



Grade Level: 5
Subject: Social Studies

CTGR Virtual Field Trip

ESSENTIAL UNDERSTANDINGS

- Sovereignty
- Tribal Government
- Lifeways

LEARNING OUTCOMES

- Students will be able to describe the present-day Grand Ronde Campus and Reservation
- Students will be able to create connections between their community and the Grand Ronde Campus and Reservation

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 the Grand Ronde Campus Worksheet and their participation in group discussion.

Overview

While Native American peoples are often taught as individuals of the past, this lesson provides students the opportunity to explore the modern-day Grand Ronde Campus and Reservation. Using the online virtual tour of the Grand Ronde lands, students will create connections between the community they live in and the Grand Ronde Tribe.

MATERIALS

- Vocabulary Terms
- [Reservation Paragraph](#)
- [Our Story Video](#)
- Access to Technology/Internet
- [Grand Ronde Virtual Tour Link](#)
- [Grand Ronde Campus Worksheet](#)
- [Grand Ronde Deep Dive Worksheet](#)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs Individually

TIME REQUIRED

45 minutes

STANDARDS

Oregon Common Core State Standards: ELA

5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Oregon Social Science Academic Standards

Civics and Government 5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.

Geography 5.9 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to investigate and compare how areas in the United States can be divided in multiple ways.

Background for Teachers

For more information on Native American Reservations, please review the Grand Ronde 8th Grade Social Studies lesson - [The Demise of Indian Land](#) and the Grand Ronde High School Government lesson - [Federal Indian Policy](#).

Teachers can also review The Khan Academy Lesson - [The reservation system](#). See the questions at the end of the reading for an idea of possible questions students may ask.

VOCABULARY

- **Reservation** - refers to a piece of land held for special use - for tribes, land held in trust by the U.S. Federal Government for Native American tribes to live on or provide resources to fund their activities
- **Treaty** - legal agreement(s) between two or more sovereign nations. Treaties may be ratified or unratified, meaning they are confirmed and binding by all parties in the agreement, or not confirmed. Under the United States Constitution, treaties are considered part of the supreme law of the land.
- **Sovereignty** - the act of having independent political, social, and economic power.

Opening

Introduce the lesson by displaying the word “Reservation” where all students can see it. Ask students what they know about this term.

(Note: Students may connect this term to the terms reservations as it relates to an arrangement whereby something, especially a seat or room, is booked or reserved for a particular person. In this lesson, the term “Reservation” refers to a piece of land held for special use - for tribes, land held in trust by the U.S. Federal Government for Native American tribes to live on or provide resources to fund their activities.)

Next, read the following paragraph aloud to students. This paragraph can be found in the book “Everything You Wanted to Know About Indians But Were Afraid to Ask - Young Readers Edition” by Anton Treuer.

“Reservations (in the United States) and First Nations (in Canada) are not gifts to Natives from the U.S. or Canadian governments; they are part of each tribe’s original homelands that the held on to - the parts that were not sold or taken [or were regained over time]. When tribes made treaties, they sold much of their land, but those treaties also formally accepted tribes as independent governments and owners of their retained, reserved lands - another major difference between Natives and other racial or ethnic groups in the United States and Canada.”

Finally, show students the video Our Story (<https://youtu.be/44A9LGZsdwo>). This video will give students a preview to what they will see during their virtual tour of the campus. Discuss the video with students after viewing:

- What part of the Grand Ronde Campus and Reservation did we see in this video?
- Before watching this video, what did you think reservations would look like? Did this video change your view of reservations?

Activity

1. Explain to students that they will be exploring the Grand Ronde Reservation and Campus using an online virtual tour.
2. Group students into small teams of 3-4 students. Teachers may prepare these groups ahead of time or allow students to determine their own groups. Ensure that all students or groups have access to the Internet via computer or iPad.
3. Pass out the Grand Ronde Campus worksheet to students. Allow students time to work on their worksheet as a team.
4. Once students complete the Grand Ronde Campus worksheet, pass out the Grand Ronde Deep Dive worksheet. Working as a team students will explore the Grand Ronde website. Allow students time to freely explore the website as well as time to answer the questions.

Closure

To close the activity, encourage students to share one thing they learned during today’s lesson with a family member.

Differentiation

- Students can work on the worksheets independently or in pairs if better suited for the class.
- To help students better prepare for the Grand Ronde Campus worksheet, consider spending time to create a list of community locations and landmarks in their own community. Keep this list displayed for all students to see when working on their worksheet.

Extension

- This lesson can be paired with the Grand Ronde 5th Grade Social Studies Lesson - Lifeways. In the Lifeways lesson, students will take a virtual tour of Fort Yamhill which sits adjacent to the Grand Ronde Reservation and was once an Army force tasked with supervising the Reservation.

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 Story Video: <https://youtu.be/44A9LGZsdwo>
- Grand Ronde Virtual Tour Link: <https://roundme.com/tour/433498/view/1480429/>
- Grand Ronde Campus Worksheet:
https://drive.google.com/file/d/1WYclLSTbp4w6d01X1kKq_seWUnLTjdW-/view?usp=sharing
- Grand Ronde Deep Dive Worksheet:
https://drive.google.com/file/d/1WYclLSTbp4w6d01X1kKq_seWUnLTjdW-/view?usp=sharing