

ENGLISH LANGUAGE ARTS

News in Indian Country

ESSENTIAL UNDERSTANDINGS

- Sovereignty
- Identity

LEARNING OUTCOMES

- Students will become familiar with the news media outlets of the nine federally recognized tribes in Oregon.
- Students will use tribal news media outlets to examine acts of survivance as demonstrated by contemporary Native Americans in Oregon.
- Students will gain an understanding of how to identify key elements of a newspaper article or newsletter (e.g., headline, byline, lead).
- Students will learn to summarize newspaper/newsletter articles using the 5Ws.

ESSENTIAL QUESTIONS

- How do tribal newspapers inform tribal members and other Oregon residents about current events in Native American life?

LOGISTICS

- Where does the activity take place?
Classroom
- How are the students organized?
 - ☑ Whole class ☑ Teams: 3 – 5
 - ☑ Pairs ☑ Individually

TIME REQUIRED

2 hours

Overview

This lesson explores the concept of survivance in contemporary Native American culture, particularly as it relates to the nine federally recognized tribes of Oregon. The term survivance is unfamiliar to many people, but in recent decades it has become an important way of talking about how Indigenous people express and carry forward their cultural identities and traditions in contemporary life.

Acts of survivance are those that demonstrate the ongoing and dynamic presence of Indigenous people in contemporary times. These acts of sovereignty and self-determination can take many forms, including tribal efforts to revitalize a language or open a new business; a Native student winning a scholarship or achieving public recognition; or a cross-tribal group advocating for land, treaty, or fishing rights.

News media outlets, in a variety of forms, are one of the ways the nine federally recognized tribes in Oregon attempt to both inform and communicate with tribal members and the general public about current events and tribal participation in local, state, and national events. Each of the nine tribal nations in Oregon produces its own unique news outlet that is available to all tribal members. Many of these are also available to the general public.



The purpose of this lesson is to provide students with the opportunity to identify examples of survival in action—through the reading analysis of tribal news outlets.

Background for teachers

Familiarize yourself with topics raised in tribal newspapers.

Considerations for teachers

Assessment

- Students will engage in a substantial amount of discussion with partners and groups. The teacher should actively monitor student discussion for correct understanding and should intervene when there are misconceptions or bias.
- Students will complete an exit ticket that will allow the teacher to assess their understanding.

Practices

- **Chalk talk** – Chalk talk is a discussion technique in which the teacher writes prompts on a series of posters and then students rotate from poster to poster, writing their thoughts, questions, reflections, and responses to the main prompt and/or to other students' responses. Chalk talk provides flexibility for students to respond to ideas and concepts over time. Students do not have to write their name on any of their responses or questions, which encourages honesty and helps

STANDARDS

Oregon social studies standards

8.9 – Analyze the effect of historical and contemporary means of changing societies, and promoting the common good.

8.14 – Investigate how economic decisions affect the well-being of individuals within a group (such as enslaved people, indigenous peoples, women, and children), businesses, and society

8.24 – Examine the cause and effect of social, political, and economic factors that motivated westward expansion, invasion of indigenous peoples, institutions, and the resulting impacts.

8.27 – Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in Oregon, the United States, and the world.

8.28 – Identify issues related to historical events to recognize the power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes).

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students or the teacher identify and clarify misconceptions without having to publicly confront an individual. The prompt on each poster should be open-ended and should encourage students to read, react, and add to each other's responses or questions. Students should not talk while they are reading and responding, but they may begin to identify themes, make connections, or note surprising responses from their fellow students. Chalk talk posters should be used multiple times throughout a lesson or unit to document growth in students' thinking and learning.

- Teachers should model notetaking for students

Learning targets

Targets depend on which activities are chosen.

- I am familiar with the news media outlets of the nine federally recognized tribes in Oregon.
- I can identify key elements (e.g., headline, lead, byline) of a print or online news article.
- I can evaluate articles, press releases, or newsletters from the nine federally recognized tribes in Oregon for examples of survivance.
- I can identify the 5Ws and supporting details of a news article.

STANDARDS *(Continued)*

Oregon English language arts standards

Informational Text

RI.8.1 – Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.

