

# The People of The Confederated Tribes of Grand Ronde



**Goals:** Students will become familiar with the Confederated Tribes of Grand Ronde.

**Oregon Common Core Standards:**

- 6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**Oregon Social Sciences Academic Content Standards:**

- Historical Knowledge 8.4 Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of the time.

**Objectives:**

- Students will be able to distinguish between a tribe and a band.
- Students will be able to list the components of the Grand Ronde logo.

# LESSON PLAN

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**Unit:** Grand Ronde Tribal History

**Lesson Title:** The People of the Confederated Tribes of Grand Ronde

**Rational:** This lesson will introduce students to the people of the Confederated Tribes of Grand Ronde. During the lesson students will be given historically accurate information regarding how the people of the Confederated Tribes of Grand Ronde lived since time immemorial.

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**Objectives:**

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- Students will be able to list the components of the Grand Ronde logo.

**Materials Needed:**

- |                                      |  |
|--------------------------------------|--|
| ✓ Computer (desktop or laptop)       | ✓ Map of Oregon                        |
| ✓ Document camera/overhead projector | ✓ Vocabulary sheet                     |
| ✓ Pre assessment for all students    | ✓ Optional vocabulary crossword puzzle |
| ✓ Pre assessment answer key          | ✓ Grand Ronde logo                     |
| ✓ PowerPoint presentation for lesson |  |

**Time:** 50 minutes

**Anticipatory set:** Begin the lesson by showing students the Grand Ronde logo. Begin a discussion about what the logo stands for, what students know about the logo, what do the feathers represent, what is the mountain in the center, where do they see this logo, who does the logo represent, etc. Ask students if their families have something similar,



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like a family crest that they know of. Explain to students that the Grand Ronde logo is much more than a dream catcher to the people of Grand Ronde, but a symbol of resiliency and determination and for our Native perspective to be recognized.

➤ **Lesson Steps:**

1. Ask students if they know where Grand Ronde resides in Oregon.
2. Display a map of Oregon on the document camera or overhead projector and point out Grand Ronde for the students to have a sense of the region they will be learning about. There is a map of Oregon provided on the PowerPoint. It is located on slide two.
3. Explain to students that they will be learning about Grand Ronde Tribal History.
4. Pass out the pre assessment and have students complete it.
5. Place the vocabulary sheet on the document camera and review the words and definitions or hand out individual copies of the vocabulary sheet to each student and review the words and definitions aloud.
6. Open PowerPoint presentation. As you read through the slides, prompt students for questions/clarifications/input they may have. Ideas- distinguish between what a tribe and band is. Recall the five main regions that the Tribes came from. Have students think about the impact the settlers had on the Native Americans.
7. Close lesson by having students do a “whip around”. Have students take turns with their partner to list of the components of the Grand Ronde logo. Have students take turns telling their partners the different between a tribe and a band.

**Differentiation:** Print out the PowerPoint presentation and give out individual copies to students, so students can take notes, reference specific slides, and follow along.

**Early Finisher Activity:** Students can work on the vocabulary crossword puzzle.

**Assessment:**

	Yes	No	Notes
Student was able to list the components of the Grand Ronde logo.			
Student was able to distinguish between a Band and Tribe			



# LESSON PLAN

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**Notes/Other:** Extension activities could include comparing the Lewis and Clark Expedition to the Hudson Bay Company.

Lewis and Clark Expedition	Hudson Bay Company
<ul style="list-style-type: none"><li>• American led expedition</li><li>• First contact with the Native people of Western Oregon 1805</li><li>• Funded by the U.S. Government</li><li>• Established Ft. Clatsop on the Columbia River</li><li>• Interacted with Chinookan people up and down the river</li></ul>	<ul style="list-style-type: none"><li>• British led expedition</li><li>• Hudson Bay Co. began establishing itself on the Columbia River in 1812 with the seizure of Ft. Clatsop</li><li>• Ft. Vancouver was established in the 1820's and served as a center for western fur trade and a port of colonization</li></ul>

## Attachments:

- ✓ Pre assessment for all students
- ✓ Pre assessment answer key
- ✓ Map of Oregon
- ✓ Vocabulary sheet
- ✓ PowerPoint presentation for lesson
- ✓ Optional vocabulary crossword puzzle
- ✓ Grand Ronde logo







# Vocabulary

## The People of the Confederated Tribes of Grand Ronde

**Indigenous**

**Culture**

**Regions**

**Treaties**

**Tribe/tribal**

**Band**

**Time immemorial**

### Definitions:

**Indigenous-** native peoples having long term historical and cultural ties, originating to a specific place and originating within a particular territory.

