



Grade Level: 1
Subject: Social Studies

Tribal Community

ESSENTIAL UNDERSTANDINGS

- History
- Identity
- Language
- Lifeways
- Tribal Government
- Sovereignty

LEARNING OUTCOMES

- Students will be able to identify important places in The Confederated Tribes of Grand Ronde Community.
- Students will be able to identify important places within their own community.
- Students will be able to work together to construct a map of their community.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Proximity
- Higher level thinking: creating
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their participation in group discussions and contribution to the group-constructed community map.

Overview

The Confederated Tribes of the Grand Ronde Community of Oregon has worked to become a self-sufficient community since Restoration in 1983. The Tribal Campus houses many of the same building and services that students see every day in their own towns, including a police station, medical clinic, government building, education center, and fire department. In this lesson, students will explore a map of The Confederated Tribes of Grand Ronde campus and community, then draft a map of their own community.

MATERIALS

- [Map of Grand Ronde](#)
- [Community Symbols](#)
- Coloring Supplies
- NOTE: Teachers may choose to project or print a map of their community/town/city.

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 Social Studies Academic Content Standards

Geography 1.6 Locate and identify important places in the community (school, library, fire department, cultural places, etc.).

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

Background for Teachers

The Confederated Tribes of the Grand Ronde Community of Oregon is a federally recognized Tribe that includes over 30 Tribes and bands from western Oregon, northern California, and southwest Washington. These include tribal bands from the Kalapuya, Molalla, Chasta, Umpqua, Rogue River, Chinook, and Tillamook. The Tribe is active throughout its ancestral homelands but located in western Oregon where it has a 11,500-acre reservation in Yamhill County. With approximately 5,400 enrolled tribal members, the Tribe is governed by a nine-member Tribal Council that is elected by the Tribe's voting membership.

The Tribe's vision is to be a Tribal community known as a caring people, dedicated to the principles of honesty and integrity. The Tribe is committed to the responsible stewardship of human and natural resources while striving to be a community willing to act with courage in preserving tribal cultures and traditions for future generations.

In 1995 the Tribe opened Spirit Mountain Casino. The Casino and its hotel, Spirit Mountain Lodge, employ 1,100 people and is the largest employer in Polk County. Its success allows the Tribe to give back through the Spirit Mountain Community Fund and helps the Tribe support a number of programs. Those programs include education, housing, economic development, natural resources, cultural resources, as well as health and wellness services

Two years later the Tribe opened the Grand Ronde Health & Wellness Center. This clinic provides medical and dental services to tribal members, other Native Americans and Grand Ronde community members. These services include programs in addiction treatment and counseling services.

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.

Activity

1. Project or pass out the CTGR Community Map. Discuss with students what they can see on the map:
 - a. Elder Housing - A living community for the Tribal elders in the community.
 - b. Grand Ronde Food Bank - a place where storages of food and supplies are given out free of charge to Tribal members and community members in need.
 - c. Police Department - a government building where the Tribal Police force works
 - d. Governance Center - the main government building; includes Tribal Council, Finance/Accounting, Tribal Court, Member Services, and Facilities.
 - e. Education Center - Includes the Preschool, Tribal Language Immersion Classrooms, Youth Education, Language Department, Adult Education, and Youth Enrichment
 - f. Community Center - a place where people from a particular community can meet for social, educational, or recreational activities
 - g. Health & Wellness Center - Medical clinic for Tribal Members and other Native Peoples.
 - h. Tribal Housing Offices/Tribal Member Housing - A living community for Grand Ronde Tribal Members and their families.
 - i. Cemetery -A burial ground for Tribal Members and their families
 - j. Fire Department - a government building where the firefighters and emergency responders work
2. Discuss with students the similarities/differences between the CTGR Community and their own community.
 - a. What buildings are the same?
 - b. What buildings are different?
3. Project or pass out a map of the students' community. Explain that they will be creating and decorating labels for the important places in their own community.

Closure

Divide students into small groups or partners. Pass out the Community Places Icons - one icon per each group. Students will color/decorate their icon. When they are finished, add the icons to the map of their community.

Differentiation

- Teachers may need to find/develop more icons for the community depending on what students are interested in and/or what they would like to highlight. Examples include - museums, pools, restaurants, zoo, public attractions, etc.

Extension

- Teachers can use the CTGR Locations folder to help students visualize the different locations and buildings within the Tribal Community.
- Teachers can use Google Maps or Google Earth to explore the CTGR Reservation/Community. If accessible, teachers can use Google Maps Street View Images to explore the Tribes on a “virtual field trip”.
- Teachers can use the link below to take a virtual field trip of the Grand Ronde Reservation.
 - <https://roundme.com/tour/433498/view/1480429/>

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

- Map of Grand Ronde:
<https://drive.google.com/file/d/11Xdj6POv9qtaPVFl3Qa2KHpeX5GMds6S/view?usp=sharing>
- Community Symbols:
https://drive.google.com/file/d/18Ye12nzvJWDt0H-nWft04dvdELNnMzm_/view?usp=sharing
- Tribal Lands Map:
https://drive.google.com/file/d/14Tg_YfWqaAIR3nocDLJMKEUS-gFLrHTl/view?usp=sharing