



Grade Level: 6
Subject: ELA

Influential People

ESSENTIAL UNDERSTANDINGS

- History
- Identity
- Language
- Lifeways
- Tribal Government

LEARNING OUTCOMES

- Students will be able to identify and explain the components of a biography.
- Students will be able to describe the life story and achievements for influential people within The Confederated Tribes of Grand Ronde.
- Students will be able to write a short biography for an influential person.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their proficient completion of the biography writing assignment.

Overview

Using resources such as Smoke Signals Newspaper and other Grand Ronde materials, students will research and write a short biography on an influential tribal member. Some examples could include Tribal Council Members, the three Visionaries, present-day department managers, etc.

MATERIALS

- [Notable Native People - Tommy Orange](#)
- [Notable Native People - Matika Wilbur](#)
- [Biography Graphic Organizer](#)
- [Influential People Document](#)
- Access to Technology (iPads, laptops, Chromebooks, etc.)
- Art Supplies
- Lined Paper & Writing Supplies

LOGISTICS

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

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

2, 50 minute class periods

STANDARDS

Oregon Common Core State Standards: ELA-Literacy

6.RI.1 Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.

6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Oregon Social Science Academic Content Standards

Historical Knowledge 6.17 Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures, and family and community systems) across indigenous civilizations.

Social Science Analysis 6.27 Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies, and potential outcomes.

Background for Teachers

From time immemorial, the survival and success of Native tribes relies heavily on the individuals within them. Hundreds of years ago, this may have meant the hunters, gatherers, fishermen, warriors, chiefs, and medicine men or women. Today, influential individuals vary greatly in their roles and responsibilities. Today, Tribes rely heavily on a variety of individuals to preserve their history and culture, including Tribal Council members, language preservers, natural resource managers, education advocates, healthcare providers, member services aids, and even community volunteers. As always - Tribal people are the heart and soul of the tribes.

The Influential People Document provides a few examples of significant individuals within The Confederated Tribes of Grand Ronde. There are many other individuals who change the direction and well-being of the Tribe. If students find another individual, or know of someone personally, encourage them to conduct research and write about them. The goal is to demonstrate that anyone can have a significant role and make a difference.

VOCABULARY

- **Influential** - having power or influence
- **Influence** - a thing or person that has the power to affect another
- **Biography** - the written story of the facts and events of a person's life

Opening

Begin the lesson by reading students the two short biographies from the book [Notable Native People written by Adrienne Keene](#).

- [Notable Native People - Tommy Orange](#)
- [Notable Native People - Matika Wilbur](#)

Discuss with students what these readings are (*short biographies*).

Discuss with students:

- *What is a biography?*
- *Who do we usually write biographies about?*
- *What is included in a biography?*

Activity

1. Explain to students that they will be selecting an influential individual from The Confederated Tribes of Grand Ronde (*if students have never been exposed to CTGR, provide a short background on the Tribe - including location, standing as a Tribe, and brief history*).
2. Brainstorm with students - what type of individuals will we aim to research?
 - a. *Examples could include: Tribal Council members (past & present), the 3 Visionaries, current department managers, language speakers, etc.*
3. Distribute the Biography Graphic Organizer
 - a. *Walk through the organizer with students to ensure they understand each section.*
4. Explain to students that they will be filling out their organizer as they conduct their research. This is a tool they can use to gather information and organize the structure of their short paper.
5. Demonstrate the layout of the final biography paper:
 - a. *Introduction Paragraph: identify the person and name a few reasons why they are influential*
 - b. *Background : discuss the early life of the individual*
 - c. *Achievements: discuss the accomplishment(s) with details*
 - d. *Personal Connection: explain why you chose this individual and what you think is great about them*
6. Distribute the Influential People Document for students to use (if they choose).
7. Allow time for students to research their individual and fill out their graphic organizer.

Closure

Once students have completed their graphic organizer - allow time for students to write and/or type their short biography. If possible - encourage students to include an image of their individual. This could be a printed image or a drawing such as those used in the Notable Native People examples.

Differentiation

- To aid students' understanding of modern day influential Native people - it may be beneficial to teach the lesson 6.SS.Tribal Government prior to this lesson.
- To assist students in their research, it may be beneficial to teach the lesson 6.ELA. Smoke Signals, prior to this lesson. Smoke Signals will be one of the best resources for research on this lesson.
- To assist students in their research, it may be beneficial to take 10-15 minutes to demonstrate how to navigate the CTGR Smoke Signals Website - including the use of the "Search" option and finding archived articles.

Extension

- Allow time for students to share with their peers through a short presentation. Students can read their short biography writings aloud to the whole class, small groups, or to a partner.

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

- Notable Native People - Tommy Orange:
<https://drive.google.com/file/d/1d1nmxLY4p-a9xYkv60ZV1hJWYb64sdPB/view?usp=sharing>
- Notable Native People - Matika Wilbur:
<https://drive.google.com/file/d/1DRkW3e5EpEPqDhfE-PeVjwHPg90s46aV/view?usp=sharing>
- Biography Graphic Organizer:
<https://drive.google.com/file/d/1XGToDNVuc0BkPFO1fNlvzUapNXLfWgO/view?usp=sharing>
- Influential People Document:
https://docs.google.com/document/d/1NHgcS2JsFI1CSKW_nkTNNePp2o46_iXvAluGOiyQ5Z4/edit?usp=sharing