



Grade Level: 1
Subject: Social Studies

Ancestor Storybook

ESSENTIAL UNDERSTANDINGS

- Lifeways
- History
- Identity

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 pieces of their identity in a quilt square 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

The importance of roles and contribution to community are critical concepts of Native American cultures. In this lesson, students will read the story “Our Ancestors” and have a discussion on the importance of knowing your role in life. Students will then make an “All About Me” quilt demonstrating their roles and combine these quilts together as a class.

MATERIALS

- Book: Our Ancestors [text](#) or [read aloud](#)
- [“All About Me” Quilt Square Template](#)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

60 minutes

STANDARDS

Oregon Social Studies Academic Content Standards

Geography 1.9 Construct maps (including mental maps), graphs, and other representations of familiar places.

Historical Knowledge 1.10 Understand that families have a past.

Historical Knowledge 1.11 Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, and celebrations of my community and the diverse social and ethnic groups in Oregon and the United States of America.

Historical Knowledge 1.12 Describe how individual and group characteristics are used to divide, unite, and categorize racial, ethnic, and social groups.

Historical Knowledge 1.13 Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community.

Historical Knowledge 1.14 Identify and explain the perspectives of racial, ethnic, and social groups in our community on local issues including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano/a, Latino/a, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.

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

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. Chat with students about the roles that each person plays in the Tribe. Emphasize the idea that each individual has something to contribute to their Tribe, even if it may not seem like it at first. 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. After students have learned about ancestors and roles, discuss with students the roles that they play in their life. Complete the sentence, "I am....." The teacher may choose to share some traits about themselves. Ask students to brainstorm for 2 minutes some ideas that make up who they are. Some traits might include:
 - a. Caring
 - b. Smart
 - c. Friend
 - d. Daughter/Son
 - e. Sister/Brother
 - f. Student
7. Once students have brainstormed some ideas, pass out the "All About Me" Quilt Squares.
8. 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 "All About Me" squares. Once their squares are complete have each student cut out their "All About Me" 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.
- **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 themselves. 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

[include links, ppts, worksheets, etc. here]