



Grade Level: 4
Subject: Social Studies

The Five Main Tribes

ESSENTIAL UNDERSTANDINGS

- Since Time Immemorial
- History
- Lifeways
- Treaties with the United States

LEARNING OUTCOMES

- Students will be able to recall important key details about the five largest tribes of the Confederated Tribes of Grand Ronde.
- Students will be able to organize important key details about the five largest tribes of the Confederated Tribes of Grand Ronde by matching Tribe names to important figures, key facts, and locations.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to Community
- History of Community
- Working in Pairs/Groups
- Presentation of Multiple Perspectives
- Preserving & Honoring Cultural History

ASSESSMENT - Formative

Students will be working in small groups matching tribal name cards to locations, key details, and important figures.

Overview

The Confederated Tribes of Grand Ronde is a confederation of over 30 different bands and tribes. These bands and tribes were originally found in southern Washington, Oregon, and northern California. In this lesson, students will learn about the five largest tribes that make up our confederation – Chasta Costa, Kayapuya, Molalla, Rogue River, and Umpqua. Students will study the original locations of these Tribes, as well as key details and important individuals.

MATERIALS

- The 5 Principal Tribes [Presentation](#)
- Guided Notes [Document](#)
- [Pictures Cards](#) of 5 Tribes
- 5 Principal Tribes [Exit Ticket](#)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs Individually

TIME REQUIRED

60+ minutes (can be divided into multiple class periods)

STANDARDS

Oregon Common Core State Standards: ELA-Literacy

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Oregon Social Sciences Academic Content Standards

Historical Knowledge 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.

Historical Knowledge 4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and 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), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).

English Language Proficiency Standards

4-5.1 An ELL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

4-5.7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

4-5.8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Background for Teachers

The Confederated Tribes of Grand Ronde is a confederation of multiple tribes/bands that once lived throughout parts of southern Washington, Oregon, and California. This confederation was established after the removal and relocation of these bands/tribes from their ancestral homelands to the Grand Ronde Indian Reservation throughout the years of 1853-1855. This removal and relocation was a result of the signing of 7 treaties with the United States Government. Prior to this relocation and colonization, the people of these tribes/bands lived in harmony with the Earth. While their daily practices are now primarily forgotten or considered outdated, it is essential that these practices are taught and passed down throughout generations. While these tribes/bands were entirely their own and practiced their own traditions, there are commonalities between them - including hunting, fishing, gathering, dress styles, trade, and at times warfare.

Websites:

Grand Ronde History & Culture: <https://www.grandronde.org/history-culture/>

Our Story: <https://www.youtube.com/channel/UCFZ3ni-tJnLiBBC9TEPSdCg/videos>

Home: <https://youtu.be/-K3sihHVPVY>

Standing Strong Documentary: <https://youtu.be/-43tfBzWfDE>

Oregon Senate Bill 13 Tribal History/Shared History:

<https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Senate-Bill-13-Tribal-History/Shared-History.aspx>

Books:

The First Oregonians edited by Laura Berg

See Ceded Lands Map attached at the end of this lesson plan

VOCABULARY

- **Tribal Logo:** visual, graphic emblem that represents in this unit the Confederated Tribes of Grand Ronde
- **Chasta Costa:** one of the five principal tribes of the Confederated Tribes of Grand Ronde – they occupied parts of southern Oregon concentrated around the Rogue River – they are Athapaskan language speaking peoples that live alongside the Rogue and Illinois rivers.
- **Kalapuya:** one of the five principal tribes of the Confederated Tribes of Grand Ronde, there are 19 Kalapuya tribes that historically existed in the Willamette and the Umpqua Valleys
- **Molalla:** one of the five principal tribes of the Confederated Tribes of Grand Ronde – There are Northern, Santiam (central) and Southern Molallas – they occupied the Cascades and parts of the Willamette Valley
- **Rogue River:** one of the five largest tribes of the Confederated Tribes of Grand Ronde – they occupied parts of southern Oregon concentrated around the Rogue River – they are Takelma language speaking peoples that live alongside the Rogue River.
- **Umpqua:** one of the five principal tribes of the Confederated Tribes of Grand Ronde – they occupied the Umpqua river basin

Opening

Display the image of the CTGR Tribal Logo for the entire class. Ask inquiry questions:

1. *Has anyone ever seen this before? If so, where?*
2. *Does anyone know what this is called?*
3. *Can anyone explain the meaning behind anything on this logo?*
4. *Can anyone guess why there are five feathers?*

Activity

1. Pass out guided notes documents to the students. Explain to the students that they will be taking notes during the presentation and that they will be using these notes for an activity at the end.
2. Begin discussing each PowerPoint slide.
 - a. **Slide 2:** Vocabulary word (logo) – define to students but not necessary for them to write down
 - b. **Slide 4:** pronunciation for each of these tribes can be found on the tribe title pages (slides 5, 9, 13, 17, & 22)
3. Have students turn to their neighbor and “Think, Pair, Share” after each Tribe is discussed and have them compare notes.

OPTIONAL MODIFICATION Teachers may decide to break the PowerPoint into separate sections (i.e. 2 tribes & 3 tribes) and perform the matching game in sections. This can either be done within the same class period or separate.

4. As a class, or in small groups, have students use their notes to match images from the PowerPoint to the name of the tribe they are connected to. Some images may work for numerous tribes. Images should have descriptions attached to help students better classify the images. (Optional: divide the class into 5 groups and assign each group one tribe. Students will only need to locate the cards for their assigned tribe.)

Closure

EXIT TICKET: Students will use their notes to complete the lesson exit ticket. They will be able to list one fact about each of the 5 Principal Tribes.

Differentiation

- Students can use a copy of the PowerPoint presentation to take notes (i.e. circling important facts, highlighting, etc.)
- Students can use a copy of the PowerPoint presentation while completing the class/group matching activity.

Extension

- Students can create their own presentation or a short research paper about one of the five principal tribes – using information from the slides as well as additional research
- Students can create a graphic representation of a tribe – this may include photographs, personal drawings, words/phrases, etc.
- Students can journal about questions they may still have about the five principal tribes
- Students can journal about the following prompt:
“How would you feel about being removed from your home and being relocated to another place?”

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are completing their matching and exit ticket. 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

5 Tribes Presentation

<https://docs.google.com/presentation/d/1pafbFEVMVRCB9rfrNjMHtITvVc7CW8TwaacevWBhPnM/edit?usp=sharing>

Guided Notes Document

https://drive.google.com/file/d/1p_mlbXRm58BfvghlrWphxrvKZsnWZMiF/view?usp=sharing

Pictures Cards of 5 Tribes

<https://drive.google.com/file/d/1COh41MRWDpaQOTuXdYJ0ZRj3F7jqVSHO/view?usp=sharing>

5 Principal Tribes Exit Ticket

<https://drive.google.com/file/d/1jRtBSr1qPbsSJz2QAtOZ3Xbbdoq1aJJD/view?usp=sharing>