



Grade Level: 3
Subject: Math

Our Land - Mapping and Measurements

ESSENTIAL UNDERSTANDINGS

- History
- Identity
- Language
- Lifeways

LEARNING OUTCOMES

- Students will be able to represent and solve problems involving addition and subtraction.
- Students will be able to use measurement tools to measure the distance between two objects on a map.
- Students will be able to use geographical tools to divide maps into regions and areas.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Proximity
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their proficient completion of their Mapping Our Land worksheet and their participation in group discussions.

Overview

Using information and maps from the story “Our Land”, students will explore the geographical regions of Oregon and obtain necessary skills in measuring distance, area, addition, and subtraction. Students will have the opportunity to learn about tribally significant locations within their own state and many that they can visit today!

MATERIALS

- Book: Our Land [text](#) or [read aloud](#)
- [Tribally Significant Places Map](#)
- [Mapping Our Land worksheet](#)
- Colored Pencils (optional)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

50 minutes

STANDARDS

Oregon Common Core Standards: Math

3.OA.A Represent and solve problems involving addition and subtraction

3.GM.B Solve problems involving measurement and estimation

Oregon Social Sciences Academic Content Standards

Geography 3.8 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to identify multiple ways to divide Oregon into areas (such as tribal, river systems, interstate highways, county, physical, industry, agricultural).

Background for Teachers

Although The Confederated Tribes of Grand Ronde now resides on the Grand Ronde Reservation in Grand Ronde, Oregon, the Native peoples of this Tribe once lived across most of Oregon, Southwest Washington, and Northern California. It was not until forced removal of these Native peoples from their homelands in 1856 that they came to reside primarily in Grand Ronde. With this removal and relocation, many tribes lost access to tribally significant places such as Willamette Falls, Mary's Peak, Table Rock, and many more.

The people of The Confederated Tribes of Grand Ronde have preserved through many years of hardship and discrimination to earn back their rights to visit and perform cultural ceremonies in these locations. Although most are not, in the European Colonial terms "owned" by the Tribe, they will always be part of our land and our story.

For more information on Grand Ronde History:

- [History & Culture](#)
- [Our Story](#)
- [Our Connection to Willamette Falls](#)

VOCABULARY

- **ancestors** - a person from whom one is descended and who lived several generations ago
- **survivors** - a person who is able to continue living his or her life successfully despite experiencing difficulties
- **petroglyphs** - images created by removing part of a rock surface by incising, picking, carving, or abrading, as a form of rock art

Opening

Begin the lesson by reading (or playing the read aloud of) “Our Land”. Discuss these locations with students and ask questions such as:

- *Have you ever visited one of these locations?*
- *Did you know that Native people still live in Oregon today and perform cultural ceremonies at some of these locations?*
- *Which location would you most like to visit and why?*
- *Which location is closest to where we are now? (Use the Tribally Significant Places map in the back of the book for reference)*

Activity

1. After students have read and discussed the book “Our Land”, pass out the Mapping Our Land Worksheet.
2. Display the Tribally Significant Places map where all students can see.
3. The Mapping Our Land worksheet has three sections.
 - a. Part One - Labeling a Map: Students will use the displayed Tribally Significant Places map to label the map on their worksheet. This will include one ocean, one river, three states, two mountain locations, seven other tribally significant places, and a mileage key (see bottom left of Tribally Significant Places map).
 - b. Part Two - Creating a Measurement Tool: Students will use the mileage key on the map to create a measurement tool to use during their story problems. The measurement strip they create will represent 50 miles.
 - c. Part Three - Story Problems: Using the measurement strip as a tool, students will work to measure the distance between various points on the map and solve mathematical equations using the mileage numbers they obtain.

Closure

To summarize their work and the activity, students will need to complete the Mapping Exit Ticket attached to this lesson.

Differentiation

- Depending on students' familiarity with maps, teachers may choose to conduct this entire lesson as a whole class activity.
- Students may cut the mileage strip from their map to save time and/or if the teacher prefers.

Extension

- Many of these locations are able to be visited in-person today. Teachers could plan a field trip to one of these tribally significant places.
- Students can use the Grand Ronde Cultural Education YouTube series on Noble Oaks to further explore this location:
 - [nsayka ili?i: Noble Oaks - Part 1 - Introduction](#)
 - [nsayka ili?i: Noble Oaks - Part 2 - Poison Oak, Onion, and Rose](#)
 - [nsayka ili?i: Noble Oaks - Part 3 - Tarweed](#)
 - [nsayka ili?i: Noble Oaks - Part 4 - Oak](#)
 - [nsayka ili?i: Noble Oaks - Part 5 - Wapato](#)
 - [nsayka ili?i: Noble Oaks - Part 6 - Rose Hips](#)
- Students can use videos from the Grand Ronde YouTube pages to explore Willamette Falls:
 - [Coyote Builds Willamette Falls and the Magic Fish Trap](#)
 - [People of the Falls](#)
 - [Home](#)

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 Land text: 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>

- PDF: <https://drive.google.com/file/d/1ijuMtaUb0EzOoqlwvr6pMW7bLfwHmZya/view?usp=sharing>

Our Land read aloud:

- English: https://youtu.be/TU_VS7fybLU
- Chinuk Wawa: <https://www.youtube.com/watch?v=aLpoWkLxSLE>

Tribally Significant Places Map:

<https://drive.google.com/file/d/194HNRpLJqQHWu2UL2Zw0wlCqXHnh93z-/view?usp=sharing>

Mapping Our Land worksheet:

https://drive.google.com/file/d/1zAJN1XF6vnE56Yy_GjWx6IQVSwsnaAVs/view?usp=sharing