**Cultural-** the way a group of people lives; the customs and life ways a group of people exhibit

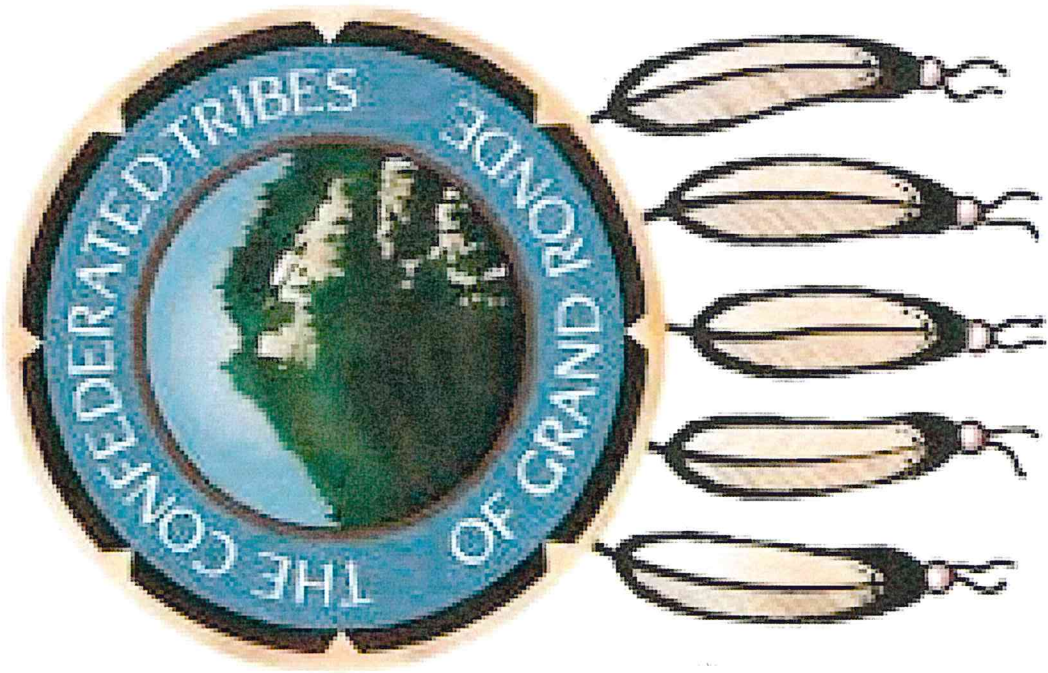
**Regions-** land areas defined by geographical, geological or environmental characteristics

**Time immemorial-** a phrase referring to people, tribes living since the beginning – beyond memory or record, usually used in reference to the time in which Indigenous people have lived within their lands.

**Treaties-** Legal agreement(s) between two or more sovereign nations. Treaties may be ratified or unratified, meaning, confirmed and binding by all parties to the agreement, or not confirmed. Treaties are normally negotiated between the Federal government and one or more tribes. Under the U.S. Constitution treaties are considered part of the supreme law of the land.

**Tribe/tribal-** refers to a group of indigenous people that share similar culture, social, political and/or economic characteristics – tribes are sovereign nations and are able to sign treaties and possess rights to land and resources.

**Band-** a group of native people joined in a common purpose; to unite as a group- the band is usually a smaller part of the tribe.



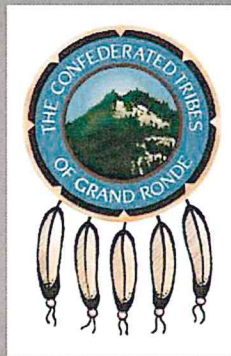


## The People of the Confederated Tribes of Grand Ronde: Ntsayka Ikanum- Our Story



- **What is a Native American/ American Indian?**  
Refers to an indigenous person of any global place- an enrolled member, member, or descendent of a Tribe- also known as Indian.
- **What is a Tribe?**  
A group of indigenous people that share similar cultural, social, political and/or economic characteristics.
- **What is a Band?**  
A group of native people joined in a common purpose; to unite as a group- the band is usually a smaller part of the tribe.

The CTGR tribal logo was designed by tribal member, Roger Harrison. The five feathers that hang from the dream catcher represent the five principal tribes (or the five largest tribes) of Grand Ronde. The five principal tribes consist of Molalla, Rogue River, Kalapuya, Umpqua and Chasta Costa tribes. Although the CTGR logo only represents five feathers for five tribes, there are over 27 tribes and bands that encompass the CTGR. In the center of the dream catcher is a picture of Spirit Mountain, which is a sacred place to the people of Grand Ronde. Spirit Mountain has been a sacred place since time immemorial and was a place people went to acquire spirit powers (tamanwas). Today, the mountain is still a significant geographic feature of the community and overlooks the original Grand Ronde agency.