RI.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an evidence-based summary of the text

RI.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

MATERIALS

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

- **Coquille Indian Tribe** – K'wen 'inish-ha or <http://www.coquilletribe.org/?cat=4> or the **Sea-Ha Runner** – http://www.coquilletribe.org/?page_id=1693
- **Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians** – Voice of CTCLUSI – <https://ctclusi.org/communications/>
- **Confederated Tribes of Warm Springs** – Spilyay Tymoo/Coyote News – <http://wsnews.org/>
- **Confederated Tribes of Siletz Indians** – Siletz News – <http://www.youtube.com/watch?v=NEEsErtG54>

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Options/extensions

- Encourage students to spend time researching Native-owned and operated news outlets:
 - **Indian Country Today** – <https://nativenewsonline.net/>
 - **News from Indian Country** – <https://ictnews.org/>
 - **Indianz.com** – <http://www.indianz.com/>
 - **Native American Times** – <http://www.nativetimes.com/>
 - **The Circle News** – <http://thecirclenews.org/>
 - **Native News Network** – <http://nativenewsonline.net/>

Reflection/closure

- Review the learning targets.
- Discuss with students what they believe they have learned.
- Have students think-pair-share about questions they might have based on their learning and that they might want to explore as part of their culminating project. Prompt for two or more questions from each group, and then let a few groups share their ideas with the whole class.

MATERIALS *(Continued)*

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

- **Confederated Tribes of the Umatilla Indian Reservation – Confederated Umatilla Journal** – <http://ctuir.org/tribal-services/communications/confederated-umatilla-journal-cuj>
- **Klamath Tribes – Klamath News** – <http://klamathtribes.org/news/news/>
- **Confederated Tribes of Grand Ronde – Smoke Signals** – <https://www.smokesignals.org/>
- **Burns Paiute Tribe – TU' KWA HONE Newsletter** – <https://burnspaiute-nsn.gov/newsletters/>
- **Cow Creek Band of Umpqua Tribe of Indians – Wik'uuyam Heeta'** – <http://www.cowcreek.com/wordpress/wp-content/uploads/2016/01/8x10-November-Newsletter-web.pdf>

Appendix

5Ws and Survivance Worksheet

Map Exit Ticket

VOCABULARY

Survivance – The active presence of Native American people, culture, and traditions in contemporary life; a refusal to be seen as mere victims or survivors or as a vanished people of the past. “Native survivance stories are renunciations of dominance, tragedy and victimry.”¹

Banner – A prominent headline on the front page (or homepage) of a newspaper, usually stretching across the full width of the page or screen.

Byline – The name of the person or people who wrote the story.

Caption or cutline – The text beneath a photograph that explains who is in the photo, provides any necessary context, and gives credit to the photographer.

Headline – The title given to a news story.

Lead – The first few sentences or opening paragraph of a news story, which usually includes an interesting detail, anecdote, or quote that attempts to peak the reader’s interest and pull them into the story.

¹ Vizenor, G. (1999). *Manifest manners: Narratives on postindian survivance*. Lincoln, NE: University of Nebraska Press. p. vii.



Activity 1

What is survivance?

Time: 30 minutes

This activity introduces students to the concept of survivance through teacher presentation, video examples, and student interaction.

Step 1:

Introduce slide 1 to the class.

Say:

*Survivance is a powerful term. It derives from the word survival, but with the addition of the **-ance** suffix. That suffix is meaningful because it makes the noun active. It gives the word a sense of intention and purpose. The effect is that it emphasizes self-determination: The determination to fight for one's own identity, culture, and traditions. Survivance is about Native people refusing to be seen as tragic victims or as a vanished people of the past. It is about taking control of their own story and how it is told.*

Step 2:

Ask students if they can think of any other words that end with the 'ance' suffix. Discuss as a whole class.

Say:

As you have been learning, Native people have endured a tremendous amount of violence, disease, dislocation, starvation, oppression, and suffering since the time of their first contact with Euro-American settlers. Their ancestral territories have been stolen, their traditional cultures and languages have been suppressed, and the U.S. government has repeatedly failed to meet its treaty obligations.

Native people have also been misrepresented in the media and in popular culture, aspects of their traditional culture have been stolen and misrepresented by non-Native people, and they have often been left out of history books or been misrepresented there as well. For example, many textbooks have incorrect information, such as "Native tribes died out," which we know is not true. The tribal

Activity 1 (Continued)

nations in Oregon did not die out. They survived and endured and carried on. And this survival was not passive. They survived by continually fighting to maintain their way of living, culture, identity, language, and relationship with the land. This is what we mean by survivance.

There are many acts of Native survivance going on in our state every day. Right now, we're going to watch a video describing an example of survivance from the Siletz Tribe. Listen carefully, as we will have a whole-class discussion afterward.

Step 3:

Show video CTSI Indians language revitalization (Start to minute 2:45)

Step 4:

Show slide 2 and explain the Chalk Talk directions to students.

Step 5:

On large chart or butcher paper, write the three prompts (one on each piece of paper).

Prompt 1: Think about the definition of tribal survivance. How does the preservation of language support tribal survivance? Imagine if communities did not focus on this? Imagine if the entire state did.

Prompt 2: Why is language important to the preservation of Native culture? How does it add to tribal identity and strength?

