

Treasure Mountain



Goal: Students will become familiar with a general history of the Grand Ronde tribes.

Oregon Common Core Standards:

- 6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Oregon Social Sciences Academic Content Standards:

- Historical Thinking 8.8 Evaluate information from a variety of sources and perspectives
- Social Science Analysis 8.24 Compare fictional portrayals of a time, place, or character to historical or other non-fictional sources relating to the same period.

Objectives:

- Students will be able to write in their journals after each chapter answering the critical thinking questions.
- Students will be able to predict events after certain chapters in Treasure Mountain.
- Students will be able to make inferences based on the text.

LESSON PLAN

Unit: Grand Ronde Tribal History

Lesson Title: Treasure Mountain

Rational: Over time, Native American land has shrunk. Indians were forced to move from their homelands to reservations. Before being forced to reservations, tribes lived off the land and the resources around them. Treasure Mountain will give students an insight to how Native Americans used to live and how America has changed overtime, while also following the lives of two young Chemawa Indian School students as they discover their own history.

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Objectives:

- Students will be able to write in their journals after each chapter answering the critical thinking questions.
- Students will be able to predict events after certain chapters in Treasure Mountain.
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Materials Needed:

- ✓ Treasure Mountain by Evelyn Sibley Lampman
- ✓ Critical thinking questions
- ✓ Photos of Chemawa School
- ✓ Background information on Chemawa School and its history



LESSON PLAN

Time: 2-4 weeks

Anticipatory Set: Begin the lesson by showing students a photo of the first Chemawa School. Ask the students if they know what the building is? What kind of feeling do the students get when they look at the picture? Does it look like a happy place? Why or why not?

➤ **Lesson Steps:**

1. Present the students with the book *Treasure Mountain* by Evelyn Sibley Lampman. Ask students what they think the book will be about based on the title and the cover.
2. Read the students the first chapter of the book and ask them what they think the story is about.
3. The teacher can either assign reading chapters as homework or read the book as a class.
4. Create lit circles. Assign groups of three to four students.
5. Allow for students to discuss the chapters in these groups and then discuss the critical thinking questions as a whole class.
6. Allow for students to use *Grand Ronde's Story* as a resource to understand Native American lifeway's throughout the story.
7. Allow for students to do journaling about the critical thinking questions.
8. Bring the lesson to a close by having the students write a reflection on the book. Have students write their thoughts about Della and her situation as an Indian woman who occupied land before the settlers came.

Differentiation: Students could get into their lit circle groups and read the chapters together and alternating readers.

Early Finisher Activity: If students finish any reading early, have them journal any predictions they may have about the next chapter.

Assessment:

	Yes	No	Notes
The student was able to complete the writing in their journals.			
The student was able to finish the book <i>Treasure Mountain</i> in the given time.			



LESSON PLAN

Notes/Other: Because Treasure Mountain is out of print, you can check out 30 copies from the Adult Education Department at the Confederated Tribes of Grand Ronde. Contact Mercedes Reeves at 503-879-2282 or Mercedes.reeves@grandronde.org to check out the books for your classroom.

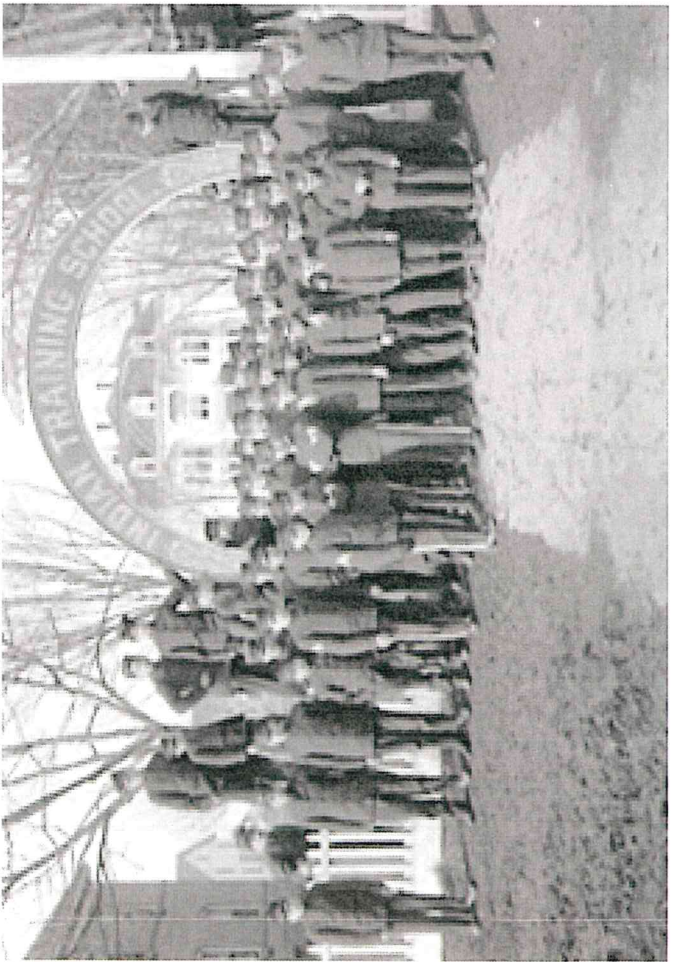
Use Chemawa Indian School webpage as a resource to research their history.

