Experience OREGON

Grades 3–5 Unit Overview

This curriculum may be successfully used with or without a museum visit.
Developed by Sarah Anderson and David Martinez in consultation with OHS staff and advisory board.
## Grades 3–5 Unit Overview

<table>
<thead>
<tr>
<th>Introduction</th>
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| This unit uses geography to look at Oregon history specifically through the lens of Native peoples. This unit assumes that educators are already covering the fur trade, the Corps of Discovery, and the Oregon Trail in their classroom curriculum. All of the pre-visit lessons in this unit focus on Oregon culture and history since time immemorial. The post-visit lessons bring the learning through the past 200 years and into the present. 

Although this unit is meant to boost and augment student learning about Native peoples in Oregon, it is certainly not comprehensive. We hope it will expand the conversations you have about Native peoples and American immigration to Oregon. 

In addition to a few teacher reading sheets we include in this unit, we **highly recommend** that you familiarize yourself with the following resources before teaching about Native peoples in Oregon: 

› **Native Knowledge 360** from the Smithsonian is a Framework for Essential Understandings about American Indians. Consider it required reading!

› Columbia River Timeline, pages 10–21, from the Living in Celilo Storypath from Washington State provides a great overview of the history of the Columbia River Valley.

We also recommend the following resources for background information and extensions in the classroom: 


› **The First Oregonians**, a collection of essays published by the Oregon Council for the Humanities, can be borrowed from the Oregon Historical Society. *Recommended reading is Chapter 6: Federal-Indian Relations.*

<table>
<thead>
<tr>
<th>Experience Oregon: From Creation to the Present</th>
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<tbody>
<tr>
<td>Starting from a simple map of the Northwest, students will begin to identify the multiple and complex systems (geographical, cultural, tribal, municipal, etc.) that make up the state of Oregon, with a particular focus on Native American lens and experiences.</td>
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</tbody>
</table>
| Enduring Understanding(s) | › For thousands of years and into the present day, Native peoples have studied, managed, honored, and thrived in the place we call Oregon.  
› Maps are important documents that people use to help identify the physical features of a region.  
› Exploitation of plants, animals, and water, and Americans' taking of Native peoples' lands, has led to struggles to sustain and maintain cultural and environmental needs. |
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<tbody>
<tr>
<td>Delivery Time</td>
<td>Approximately 15 30-minute sessions, fewer sessions if the allotted times are longer. May need more or less time depending on grade level and students' prior knowledge.</td>
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</tbody>
</table>
| Oregon Social Sciences Standards | › **3.8** Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to identify multiple ways to divide Oregon into areas (such as tribal, river systems, interstate highways, county, physical, industry, agricultural).  
› **3.9** Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.).  
› **3.10** Identify and analyze Oregon’s natural resources and describe how people in Oregon and other parts of the world use them.  
› **3.11** Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), events and developments have shaped the local community and region.  
› **3.13** Apply research skills and technologies to gather information about the past in a region.  
› **3.17** Use a variety of historical sources including artifacts, pictures, and documents to identify factual evidence.  
› **3.19** Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.  
› **4.7** Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region.  
› **4.8** Compare and contrast varying patterns of settlements in Oregon, considering, past, present, and future trends. |
<table>
<thead>
<tr>
<th>Oregon Social Sciences Standards (continued)</th>
<th>4.10 Describe how technological developments, societal decisions, and personal practices affect Oregon’s sustainability (dams, wind turbines, climate change and variability, transportation systems, etc.).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.11 Analyze the distinct way of knowing and living amongst the different American Indian Tribes in Oregon prior to colonization, such as religion, language, and cultural practices, and the subsequent impact of that colonization.</td>
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<td>4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups, and including individuals who are American Indian/Alaska Native/ Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups), and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers, and westward movement).</td>
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<td></td>
<td>4.13 Give examples of changes in Oregon’s agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups).</td>
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<td>4.17 Use primary and secondary sources to explain events in Oregon history.</td>
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<td>4.18 Infer the purpose of a primary source and from that the intended audience.</td>
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<td></td>
<td>4.21 Analyze historical accounts related to Oregon to understand cause-and-effect.</td>
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<td></td>
<td>5.9 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to investigate and compare how areas in the United States can be divided in multiple ways.</td>
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<tr>
<td></td>
<td>5.12 Describe how technological developments, societal decisions, and personal practices affects sustainability in the United States.</td>
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<td>5.14 Analyze the distinct way of knowing and living amongst the different American Indian Tribes of North America prior to contact in the late 15th and 16th centuries, such as religion, language, and cultural practices, and the subsequent impact of that contact.</td>
</tr>
</tbody>
</table>
### Oregon Social Sciences Standards (continued)