Prompt 3: How is the Siletz language being revived? What specific acts or efforts support this movement? What if the language is not revived?

Activity 1 *(Continued)*

Step 6:

Allow students to interact with the prompts and with their classmates' responses. After 15 to 20 minutes of written interaction, have students observe the responses on each poster and note common themes, questions, or details. Ask students to identify which poster prompted the most written discussion. The posters should be left up in the classroom throughout the remainder of the lesson.

Optional Extension Activity: Teachers may choose to have students write in their journals about a theme or question that arose during the chalk talk activity. For example, students could reflect on the connection between language preservation and survivance. Teachers could also have students identify questions they would like to explore about the concept of survivance.

Activity 2

Read all about it!

Time: 45 minutes

Preparation: Review tribal news outlets for stories related to the concept of survivance. Photocopy some of articles in advance so you have extras, and then cut out five headlines. Next, cut out the first two paragraphs/sections from those same articles. Paste the headlines on one side of a poster board and on the other side (out of order) paste the article sections. Next, cut out 20 to 30 more headlines and set them aside. If you only have 10 or so headlines, then photocopy them so you have a class set.

Step 1:

Show slide 3. Introduce students to the elements of a news article (or provide a review, if they are already familiar with the terms). Review the vocabulary. Ask some of the following questions:

- What is a headline? A headline is a title given to a news story.
- What is the purpose of a headline? A headline is used to catch the reader's attention and to give the reader some idea of the topic of the story/article.

Say:

Tribal nations in Oregon participate in many forms of survivance. Acts of survivance are as diverse as they are powerful. Let's look at some examples from the headlines of tribal news outlets here in Oregon.

Step 2:

Show slide 4 with the following examples of headlines from Oregon Tribal news outlets:

Native American Tribes Gaining Recognition for Timber and Forestry Practices

<https://www.klcc.org/post/native-american-tribes-gaining-recognition-timber-and-forestry-practices>

Activity 2 (Continued)

Fish and Wildlife Students Learn Traditional Ecological Knowledge on the Siuslaw

<https://ctclusi.org/assets/5cc72b7c8b2e97245875fcf5.pdf>

Governor, Oregon members of Congress affirm treaty right to healthcare

<http://ctuir.org/communications/governor-oregon-members-congress-affirm-treaty-right-healthcare>

Say:

These three headlines introduce news reports about examples of contemporary acts of survivance. The first article explores how the Cow Creek Band of Umpqua Tribe of Indians are managing their ancestors' territory so that tribal members can interact with the land as they have since time immemorial. The second article is a news report from the Confederated Tribes of Coos, Lower Umpqua & Siuslaw Indians, and it describes tribal efforts to teach young people how to navigate the Siuslaw River and how to actively care for the Tribe's ancestral territory by removing invasive species and planting western red cedar trees. The third article is a press release from the Confederated Tribes of the Umatilla Indian Reservation, which expresses the Tribe's opposition to efforts that would alter how healthcare is provided to Native Americans. The Tribe expresses its desire to maintain tribal sovereignty and the right to manage a healthy and vibrant community.

Step 3:

Do not have students read the full story at this point. First, ask students to match each headline to the story they think it belongs to. Ask students to make their best guess.

Step 4:

Next, ask students the following question and have a brief whole-class discussion.

Activity 2 (Continued)

Say:

What sentences or phrases helped you match the headlines to the appropriate articles? Why?

Step 5:

Pass out one headline to each student.

Step 6:

Have students write a one-paragraph story to accompany the headline.

Step 7:

Next, have students read the actual story associated with their headline.

Note: Students can read independently or with a partner depending on the number of articles provided to the class.

Step 8:

Discuss

Activity 3

The 5Ws

Time: 45 minutes

Introduce students to the 5Ws in a story: who, what, when, where, and why.

Use a sample story as an example.

This activity can be done in pairs or individually.

Step 1:

Hand out the *5Ws and Survivance* worksheet along with a newspaper or newsletter article to each student.

Step 2:

Tell students to mark up their article as they read it. They can underline, highlight, or label their article as they see fit.

Step 3:

Discuss with students

What new information about survivance did you learn?

Can you tell what the author wants the reader to know?

Step 4:

Have students complete the worksheet and turn in both the article and the worksheet when they are done.

Extension activity: Have students write an imaginary follow-up story to one of the news articles/reports. Make sure it addresses the 5Ws.

Activity 4

Wrap up the lesson

Time: 5 minutes

Step 1:

Provide students with a map of Oregon that shows the territory of the nine federally recognized tribes in the state.

Step 2:

Ask students to complete the following as an exit ticket:

1. Circle the nation their news article/event/ad came from
2. Draw a line from that nation to their town