<http://www.chemawa.bie.edu/>

Attachments:

- ✓ Critical thinking questions
- ✓ Photos of Chemawa School
- ✓ Plants resource page





Treasure Mountain

Critical thinking questions by chapter

Building prior knowledge

1. Research Chamawa Indian School. Go to <http://www.chemawa.bie.edu/> for information. Why was this school created? Who was the main population? When and why was the school moved to Salem from its original place of Forest Grove? What types of things did the children learn there?
2. What do YOU treasure?

Chapter 1

3. What kind of impression do you get from the man who picked up Hoxie and Irene?
4. What does Hoxie mean when he says the Grand Ronde Reservation is folded up? How did it get “folded up”?

Chapter 2

5. When Hoxie and Irene reach Della’s house she only speaks to them in Chinook. What is Chinook and where did it come from?
6. Irene refers to Della as an “old blanket indian”. What does she mean by that?
7. Based on Della’s interactions with the kids when they arrive at her house, how do you think she feels about them being there? Do you think she really wrote a letter inviting them to come or did something else happen?
8. Do you think the skunk represents anything? Why or why not?

Chapter 3

9. How does Irene feel about Della? How do you know?
10. What are some everyday items you use and probably take for granted?
11. Why do you think Della never assimilated into the settler’s way of life?

Chapter 4

12. Della lived off of the land. She set traps to catch her meat and gathered various plants and berries. Research different types of plants in Oregon that tribes used as source of food.
13. Does the closing of Chemawa Indian School in the story coincide with the actual events of Chemawa?

14. Della didn't trust anyone but herself to carry the flour back from the store. Why do you think this is?

Chapter 5

15. The tax man showed up to Della's house very abruptly. How would you have reacted towards his superior attitude towards one of your family members?

16. Do you feel that someone should have to pay for taxes on a piece of land they've "owned" before settlers came? Why or why not?

Chapter 6

17. What do you think the curse is that's inside the chest?

Chapter 7

18. The letters on the two rocks are as follows:

a. TKSTA ++ 4 and an upside down 5 →

b. DF + T (N or W) + ↑

c. Can you make anything out of the code? What are your ideas?

Chapter 8

19. The stories that Della tells are important in her beliefs. Why are these stories important to her and her culture?

20. Do you believe Hoxie and Irene should be digging and searching for the chest? Why or why not?

21. Predict what the man will do now that Irene is stuck inside of his fence.

Chapter 9

22. Why do you think the man of the property took a liking towards Irene and Hoxie?

Chapter 10

23. How do you think Jim, the tax man, feels towards the Indian family? Why?

24. Della scorned Hoxie for singing a song that was not his. Why do you think she did this? Research the meaning of songs to the Grand Ronde Tribe.

25. Research different types of Oregon plants that can be used as medicines and how they are prepared.

Chapter 11

26. How do you think Della knew of Hoxie's birthday?

27. What is your theory on how beeswax got where it was? Whose story do you believe Della's or the settlers? Why?

Chapter 12

28. How do you think Della would react to Hoxie and Irene pursuing the chest?

29. What are Hoxie and Irene's intentions if they find the chest? Because of their intentions do you feel they are justified to be looking for a chest that Della disapproves of?

