



Tribal Responsibilities

ESSENTIAL UNDERSTANDINGS

- [which of nine will be covered? Time Immemorial, Sovereignty, History, Tribal Government, Identity, Lifeways, Language, Treaties w/ the US, Genocide, Federal Policy and Law]

LEARNING OUTCOMES

- Students will be able to determine what a responsibility is.
- Students will be able to identify what their responsibilities are in their families.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Connecting to students' personal families and family members
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their proficient completion of their graphic organizers and participation in whole-group discussion.

Overview

In the Native American culture, the role that an individual plays in their tribe and in the world is very important. In this lesson, students will engage in an activity where they learn about the different responsibilities tribal members had in the past and then think about their own responsibilities as a student and in their own families.

MATERIALS

- [Our Ancestors](#) [text](#) or [read aloud](#)
- [How I Help - Graphic Organizer](#)

LOGISTICS

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

Whole Class

Individually

TIME REQUIRED

30 minutes

STANDARDS

Oregon Common Core State Standards: ELA

CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Oregon Social Science Standards

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

Background for Teachers

Tribal people served in many different roles historically and in the present day, to help maintain a sense of community and contribute to their survival. Some of those roles included:

- basket weavers
- hunters
- fishermen
- storytellers
- gatherers
- builders

Today, tribal members of the Confederated Tribes of Grand Ronde also play many roles in preserving and honoring the Native American culture. The Tribe has numerous departments, covering a wide variety of services such as:

- Cultural Resources
- Economic Development
- Education
- Finance
- Health & Wellness
- Housing
- Lands
- Member Services
- Natural Resources
- Social Services

VOCABULARY

- **responsible** - being dependable, making good choices, and doing what you need to do
- **responsibility** - means you do the things you are supposed to do and accept the results of your actions
- **ancestor** - a person from whom one is descended and who lived several generations ago

Opening

To begin the dive into the topic, ask the students
What is a responsibility?

Write down the word “responsibility” on chart paper and add their ideas underneath it.

Explain to students that having a responsibility means doing the right thing, making good choices, and being dependable.

Ask students what some of their responsibilities are in the classroom. If students need help you could give examples like being a student and a learner, being a good listener, completing assignments, lining up for recess quietly, etc.

Activity

1. Explain to students that you are going to read a book to them called Our Ancestors. Explain that the book is about people from the Confederated Tribes of Grand Ronde. When they speak about their ancestors, they are talking about family members from long ago.
2. As you read the book stop at various spots to ask students or explain some of the different responsibilities tribal members had. As you continue, stop at other pages and ask students if they can identify what some of the other responsibilities are that tribal members had.
 - a. For example, the page with the elk says, “our ancestors hunted deer and elk.” use this moment to explain to students that some tribal members’ responsibilities were to hunt deer and elk so that tribal members had protein to eat.
 - b. The page that has a photo of berries in a basket is a good place to explain to students that some tribal members’ responsibilities were to gather berries as a food source and to preserve them so they could be eaten through the wintertime.
3. After reading the story, pose the question to students:
 - a. *“What are some of your responsibilities in your own family?”*
4. Write down some of the student’s ideas either on chart paper or on the board.
5. Explain to students that these responsibilities are important because they help our families be successful.

Closure

To close the lesson, pass out the “How I Help” graphic organizer to students. Explain to students that they will be drawing themselves doing two different responsibilities that they do at home. For example, walking the dog or cleaning their room.

Allow enough time for students to complete their drawings.

Differentiation

- To help students better understand what a responsibility is, use pictures to demonstrate what some look like.
- If students need extra think time, have students think, pair, share with a partner before engaging in the whole group discussion.

Extension

- Have students bring their “How I Help” Graphic Organizer home and encourage parents to further the conversation by adding their parental responsibilities to the chart.
- Use this lesson to start Classroom Jobs or Classroom Responsibilities. Assign students small tasks to complete each week (i.e. pencil pick-up, chair push in, line leaders, etc). Rotate the tasks each week to different students.

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

Our Ancestors text:

- PDF: <https://drive.google.com/file/d/1PdEPXLF92RIS43EfcQv2m8e1Wu3yWdFd/view?usp=sharing>
- Read Aloud: https://youtu.be/X1_tmX_pMQY
- To request a physical copy of the book, please fill out this form - https://docs.google.com/forms/d/1ST4Lv-Hb5FUOB_7VRxWljuaYBasYXaWkmIFV7kbH_B4/edit?usp=sharing

“How I Help” Graphic Organizer:

https://drive.google.com/file/d/1v81Mg_U-iBTtmi9hATvLjX6HqKzlmL-h/view?usp=sharing