



Grade Level: 3  
Subject: Social Studies

# Understanding and Using Maps

## ESSENTIAL UNDERSTANDINGS

- History
- Language
- Treaties with the United States
- Lifeways
- Tribal Government
- Sovereignty

## LEARNING OUTCOMES

- Students will be able to identify information on a map using a scale and symbols.
- Students will be able to identify multiple ways to divide Oregon based on land held by the Grand Ronde tribe both past and present.

## CULTURALLY RESPONSIVE PRACTICES

- Proximity
- Connecting to the lives of students

## ASSESSMENT

Students will be assessed on both the student created challenge question and the exit ticket.

## Overview

In this lesson, students will be learning how to use maps to identify distance between places, locate information using symbols and determine different areas of land the Grand Ronde Tribe had/has.

## MATERIALS

- [Tribal Lands of the Confederated Tribes of Grand Ronde Map](#)
- [Tribal Lands Mapping Question](#)
- [Exit Ticket](#)

## LOGISTICS

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

**Whole Class      Teams: 3-5**

**Pairs                      Individually**

## TIME REQUIRED

**40 minutes**

## STANDARDS

### 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).

## VOCABULARY

- **Time Immemorial** - time extending beyond the reach of memory, record, or tradition. Since the beginning of time.
- **Aboriginal Lands** - land where Grand Ronde people lived prior to settlers coming.
- **Ceded Lands** - land that the Grand Ronde Tribe had to surrender to the US government through treaties.

## 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](#)

## Opening

Show students a map and ask them to think in their head about what they know about it and why we use them. You can show students the Tribal Lands Map, pull up Google Maps on the computer or any other kind of map.

- Ask students to share with an elbow partner two things that they know about the image in front of them.
- Ask students to share what they know about the map and why we use them. Write these on chart paper or on the board. Save this, because the class will circle back to it at the end of the lesson.

Let students know that maps are an essential way for us to navigate. But, maps also tell us a lot of different information depending on the type of map. There are topographic maps that show elevation, weather maps to show climate and street maps that show how to get around.

Let students also know that today they will be learning how to read a map, and use different elements found on the map to answer questions. They will also get the opportunity to write their own questions and challenge a classmate to answer them.

## Activity

1. Pass out the Tribal Lands of the Confederated Tribes of Grand Ronde Map and the Tribal Lands Map Questions.
2. Let students know that the map they are looking at shows different aspects of the Confederated Tribes of Grand Ronde. The Grand Ronde Tribe has been in Oregon since time immemorial. But, their aboriginal land has changed over time. This map shows that change.
3. Ask students to think in their head about what they notice and what questions they have about the map. Point out the legend and let students know that it is what helps us know what the symbols mean on the map.
4. Call on students to ask their questions or share what they notice.
5. Point out the scale on the map. Ask students to think about what this might be used for.
6. Let students know that it is a way to find out far apart two locations are on a map. The scale on the map directly relates to distance in the real world. It is essential to have maps that are easy to use and hold. The scale lets us do that.
7. Demonstrate how to use the scale for the students by answering question 1 on the Tribal Lands Map Questions.
  - a. Copy the scale to a scrap piece of paper.
  - b. Place the “0” end of the scale on the starting point and angle the end of the scale toward the final destination.
  - c. If the scale does not reach the final destination, make a mark on the map and move the “0” end of scale to the mark. Continue doing this until the scale reaches the destination.
  - d. Once the scale reaches the destination, see where the destination lands on the scale. If it’s not directly on a point (25,50,75,100) then estimate what the distance is.
  - e. Add up the total distance traveled.

## Activity cont.

8. Have students try question 2 with a table partner. Once students have finished working together, find the distance as a whole class.
9. Next ask students to think in their head how many cities are shown on the map (answering question 3 on the worksheet).
10. Ask students to share what they think the answer is and how they got their answer with an elbow partner.
8. Ask for a volunteer to share their thought process.
9. Point out the legend on the side of the map. Let students know that this has symbols to help us understand different elements of the map. Like how many cities there are.
10. Finally, have students look at the colored areas on the map. Ask students why they think the map has different colors.
11. Call on volunteers to share their thinking.
12. Inform students that the colors on the map help break up Oregon into different areas based on land that the Grand Ronde people once inhabited.
  - a. The aboriginal land is where Grand Ronde tribal members used to live before settlers came.
  - b. The usual or accustomed land is land used by the Grand Ronde people for various purposes such as fishing and gathering.
  - c. Ceded land is land that the Grand Ronde Tribe surrendered to the US government through treaties.
13. Ask students to try and answer question 4. Call on a volunteer to share their thought process. Go over how to solve this question as a whole class.
14. Let students know that now they will get to challenge a classmate by writing their own question based on the map. (Depending on time, students can write one to three questions). Sample questions include:
  - a. How far is Roseburg from Salem?
  - b. How many cities are in the Ceded Lands?
  - c. What two rivers are closest to Salem?
15. Give students time to write their own question.
16. Once students have finished, have them get into pairs and answer each other's questions.
17. Gather students back as a whole group and ask for students to share their questions.

## Closure

Show students the list that they created at the start of the lesson. Ask students if they learned anything new about maps during the lesson. Point out all the things that they learned today.

Prior to finishing the lesson, have students complete the exit ticket.

## Differentiation

- Teacher can use discretion during work times - students can work in small groups, partners, or individually as much as the teacher and students are comfortable with.

## Extension

- This lesson can work in conjunction with Lesson 3.MTH.Our Land Mapping.
- Many of these areas 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

Tribal Lands of the Confederated Tribes of Grand Ronde Map:

<https://drive.google.com/file/d/1dQj6XUwIVqepgtFdioWPfiHXTvB8VHDo/view?usp=sharing>

Tribal Lands Mapping Question:

<https://drive.google.com/file/d/1-XRRSEP4GAwgKs9jF5Bkt2XCz5bgStp2/view?usp=sharing>

Exit Ticket:

[https://drive.google.com/file/d/1H\\_-y2i42zafMqR6Uhd6yUz4imvR3KXa/view?usp=sharing](https://drive.google.com/file/d/1H_-y2i42zafMqR6Uhd6yUz4imvR3KXa/view?usp=sharing)