



Grade Level: High School
Subject: ELA

Grand Ronde Hot Topics

ESSENTIAL UNDERSTANDINGS

- Tribal Government
- Lifeways
- Sovereignty
- Since Time Immemorial
- History
- Identity
- Genocide, Federal Policy, and Laws

LEARNING OUTCOMES

- Students will be able to create and present a presentation that conveys the topic and multiple perspectives.
- Students will be able to create and present a presentation that is appropriate for their audience.
- Students will be able to conduct research and present evidence that supports their perspective.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Interaction with others through group presentations
- Preserving and honoring cultural history

ASSESSMENT

Students will be assessed on their summative presentation about their topic.

Overview

After receiving or selecting a news article from the Confederated Tribes of Grand Ronde newspaper on a controversial Tribal topic, students will conduct additional research of their own to find the different perspectives of the article(s). They will create a presentation to present to their findings, choosing their own perspective with supporting research.

MATERIALS

- [Grand Ronde “Hot Topics” articles](#)
- [Hot Topics Presentation Guidelines](#)
- Internet/Computer Access

LOGISTICS

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

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

~1 week

STANDARDS

Oregon Common Core State Standards: ELA

9-10.RL.1 Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.

9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text's theme or central idea.

9-10.RL.6 Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.

11-12.RI.1 Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.

11-12.RI.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how the rhetoric contributes of the text.

11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective; ensure that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Oregon Social Sciences Academic Content Standards

Historical Knowledge HS.53 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.

Historical Knowledge HS.59 Analyze and explain the history of the American Indian/Alaska Natives/Native Hawaiians in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present.

Historical Knowledge HS.60 Analyze and explain the historic and contemporary examples of social and political conflicts and compromises including the actions of traditionally marginalized individuals and groups addressing inequities, inequality, power, and justice in the U.S. and the world.

Background for Teachers

As a sovereign nation, The Confederated Tribes of Grand Ronde have numerous decisions to make about their land, their rights, their operations, their relations and their people. At times, these decisions can be controversial and difficult for the leadership and membership to agree upon. Teaching students to examine resources and news for multiple perspectives and opinions is a valuable critical thinking tool that they will utilize in multiple areas of life. Working with students to examine multiple perspectives helps students recognize and articulate that people can experience the same event in different ways.

****Teachers should review the suggested Hot Topics articles prior to the lesson and may add additional article suggestions as they see fit.**

VOCABULARY

- **Sovereignty:** Tribal sovereignty refers to the right of American Indians and Alaska Natives to govern themselves. The U.S. Constitution recognizes Indian tribes as distinct governments and they have, with a few exceptions, the same powers as federal and state governments to regulate their internal affairs. Sovereignty for tribes includes the right to establish their own form of government, determine membership requirements, enact legislation and establish law enforcement and court systems. For more information on Tribal Sovereignty: [click here](#)
- **Stakeholder:** A person with interest in the topic and a stake in the outcome.
- **Perspective:** A particular viewpoint surrounding a topic.

Opening

1. Introduce the lesson to students by telling them you are going to be working on a research project surrounding “hot topics” and that the topics come from the Confederated Tribes of Grand Ronde.
If students do not have a good understanding of Grand Ronde and the Tribe prior to the lesson, explore the background resources with them.
2. Brainstorm with students the types of topics that could be deemed controversial in “Indian Country”. (Examples include: land rights/ownership, hunting and fishing rights, legal jurisdiction, citizenship, etc.)
3. Remind students that tribes are [sovereign](#) (define if needed) and that they are considered a “nation within a nation”

Activity

1. Pass out and go over the presentation guidelines with students.
2. Present the different sample topics that are available for students to research further.
3. Ensure that students understand who the possible stakeholders may be and how they might have different perspective. Ask students:
 - a. How may two different Tribe’s feel differently about a certain topic?
 - b. How might Tribal Council feel different than the general membership?
4. Allow student to choose their “hot topic” from the articles provided or direct them to the Grand Ronde newspaper website, www.smokesignals.org archives, to find their own hot topic. Make sure they check in with you before they settle with a topic.
5. Review what will be required in their presentation and ensure that students have a solid understanding of the expectations. Offer one on one support or clarification for students if needed.
6. Allow students to begin their research. You can set the amount of time students have or need to gather all of the research and information they may need.
7. After students have done their research in the time allotted by you, offer them a set amount of time to complete their presentation. Students should get to choose their presentation methods so materials needed will vary based on what students may need.
8. After students have completed their research and putting together their presentation, they will present to their peers or you, depending on the needs of the student.
9. After each presentation, check in with students about who the stakeholders were for the topic and what their different perspectives were.

Closure

To close this lesson, come together as a class and reflect on everything that students learned. Have students offer one new thing that they learned or did not know prior to listening to their peers present.

Differentiation

- Allow students to choose the format of their presentation (examples: video, paper, PowerPoint, etc.)
- If it is more beneficial for students, allow them to complete the project in pairs.
- Allow students to present to smaller groups, one individual, or just to the teacher if they struggle in front of the group.
- Assist students with research if needed.
- Assign students a research partner in the class that would be willing to help them navigate researching their topic.

Extension

- **Guest Panel:** Invite a guest panel from the Confederated Tribes of Grand Ronde to talk about some of the topics that students researched.
- **Opinions:** Roll this lesson into a lesson on writing your own opinions and supporting that with evidence based on the topics that students researched.
- **Letters:** Have students write letters to the different stakeholders about their research and what they learned.

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

Suggested "Hot Topics" Articles:

<https://drive.google.com/drive/folders/1MCmaCAaWi5lurULC6UyZU-4sg5VtOhzg?usp=sharing>

Hot Topics Presentation Guidelines:

https://drive.google.com/file/d/1MWEj8syTjat8HpE9N9BIBfMm4_nSUIYr/view?usp=sharing