arrive in the Coquille Tribe's ancestral territory. First there were fur trappers, then settlers who came because the U.S. government—still trying to solidify its "ownership" of this territory—offered free land to non-Indians who would settle here. Later, when gold was discovered nearby, more and more non-Indians poured into the area.

With these interactions came repeated instances of violence, intimidation, and forced removal from the Tribe's traditional camps and villages. Weakened by diseases for which they had no immunity, outnumbered by successive waves of settlers, and

MATERIALS

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

- **Internet access and a video projection screen**
- **Initial Instruction Vocabulary Word Cards**
- **Grandmother Rock Reader**
- **Grandmother Rock Reader Teacher Guide**
- **Student Center Directions Vocabulary**
- **Vocabulary Word Cards**
- **Independent Practice Word Meaning**
- **Student Center Directions Comprehension**
- **Determining Important Details Team Sheet**
- **Independent Practice Significant and Minor Details**
- **Blasted to Bits**
- **Turned to Stone**
- **Student Center Directions Skills Practice**
- **Reading Practice**

overpowered by the U.S. military, the Tribe could do little to resist. Eventually they were forced to sign a treaty and to give up their ancestral territory. They were removed to a small reservation in a place that was unfamiliar to them, where they lived alongside other tribes that were equally unfamiliar. Even after this forced removal, many Coquille tribal members refused to comply, and instead chose to hide in the forests of their ancestral land, living in their traditional way and caring for the land they had always known. This instinct for survival—and fierce connection to the land—would play out in the late 20th century as the Tribe fought to regain its status as sovereign nation and its right to live within its ancestral territory.

In stark contrast to the relationship the Coquille Tribe had to the natural landscape, the U.S. government and white settlers had a purely commercial, industrial, resource-driven approach. Where the Coquille saw life-giving, spiritual forces that were inseparable from their own existence, non-Indians saw trees that could be harvested, animals that could be trapped and their pelts and hides sold for profit, and rock formations that could be blasted to pieces to make jetties that could ease the path of commercial ships. This was the fate of Grandmother Rock. Starting in the 1890s and continuing into the 1950s, Grandmother Rock was turned into a quarry and its stones were used to build what is now the Bandon jetty.

In 1989, the Tribe was finally able to win federal recognition as a sovereign nation—a story of survivance that we will explore in further lessons. In

VOCABULARY

Inference – A conclusion based on background knowledge and clues from the text.

Quarry – (n) A deep pit from which rocks or stones have been pulled for other purposes.

(v) To cut or gather rocks or stone.

Demolish – To destroy or break down into small pieces.

Jetty – A physical barrier, usually made of rock, used to protect a shoreline from flooding and storms.

Lighthouse – A tower containing a beacon light that is used to warn or guide ships.

Estuary – An area in which a freshwater river or stream meets a saltwater sea.

Inhabitant – Person or thing that lives in a specific place.

Divert – To cause a change in direction or action.

Monolith – A large, single, and upright block of stone.

the ensuing decades, the Tribe was able to regain approximately 10,000 acres of its ancestral territory, including the ground where Grandmother Rock once stood. Today, there's a nursing home on this site—an appropriate tribute to the elders of time immemorial and to Grandmother Rock.

Considerations for teachers

Assessment: How will you know if students are learning?

- Teachers can use the Determining Important Details team sheet to check student understanding.
- Teachers can use the Independent Practice: Significant and Minor Details handout to check student understanding.
- Teachers can use the Word Meaning Worksheet to check student understanding.

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

Vocabulary practice – Students will have vocabulary cards that have the word on the front and a definition and clarifying question on the back. During the initial instruction the teacher will use the following routine for each new vocabulary word:

- Teacher reads the student-friendly definition out loud
- Teacher provides a student-friendly example of the word used in a sentence
- Teacher restates the student-friendly definition
- Teacher asks the students that have the appropriate vocabulary card to chorally recite the student-friendly definition

Learning targets

- I can determine the meaning of specific vocabulary words in a text about the Coquille Indian Tribe and Grandmother Rock.
- I can identify specific details and use inference to explain what the text says.

Options/extensions

- Students may continue practicing their inference skills in three literacy centers: Vocabulary Practice, Inference Practice, and Comprehension Practice. Materials and student directions are included.

Reflection/closure

Sum up the lesson by having students share one new thing they learned about the Coquille Tribe.

Appendix Materials

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

- Initial Instructional Vocabulary Word Cards
- Grandmother Rock Reader
- Grandmother Rock Reader Teacher Guide
- Student Center Directions Vocabulary
- Vocabulary Word Cards
- Independent Practice Word Meaning
- Student Center Directions Comprehension
- Determining Important Details Team Sheet
- Independent Practice Significant and Minor Details
- Blasted to Bits
- Turned to Stone
- Student Center Directions Skills Practice
- Reading Practice

Activity 1

Vocabulary Practice

Time: 20 – 30 minutes

In this activity the teacher will provide background context for the Grandmother Rock reading, introduce the vocabulary words that students will need to understand the text, and also introduce the reading skill of inference. Prepare for the lesson by making a copy of the Initial Instruction Vocabulary Word Cards, with the words on one side and their definitions and clarifying question on the other. Give each student one vocabulary card. Depending on class size, some students may have the same vocabulary card. If it is helpful for the students in your class, you can include pictures or other visual cues on the cards.

Say:

Today we will be practicing a reading skill that is called inference. Inference is the ability to take information that you already know about a topic, combine it with clues that are in the text you're reading, and make conclusions about the text based on both sets of information—what you know and what you find in the text.

