



Grade Level: 3
Subject: ELA

Our Ancestors

ESSENTIAL UNDERSTANDINGS

- Identity
- Lifeways

LEARNING OUTCOMES

- Students will be able to explain who an ancestor is.
- Students will be able to describe how the ancestors of Grand Ronde lived prior to contact.
- Students will be able to illustrate their family history using the “family quilt” as a means to demonstrate their knowledge.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Higher level thinking: creating
- Interaction with others through conversation
- Connecting to students’ personal families and family members
- Preserving and honoring cultural history

ASSESSMENT

Students will be assessed on their participation in whole class conversations and their creation of the individual quilt square.

Overview

Family and remembrance of ancestors is a critical concept of Native American cultures. In this lesson, students will read the story “Our Ancestors” and have a discussion on the importance of knowing your family history. Students will then make a “family quilt” demonstrating their family history and combine these quilts together as a class.

MATERIALS

- Book: Our Ancestors [text](#) or [read aloud](#)
- [My Family Items Worksheet](#)
- Camera
- [Family Quilt Square](#)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs Individually

TIME REQUIRED

3, 40-minute sessions

STANDARDS

Oregon Common Core Standards: ELA-Literacy

CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.

Oregon Social Science Standards

Geography 3.9 Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.).

Historical Knowledge 3.12 Describe how the identity of the local community shaped its history and compare to other communities in the region.

Background for Teachers

Prior to teaching this lesson, it is important that teachers have a general understanding of the Native American tribes in Oregon and more specifically, the history of the Confederated Tribes of Grand Ronde. Review the lesson attachments prior to teaching this lesson. Before starting this lesson it is also important to know your students. There may be students who do not have a traditional family. You may have students who are in foster care or adopted. It is important to know these facts about your students before this lesson so you can talk with their families first to know if this will trigger any emotions or bring up any problems for the family and/or student. This lesson can be adapted to focus on the student and their immediate family if that is the case.

Resources for Background Information

- You can find helpful information on the background of Native American people in Oregon here: [American Indian/Alaskan Native Education](#)
- You can find helpful information about Grand Ronde here: [History & Culture | Confederated Tribes of Grand Ronde](#)

VOCABULARY

- **Ancestor:** a person from whom you descend from
- **Powwow:** a celebratory social gathering held by many different Native American communities. A modern pow wow is a specific type of event for Native American people to meet and dance, sing, socialize, and honor their cultures
- **Plankhouse:** a type of house constructed by indigenous peoples of the Pacific Northwest, typically using cedar planks
- **Resilient:** the ability to bounce back after challenges and tough times

Opening

Begin the lesson by asking students if they've heard of the term 'ancestor'. Have students popcorn around giving their definition of what or who an ancestor is. The teacher may choose to write the students ideas on flip chart paper or on the white board to collect ideas.

Activity

PART ONE

1. Explain to students that they are going to read a story about ancestors from the Confederated Tribes of Grand Ronde.
2. Begin reading the story.
3. After the story is finished ask students again what/who is an "ancestor".
 - a. Explain to students that an ancestor is someone from long ago whom they come from. An ancestor is a great great great grandma, great great great aunt, etc.
4. Ask students what the ancestors of the Confederated Tribes of Grand Ronde used to do long ago. Some answers may include:
 - a. Live in plankhouses
 - b. Hunt deer and elk
 - c. Gathered berries and camas
 - d. Hand dug canoes
5. Now ask students why it is important to know what our ancestors used to do long before us.
 - a. Explain to students that by learning about what our ancestors did it helps give us an understanding of where our families come from, helps give us understanding about history and shows us how to be respectful and grateful for what our families have experienced and overcome.
6. Explain to students they will now have a homework assignment. Students will need to collect one to three items from their homes to bring to school that tells something about their family. Items can include, but not limited to: books, pictures, clothing, jewelry (with parental permission) recording of music or a song, etc. This step will require some participation from parents. Parents will need to explain to their student what the significance of the item is. Have the students/parents complete the My Family Item worksheet.

Teachers should allow enough time for students to bring in items.

Activity cont.

PART TWO

1. Once all students have brought in an item(s), break students up into small groups of 3 to 4 students. Have students share with one another about their item(s).
 - a. Before having students share the teacher may choose to participate and bring in an item or two to share with the whole class. This is optional.
2. As students share their items, take a photo of each student to be used for the project. This can be done with a Polaroid camera that prints instant photos or use a digital camera and then print out the pictures on a printer.
3. After students have shared their item(s) with their classmates, pose the question: “Your item(s) help give information about your family and ancestors. What are some other traits that make up your family? Complete the sentence, “My family is.....” The teacher may choose to share some traits about their own family. Ask students to brainstorm for 5 minutes some ideas that make up who their family is. Some traits might include:
 - a. Immigrant
 - b. Native American
 - c. Farmers
 - d. Caring
 - e. Loving
 - f. Multiracial
 - g. Book worms
 - h. Unique
4. Once students have brainstormed some ideas, pass out the My Family Quilt Squares.
5. Explain to students that they will draw a picture in each square that represents their family history. They can choose to draw the item(s) they brought and then some pictures that represent the ideas they brainstormed. Allow time for students to color their artwork. Students should glue their photo in the middle of their family squares.

Closure

Have students complete their family squares. Once their squares are complete have each student cut out their family square and glue it onto a square piece of construction paper as a backing. Have students turn in their completed squares to the teacher. The teacher then should glue all of the students' squares onto a large sheet of butcher paper and then hang it in the classroom to show off the classroom family quilt.

Differentiation

- **Vocabulary Cards:** Create and use vocabulary cards for the book to help students follow as you read.
- **Rearrange with Parents:** Send out a letter to parents prior to doing this lesson so that they can be prepared to help students fill out the questions and have what they need ready. This will offer students more support with the assignment.
- **Task Lists:** Create a task list or task card that lists out the different steps of this lesson. This will help students follow the lesson and know what to expect.
- **Work Groups:** Preset the work groups to complete the quilt squares so students can offer each other support.
- **Provide Options:** Offer students options for answers during the lesson. For example when students are asked to choose their traits, have a list prepared so students don't spend time coming up with their own if that is difficult.

Extension

- **Journals:** Have each student journal about their own ancestors and what they know about them. You can also have students journal a little more about that they learned when talking to their parents about their families and their family history.
- **Sharing:** Have students present their squares to the class and talk about what is represented and what they learned about their family. Students can also do a group share with another class or with an adult in the school and talk about their class quilt as a whole.

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:** This text is available via PDF at the link below or by request from the Confederated Tribes of Grand Ronde. To request a copy of the book for your classroom, please use this form here: <https://forms.gle/kQuassnXpuFwkUE7A>
 - Text: <https://drive.google.com/file/d/1ijuMtaUb0EzOoqlwvr6pMW7bLfwhmZya/view?usp=sharing>
 - Read Aloud: <https://drive.google.com/file/d/1Swj57GdETK0cEh6hric9xHCvGMhmwiiO/view?usp=sharing>
- My Family Items Worksheet:
<https://drive.google.com/file/d/1n8g9SX2qawPEhWSw6Nn0ouwH-4M-6rRU/view?usp=sharing>
- Family Quilt Square:
<https://drive.google.com/file/d/1hoPIL7F1ja86agsoFX-T40opzouWU2/view?usp=sharing>