



Grade Level: K
Subject: Science

Animals on the Reservation

ESSENTIAL UNDERSTANDINGS

- History
- Lifeways
- Language

LEARNING OUTCOMES

- Students will be able to identify animals that live on the Grand Ronde Reservation.
- Students will be able to explain how animals live on the Grand Ronde Reservation.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Goal setting
- Proximity
- Movement inside and/or outside of the classroom
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on the proficient completion of their exit ticket and their participation in classroom discussions.

Overview

The Grand Ronde Reservation covers approximately 10,000 acres, most of which is forests. The Confederated Tribes of Grand Ronde Natural Resources Department manages this land to continue the flourishing flora and fauna that live there. In this lesson, students will learn about the animals that live on the reservation and how they live on the reservation.

MATERIALS

- [Animals on the Reservation slide deck](#)
- [Exit Ticket](#)

LOGISTICS

- Where does this activity take place?
Classroom
Outside (optional)
- How are the students organized?

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

30 minutes

STANDARDS

Next Generation Science Standards

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive

Oregon Social Science Standards

Geography K.9 Identify, compare, and contrast pictures, maps, and globes.

Geography K.10 Locate, identify and describe places of importance to self, family, school, and culture.

Geography K.11 Examine culturally significant traditions, celebrations, days, and places including those from cultures that are currently and historically marginalized.

Background for Teachers

“The Grand Ronde Reservation was established by Executive Order on June 30, 1857. Originally 61,000 acres, it was located on the headwaters of the South Yamhill River in the Oregon Coast Range. Federal actions in the late 1800s quickly decreased the Grand Ronde Reservation land-base.

The General Allotment Act of 1887 was designed to transition tribal members into farmers. Under this act, the government divided the Grand Ronde Reservation into 270 allotments for individual tribal members, totaling slightly more than 33,000 acres. This act also allowed tribal allotment lands to go from federal trust status to private ownership after 25 years. This resulted in major portions of the Reservation being lost to non-Native ownership. Then, in 1901, U.S. Inspector James McLaughlin declared a 25,791-acre tract of the Grand Ronde Reservation “surplus” and the U.S. sold those “surplus” lands for \$1.16 per acre.”

The Grand Ronde Restoration Act (Public Law 98-165) was signed in 1983, restoring the Tribe’s status after twenty-nine years of termination. Five years later the Tribe regained 9,811 acres of the original reservation when the Grand Ronde Reservation Act was signed on September 9, 1988. These lands lie just north of the community of Grand Ronde.

- **CTGR Our Story:** <https://www.grandronde.org/history-culture/history/our-story/#:~:text=The%20Reservation,Grand%20Ronde%20Reservation%20land%2Dbase.>
- **CTGR Natural Resources:** <https://www.grandronde.org/services/natural-resources/>

VOCABULARY

- **reservation** - land that is set aside for Native Americans by the United States government
- **chinuk wawa** - Chinuk Wawa is a trade language, used historically by people from many different language traditions including the people of the Confederated Tribes of Grand Ronde.
- **habitat** - a place that an animal lives
- **diet** - the food and drink that an animal usually takes

Opening

Begin the lesson by playing the video “łaksta nayka? mawich” from the CTGR Chinuk Wawa Education Program YouTube (<https://youtu.be/boYZbaLrkIU>).

Explain to students that the video is in chinuk wawa, the Native language for the people of the Confederated Tribes of Grand Ronde. The goal is to guess which animal the video is describing. Encourage the students to use the images in the video to make their guesses.

Activity

1. Begin the “Animals on the Reservation” slide deck.
2. Explain to students that they will be learning about animals on the Grand Ronde Reservation. (see Vocabulary section in lesson plan for terminology definitions).
 - a. Example: “Today we will be learning about animals that live on the Grand Ronde Reservation. A “reservation” is a piece of land set aside for a special use. The Grand Ronde Reservation was land set aside for many Native peoples of Oregon to live on when they were removed from their homelands. The people of the Native tribe, The Confederated Tribes of Grand Ronde, take care of this land and all that lives upon it - including the animals”
3. As the teacher presents the slide deck, see “Speaker’s Notes” on each slide for information.
4. The first slide displays a map of Oregon. Teachers can show students where the Grand Ronde Reservation lies and where they live in-relation to the Reservation.
5. Students will be learning about four animals that live on the Grand Ronde Reservation: deer, squirrel, coyote, and raccoon. The students will learn about their habitats, diet, and other facts through visual representation and teacher-led discussions. Each slide includes two videos: the chinuk wawa pronunciation for each animal and a video displaying their movement and/or sounds.

Closure

After the slide deck is complete, discuss similarities and differences between the animals. This can be done as a group discussion with or without an anchor chart.

To summarize the lesson, students will complete their Exit Ticket.

Differentiation

- Teachers can use a “shape” created in Google Slides to cover part of each slide on the slide deck (ex. only show videos or only show habitat) to help students focus on different parts of the slide.
- Teachers can choose not to show students the videos of animal movement/sounds if time does not allow

Extension

- **Outside Exploration:** After students have completed their Exit Tickets, bring the students outside. Have a discussion about what animals could live in the habitat outside of the school and why.
- **Becoming Animals:** After the students complete their Exit Tickets, allow students to rise and find a location where they have space from other students (inside or outside). Using the information viewed in the animal movement/sound videos, call out animals to the students. The students can mimic the movements and/or sounds of the animals being called out. For an extra challenge, try calling out the animals in chinuk wawa!

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

Animals on the Reservation slide deck:

<https://docs.google.com/presentation/d/1s2cljn8MYiYBJdyi7ytFwZG0zflNPI81JztmYlo9QTU/edit?usp=sharing>

Exit Ticket:

https://drive.google.com/file/d/1quxwKzqWWvs5HC_F_ywEa7LXBE8gZgMB/view?usp=sharing