

FIRST OREGONIANS

(CTGR: ONE FAMILY--MANY TRIBES)

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Lesson Overview: *This instructional plan is intended to follow Lesson #1 of the 8th grade Tribal History Curriculum designed by the Confederated Tribes of Grand Ronde entitled: "People of Grand Ronde". This investigative learning project was created in order to give students an opportunity to engage in further exploration and in-depth study of the PNW people who are an integral part of the CTGR tribal family.*

Learning Goals: Using the internet and other resources, students will learn (and teach peers) about different tribes of the Pacific Northwest. Using a *Group Investigation* teaching and learning strategy (*Spencer Kagan: Cooperative Learning*), students will focus on investigating one of the Confederated Tribes of Grand Ronde. Students will work collaboratively to practice reading and summarizing nonfictional text and to analyze, share, and teach what they have learned with their peers.

Using their "First Oregonians: Investigators' Workbook", students will choose one of the five tribal groups: **Kalapuya, Molalla, Chasta, Umpqua, or Rogue River** and work together in teams to gather information during a guided *Group Investigation*. The teams will create a final report about their selected tribal group and convene during a whole class symposium to share results of their investigations.

Some of the Common Core Anchor Standards (grades 6-8) are as follows:

Reading/Key Ideas and Details

- *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Writing/Research to Build and Present Knowledge

- *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- *Draw evidence from literary or informational texts to support analysis, reflection, and research.
- *Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking/Comprehension and Collaboration

- *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- *Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Materials:

*“*Group Investigation*” directions by Spencer Kagan (*attached*)

***Tribal KWL Chart** (*pre and post assessment tool attached*)

***Graphic organizers/CTGR Researchers’ Notebook for assigned group investigations**(*attached*)

***Vocabulary Quest** (*worksheet attached*)

Accessing Prior Knowledge/Introduction Strategy: This lesson/learning investigation is designed to follow and supplement the CTGR Lesson #1 entitled “The People of Grand Ronde” for 8th grade. The lesson will be found under the 8th Grade Tribal History Curriculum on the CTGR website at <https://www.grandronde.org>. The CTGR lesson should be taught as an introduction prior to beginning this project with your students.

After teaching the CTGR lesson, review/check for understanding, and re-convene with students for a closer look at the five tribal groups that are a part of the Confederated Tribes of Grand Ronde. Recall the five tribes, which are represented by the five feathers on the CTGR tribal flag.

Explain the **Group Investigation** learning design/strategy with students and preview the *CTGR Research Notebooks/Graphic Organizers* they will be using to gather information with their team.

Assign cooperative learning/teaching teams (draw labeled tribal feathers to determine groupings), so that each team is responsible for researching and teaching others about one of the specific tribal families. Have EACH student complete the KWL chart for their assigned tribe (*pre and post assessment tool attached*).

Group Investigation Procedure *(from Spencer Kagan: Cooperative Learning, Resources for Teachers):*

Group Investigation is designed to provide students with broad and diverse learning experiences . . . Research has revealed that Group Investigation is particularly effective in increasing higher level cognitive abilities among students.

Students participate in the Group Investigation Process through six consecutive stages:

- 1) **Identifying the Topic and Organizing Pupils into Research Groups.** A balance is struck between the need to organize students into heterogeneous groups and the need to allow students choice of inquiry topics.
- 2) **Planning the Learning Task.** Group members or pairs of group members consider subtopics for investigation. Groups members decide what and how to study. They set the goals of learning.
- 3) **Carrying Out the Investigation.** Multilateral communication is stressed as students communicate with collaborators, teacher, other groups, and other resource persons. They gather information, analyze, and evaluate the data and reach conclusions.
- 4) **Preparing the Final Report.** The investigation culminates in a report, event, or summary. Students organize and synthesize information. Groups decide on the content and format of their presentation; a steering committee of representatives of the groups coordinates the work of groups.
- 5) **Presenting the Final Report.** Exhibitions, skits, debates, and reports are acceptable formats, as is inclusion of class members (or tribal staff/member resources) not in the group.
- 6) **Evaluation.** Assessment of higher level learning is emphasized including applications, synthesis, and inferences. Teachers and students may collaborate on evaluation; the steering committee may work with the teacher in creating the exam. Varying project rubrics are available on line.



CTRG KWL



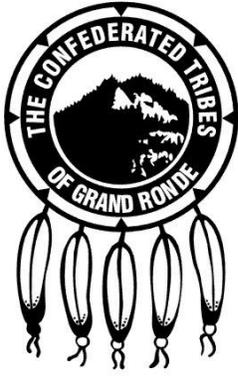
Circle TRIBAL Name: MOLALLA, KALAPUYA, MOLALLA, CHASTA, UMPQUA, ROGUE RIVER



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CTGR INVESTIGATORS' RESEARCH NOTEBOOK

Group Investigators:

CTGR Tribal Name: _____

Research is an investigation. The idea behind your CTGR GROUP INVESTIGATION is to work as a team to gather facts about your assigned tribe and then to share/teach the information you have learned with others. Your group's findings will be presented to the class in the form of a final report (*or project*), which might include a slide show, written report, a game, skit, film, debate, artwork (sculpture, poster, etc). Graphics/visual aids for your group presentation might include a map of your tribe's traditional (*and contemporary*) geographic region/homelands, illustrations of clothing, people, artifacts, shelters, etc..

Here are a few sources you could use to research your tribal topic:

Internet *Textbooks* *Non-fiction Books* *Atlas/Maps* *Encyclopedias*
Newspapers *Almanacs* *Television* *Magazines* *Knowledgeable Human Resources*

Use the graphic organizers in this notebook to collect and organize important information for your group--be sure to include the sources you have accessed to find this information. Along the way, create a glossary of interesting and challenging vocabulary words you discover to share with your classmates!

BASIC HISTORICAL INFORMATION/GEOGRAPHIC ORIGINS/BACKGROUND

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Source(s):

FOOD/HUNTING, FISHING, GATHERING

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Source(s):

SHELTER(S)

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Source(s):

CLOTHING

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Source(s):

TRANSPORTATION

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Source(s):

GOVERNMENT/ROLES OF MEN AND WOMEN

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Source(s):

LANGUAGE

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Source(s):

RELIGION/SPIRITUAL BELIEFS/STORIES

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Source(s):

ART/MUSIC/RECREATION/GAMES

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Source(s):

OTHER INTERESTING FACTS

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Source(s):



Reflection *(After completing the GROUP INVESTIGATION, use the space below to demonstrate what YOU have learned using your own words and pictures. What thoughts, ideas, or personal connections can you make?)*

A large, empty rectangular box with a thin black border, intended for students to write their reflections and include drawings or pictures.

Now, work with other members in your group to prepare for your whole-class presentation. How will you share and teach what you have learned with others?