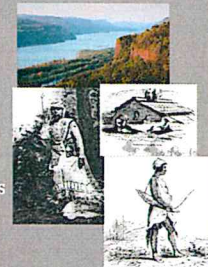


## Who are the Confederated Tribes of Grand Ronde

- Before being removed to the Reservation, the ancestors of the Confederated Tribes of Grand Ronde Community of Oregon inhabited Oregon's inland valleys and parts of the coast since time immemorial, before white settlers arrived.
- At least 14,500 years based on oral traditions.
- At least 14,300 years based on archaeological record.
- More than 27 Tribes and Bands were gathered from Western Oregon, Southwestern Washington, and Northern California and removed to the Reservation after signing seven treaties from 1853-1855.

## Five main regions Tribes came from

- Columbia River
- Willamette Valley and coast
- Umpqua Basin
- Rogue Valley
- The Cascade Mountains





## Prior to European contact

- Prior to European contact, the Native Americans lived off the land- fish, game and plant foods were abundant, and they traded with other Tribes and later, with non-natives.
- Clothing was constructed from animal skins, fibers, tree bark, and shells.
- There were over 100 different languages spoken by Natives throughout Oregon.



## European Contact

- The Native American's had their first contact with explorers and non natives in the mid to late 1700's.
- In 1805 Lewis and Clark traveled through what is now Western Oregon. They interacted with three Western Oregon tribes, the Chinooks, Clatsops, and the Tillamooks.
- In 1812 Hudson Bay Co. arrived and brought European goods, other Tribes, and traders.

## What do you think started to happen once Europeans and settlers started to arrive?

- Language barriers surfaced
- Native Americans began to become infected with disease because of their low tolerance to diseases.
- Settlers began to take over their land
- Food began to be depleted
- Native Americans became more and more dependent on European goods
- Marriage to traders became common

## Native Americans and Disease

- Native Americans had never been exposed to the diseases brought by the early explorers, trappers, missionaries, and settlers.
- Some of the most deadly diseases were smallpox, influenza, and malaria.
- Sadly, neither Western nor Native medicinal practices could stop the devastation.
- Massive population loss occurred- estimated to be upwards of a 97% decline.

## Grand Ronde Trail of Tears



- In 1856 different tribes were gathered at the base of Table Rock (near present day Medford) and forced to march during the winter months beginning February 23 through March 25, to the Grand Ronde Indian Reservation. The march lasted more than 30 days. Eight lives were lost, but eight babies were born, so the military officers who supervised the march reported that they arrived with the same number of people they left with.

## Termination

- August 13<sup>th</sup>, 1954 Public Law 588, Western Oregon Termination Act was signed into law by President Eisenhower.
- Termination meant the tribes lost all of their treaty rights and land, forcing numerous families to uproot from the reservation and move to different areas because they couldn't afford to buy their land.

Are there any situations that come to mind when you hear this?



## Restoration

- After 30 years of termination a group of tribal members rallied to fight to have the tribe restored.
- After much work the Restoration act was presented to President Reagan, where he signed and made the act Public Law 98-165 on November 22, 1983.
- Today, the Confederated Tribes of Grand Ronde hold a special celebration on November 22<sup>nd</sup> every year in remembrance of the day the tribe once again became federally recognized and restored.

## The Confederated Tribes of Grand Ronde Today

- The Confederated Tribes of Grand Ronde has maintained its sovereignty since Restoration and continues to thrive.
- The Tribe consists of various departments including, education, tribal courts, tribal council, health and wellness clinic, natural resources department, social services, police department and much more.
- The Tribe is also revitalizing the Chinuk language, while still practicing traditional songs and dances to keep the culture alive and well.

Name: \_\_\_\_\_

# Ntsayka Ikanum

K H T W M U W H V C A Q R E Y Y I R  
A A I G O R H B W O G I A X E D U N  
H F M C Q S V Q A U Z Z V L L O I Q  
F U E W M P U B J N N C L C L S U S  
S N I A T N U O M E D A C S A C T M  
G A M Q N H O K N M V H E B V R J H  
H T M F E A Q I Y E B O A Q E D C Y  
L I E F O O U U T K G U Y A U E E V  
R V M A V M J T N A Q I T F G I E C  
M E O L L Y E H J P N I D O O W E U  
K A R D F M T Q M I E I O N R B I H  
M M I V A O S U D S O P M A I A O W  
P E A L N S P G J Z O D K R W F R U  
X R L S Q M K U T Q V D T G E T T R  
Z I T R T M D T Q O B Z H V V T J K  
W C O L U M B I A R I V E R U E R R  
B A U B E Q S J K X K G B F V Y J M  
V N X Q G V B A U P A M Q O S C F A

## BAND

CASCADE MOUNTAINS  
COLUMBIA RIVER  
INDIGENOUS  
NATIVE AMERICAN  
ROGUE VALLEY

## TERMINATION

TIME IMMEMORIAL  
TREATIES  
TRIBE  
UMPQUA BASIN  
WILLAMETTE VALLEY