Here's an example of inference: If I hold my elbow like this and rub it gently, you might notice it but not think much about it. But if I make the same motion and have a grimace on my face like this [Imitate the motion and expression] you would probably come to the conclusion that I hurt my elbow. That's an inference. You used information you already knew, as well as observation of specific details (the rubbing motion and my facial expression) to make a guess about something. We're going to use this same skill as we read a story. We'll be reading about the Coquille Tribe here in Oregon and about a particular feature of their ancestral territory, called Grandmother Rock, which was very important to the Tribe.

Activity 1 *(Continued)*

First, we're going to look at some vocabulary words that we'll need to know in order to understand the story. Each of you should have a vocabulary card, and I want you to keep it face up, which means only the word showing. It's all right if you look at the backside of the card, but please keep it face up for now. Later, we'll have an activity in which you can share with several of your classmates what you know about the word.

OK, raise your hand if you've ever heard the word "monolith."

[Student-friendly definition] *A monolith is a large, single and upright block of stone.*

[Student-friendly sentence, example] *Grandmother Rock, which we will learn more about, was a monolith because it was so big and imposing.*

[Restate the student-friendly definition] *A monolith is a large, single and upright block of stone.*

[Student repetition] *If you have the monolith card, say the definition along with me for the whole class. Ready? Say it loud: A monolith is a large, single and upright block of stone.*

[This sequence of definition, example, repeated definition, and student/teacher choral reading is used with each term.]

Hold up your hand if you have the word "quarry."

Quarry has two definitions. It can be a noun. This means a deep pit from which rocks or stones have been pulled for other purposes. It can also be a verb. To quarry is to cut or gather rocks or stones.

Activity 1 *(Continued)*

A person would go to a quarry (noun) to get rocks, stones, or gravel that they could use to build roads, walls, or even a house. Monoliths, such as Grandmother Rock, were often quarried or broken apart and used as the smaller rock found in a quarry.

If you have the quarry card, say the definition loudly with me for the class.
Quarry (noun): A deep pit from which to pull rocks or stones for other purposes.
Quarry (verb): To cut or gather rocks or stones.

Continue to have the students hold the card and recite definitions. You can use the following sentence examples for each term or make up your own:

Demolish *– I might joke and say I'm going to demolish an entire box of cookies when I'm hungry.*

Jetty *– The U.S. Army Corps of Engineers demolished Grandmother Rock to build a jetty to make a calm area for boats to pass.*

Lighthouse *– Most lighthouses are automated, but a few are still operated manually by people who actually live in the tower.*

Estuary *– An estuary creates a calm and sheltered place where birds and other animals often make their nests.*

Inhabitant *– I am an inhabitant of this town, just like you are, because this is where I live, sleep, and eat.*

Diverted *– There are times that our attention gets diverted from what we're supposed to be focused on.*

Note: The teacher may choose to introduce vocabulary terms on day 1 and have students practice and apply them on subsequent days.

Activity 1 *(Continued)*

Say:

OK, now you're going to find a partner who has a different word than you. You will tell your partner the definition of your word and ask the question at the bottom of the card. Your partner will answer the question. Since you're the expert on that word, I want you to check that their answer makes sense. If it doesn't, I want you to give them some clues that will lead them to the correct definition. Once your partner has the correct definition, switch so that each person gets to answer the other's question. I will call for a time to switch partners, and we will continue to practice with as many words as we can. [Allow students to practice for the available time.]

Activity 2

Background building

Time: 10 – 15 minutes

Students will build background by watching a video about Grandmother Rock.

Say:

OK, we've spent some time learning the vocabulary that will help us understand a text that we're going to read. Next, we're going to look at a webpage and watch a video that will also help us understand the text. I want you to pay close attention because after we've looked at the webpage and watched the video I'm going to ask you to identify 10 things you learned from them.

Review the Coquille Indian Tribe web page "Our Heritage: How We Lived" **https://www.coquilletribe.org/?page_id=45**.

The teacher can choose to print the text of the webpage if that makes it easier to provide access to all students. The teacher can also choose to read the text of the webpage to the whole class, have students read it together in pairs, or have students read it individually. After the reading is complete, have students discuss some facts they learned and may want to include in their final list of 10.

View the video "The Destruction of Grandmother Rock" from Oregon Public Broadcasting **https://www.opb.org/news/video/coquille-river-grandmother-rock-destroy-oregon/**

After the video is complete have students discuss additional facts they learned and may want to include in their final list of 10.

Say:

OK, now that we've read the webpage and watched the video, we should have a lot of background information on the Coquille Tribe and how important Grandmother Rock was to them. Sometimes making a list of what you've learned can help you remember it better. So, right now I want you to take out of a sheet of paper and make your list: What are the 10 most important things you learned from the webpage and video?

Activity 3

Inference practice

Time: 20 – 35 minutes

Students will read about the destruction of Grandmother Rock through a guided lesson on the skill of inferencing. Students will need a copy of **Grandmother Rock Reader**. Teacher's may use the **Grandmother Rock Reader Teacher Guide** for a copy of guided questions in context.

Say:

We have learned the vocabulary and built the background understanding we need about the Coquille Tribe and Grandmother Rock. Now, we're going to take that information and connect it to the text, using inference to make some conclusions about what we read. Everyone has a Grandmother Rock Reader. As we read, I'll ask some questions that will build your inferencing skills.

The teacher may choose to have students pair and share before answering the questions from the text.