30. Were you disappointed to read that Hoxie had only found a beaver tunnel and not the chest?

Chapter 13

31. Why do you think Della told the kids to beat on the drum? How would beating a drum make her feel better?

32. On page 157 Hoxie thinks to himself, "But as he looked at Della lying there, so gray and frightening, he was somehow ashamed of his thoughts.

a. Maybe she was a little queer in her beliefs. Maybe they weren't the same as his. But this was American. Everyone was entitled to his own views. If Della refused to accept the ways and teachings of the white man, no one could make her do it. What she believed were the things Hoxie's own grandparents and great grandparents had believed. And she had been kind to him in her own way."

b. What kind of realization did Hoxie have? What made him have this change of heart?

33. How did Della try and break the fever she had? Why was it so dangerous?

Chapter 14

34. Based on what you know about Della, do you think she would have wanted to go to the hospital? Why or why not? Have you ever been in a similar situation?

35. Do you believe that Della and her husband were paid the money for their land and Della's husband hid the money before he passed? Why or why not? What are your other suspicions?

Chapter 15

36. Based on chapter 15, does anything sound "fishy" about the transaction between Della's husband and Mr. Brandt? Why or why not?

Chapter 16

37. Ted played the middle man between Della's husband and Mr. Brandt. Do you think he took the money and ran off with it? Why or why not?
38. How has Hoxie's perspective of Della's life changed since the beginning of the book and now in chapter 16? Give examples of how his perspective has changed.
39. How did the check end up in Della's box of sacred things?

Chapter 17 and 18

40. Hoxie and Irene came to their great aunt Della's not knowing what to expect. How did they feel once they arrived at Della's house? How do they feel now about Della and her home? What changed all of their feelings?
41. What was the treasure that Hoxie and Irene came to find?
42. Get creative and rewrite the ending of Treasure Mountain.

Plants

Native People used plants for everything. They used the plants as medicine, food, housing, canoes, baskets, clothing and tools. The Native people paid attention to the season and knew when the plants were ready to harvest and they also knew how to care for the plant material once it was harvested or gathered. A lot of the material would have to be stored for a year before they could use them so they also knew how to store them. They also knew how to take care of the earth and would occasionally set fire to the meadows in order to get rid of insects and help the plant grow stronger. The Native people would travel to the known areas where the plants would grow when it was time to gather. Families would go to the same location every year so it was almost like their own personal property.



The list of plants that they used is quite large. But we will learn about some of the most important plants that they depended on. In the other lessons you will learn about how they used plants in housing, canoes and clothing. In this lesson we will teach you about how they used plants in baskets, as cordage and for food. The plants that are included in this lesson are hazel, juncus, cedar bark, maple bark, cedar root, spruce root, stinging nettle, dogbane, camas, acorns, wapato, tarweed and berries.

We will start with the major plants used for baskets in Grand Ronde. These plants are hazel, juncus, cedar bark, maple bark, cedar root and spruce root. Hazel was the number one plant material for making baskets used in Grand Ronde. Juncus, cedar bark, maple bark were also used for making baskets. Spruce roots and cedar roots were used for making water tight baskets because the roots have the ability to swell when water comes into contact with them. Each plant needs to be prepared after gathering in most cases that means peeling off the bark. Most plants also need to be stored for a year before they can be woven with.

Another use of plants was making cordage. Cordage was used for making rope, string or netting. Two of the major plants for making cordage were the stinging

nettle and dogbane. The plants would be harvested in late summer to early fall just after the leaves have fallen off, but before the plants endure much cold weather. The outer fibers would be taken off and the inside fibers would be used for twining or making cordage with.

There are a lot of plants that were important food sources. Some of the plants used for food are camas, acorns, wapato, tarweed and berries. Camas bulbs were dug and then roasted for 3-5 days outdoors in an oven built in the ground. Acorns were gathered, dried, shelled, leached with water and then ground into a powder. They would make a soup with the ground acorns. Wapato was gathered in swampy areas. The Native women would wade in the water and would hold onto the side of a canoe. They would dig the wapato with their feet and the plants would rise to the top of the water. They would then gather them up and put them in the canoe. Wapato were like potatoes. Tarweed seeds would be gathered from the Tarweed plant and would be grinded down and the oil they produced would be used in foods. There were many berries that were used for food. The berries could be eaten right away but they were also dried so that they could be eaten in the winter when there weren't many food sources.

