



Grade Level: 6
Subject: ELA

Treasure Mountain

ESSENTIAL UNDERSTANDINGS

- History
- Identity
- Lifeways
- Language
- Genocide, Federal Policy and Law

LEARNING OUTCOMES

- Students will be able to write in their journals after each chapter answering the critical thinking questions.
- Students will be able to perform research to connect the historical fiction novel to real life events during the same time period.
- Students will be able to make inferences based on the text.

CULTURALLY RESPONSIVE PRACTICES

-

ASSESSMENT

Use the students journaling as a way to assess for understanding.

Overview

Before being forced to reservations, tribes lived off the land and the resources around them. Treasure Mountain will give students an insight to how Native Americans used to live and how America has changed overtime, while also following the lives of two young Chemawa Indian School students as they discover their own history, and seeing connections between this historical fiction novel and true Grand Ronde tribal history.

MATERIALS

- Treasure Mountain by Evelyn Sibley Lampman
- [Critical Thinking Questions](#)
- [Chemawa Photos & Background Information](#)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs Individually

TIME REQUIRED

4-6 weeks

STANDARDS

Oregon Common Core State Standards: ELA-Literacy

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

6.RL.3 Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

6.RL.6 Explain how an author develops the point of view or perspective of the narrator or speaker in a text.

Oregon Social Sciences Academic Content Standards

Historical Knowledge 6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as termination, sovereignty, and treaties.

Historical Knowledge 6.19 Examine the historic and current contributions and relevance of indigenous cultures.

Historical Knowledge 6.20 Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere.

Background for Teachers

Treasure Mountain, written by Evelyn Sibley Lampman, tells the story of two Native American siblings of the Confederated Tribes of Siletz Indians. The children live at Chemawa Indian School year-round but take a trip to visit their Aunt in Nehalem. While there, they search for a treasure left at Neahkahnie Mountain by Spanish ships more than 150 years ago.

The book, Treasure Mountain is out of print but you can check out 30 copies from the Youth Education Department at The Confederated Tribes of Grand Ronde. To check out books for your classroom, please contact Cheyanne Heidt at:

- 503-879-2144
- Cheyanne.Heidt@grandronde.org

These books are available free of charge for educators and will be shipped or delivered to you. Educators must pay for the return shipping costs of the books or deliver the books in person.

VOCABULARY

- **Reservation-** an area of land that was put aside by the government to remove and relocate tribes to in order for the government and settlers to take over their land.
- **Chemawa Indian School-** a Native American boarding school in Salem, Oregon, named after the Chemawa band of the Kalapuya people of the Willamette valley. It opened in 1880 and remains open today.
- **Assimilated-** tribes in the US were assimilated into mainstream society, meaning they were to adapt and conform to the ways of settlers and the American lifestyle.

Opening

Begin the lesson by showing students a photo of the first Chemawa School. Ask the students:

- Do you know what this building is?
- After learning about the building and a brief summary of its history, what kind of feeling do the students get when they look at the picture?
- Does it look like a happy place? Why or why not?

Explain to the students that some of the people in the photos are Grand Ronde tribal members.

Read the students the first chapter of the book and ask them what they think the story is about.

Activity

Notes: The teacher can either assign reading chapters as homework or read the book as a class.

1. Create Literature Circles. Assign groups of three to four students.
2. As students read through the chapters of the book, allow time for students to discuss the chapters in these groups and then discuss the critical thinking questions as a whole class.

Note: Some of the chapters require more detailed thinking and some research in regards to the Grand Ronde tribe and how the history relates to what's happening in the novel.

3. Allow for students to use Grand Ronde's Story (<https://www.grandronde.org/history-culture/history/our-story/>) as a resource to understand Native American history and lifeways.
4. Allow time for students to journal about the critical thinking questions.

Closure

Bring the lesson to a close by having the students write a reflection on the book.

1. Have students write their thoughts about Della and her situation as an Indian woman who occupied land before the settlers came.
2. Alternatively, have students get creative and write their own alternate ending to the story.

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

- Plants Read Aloud:
https://drive.google.com/file/d/13idG65CcRjQHT56gH3Wz8qtToQKX80Ix/view?usp=share_link
- Chemawa Photos & Background Information:
https://docs.google.com/presentation/d/1ncSg5hGALG-yWSxKH2RN7BVt_NRJKVxjzslxlr6f3l/edit?usp=sharing
- Critical Thinking Questions:
https://drive.google.com/file/d/1d0GwLkkg0fEVofc3xSJJqejBM40Hoj9J/view?usp=share_link