- **5.20** Identify and examine the roles that American Indians had in the development of the United States.
- **5.23** Use primary and secondary sources to formulate historical questions and to examine a historical account about an issue of the time.
- **5.25** Analyze multiple accounts or perspectives of the same event, issue, problem, or topic, and describe important similarities and differences.
- **5.26** Gather, assess, and use information from multiple primary and secondary sources (such as print, electronic, interviews, speeches, images) to examine an event, issue, or problem through inquiry and research.

### Academic Vocabulary

<table>
<thead>
<tr>
<th>after European contact</th>
<th>key (legend)</th>
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<tbody>
<tr>
<td>artifact</td>
<td>language family</td>
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<td>assimilation</td>
<td>Manifest Destiny</td>
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<tr>
<td>barter</td>
<td>migrate</td>
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<tr>
<td>before European contact</td>
<td>obsidian</td>
</tr>
<tr>
<td>cardinal directions</td>
<td>oral tradition</td>
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<tr>
<td>cartographer</td>
<td>pidgin language</td>
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<tr>
<td>cede</td>
<td>post-contact</td>
</tr>
<tr>
<td>Chinuk Wawa</td>
<td>pre-contact</td>
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<tr>
<td>communal</td>
<td>procurement</td>
</tr>
<tr>
<td>compass rose</td>
<td>prominence</td>
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<tr>
<td>confederation</td>
<td>provide</td>
</tr>
<tr>
<td>creation story</td>
<td>rendezvous</td>
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<tr>
<td>culture</td>
<td>reservation</td>
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<tr>
<td>currency</td>
<td>sovereign</td>
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<tr>
<td>dispossess</td>
<td>symbol</td>
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<tr>
<td>economy</td>
<td>Termination Act</td>
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<tr>
<td>elder</td>
<td>time immemorial</td>
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<tr>
<td>emporium</td>
<td>trade</td>
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<tr>
<td>epicenter</td>
<td>tribal member</td>
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<tr>
<td>federal recognition</td>
<td>territory</td>
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<tr>
<td>First Foods</td>
<td>tribe</td>
</tr>
<tr>
<td>geographical feature</td>
<td>treaty</td>
</tr>
<tr>
<td>treaty</td>
<td>unratified treaty</td>
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</tbody>
</table>
| Pre-Visit Lesson One | **Where Are We?**  
Students learn the Chinook Creation Story and begin creating a map of the Oregon region. Students begin to fill the maps with Saddle Mountain, other mountains/mountain ranges, and their own location. Students also add a compass rose to show cardinal directions. |
|----------------------|--------------------------------------------------|
| Pre-Visit Lesson Two | **River as Provider**  
Students explore the importance of water both in their lives and the lives of Oregon’s Native peoples. Students add major waterways to their map: rivers, lakes, and the ocean. |
| Pre-Visit Lesson Three | **Locating Our Native Communities**  
Students locate the historical lands of the Native peoples of Oregon and learn about Native languages. Students consider the relationship between Native peoples’ traditional homelands and natural geography. |
| Pre-Visit Lesson Four | **Mapping Trade and Travel**  
Students learn about Celilo Falls, the Dalles Rendez-Vous, and the significance of these places within the trade systems through listening to interviews, observing photographs, and reading maps. Students add trade sites and routes to their personal maps. |
| Museum Visit | Students continue to add to the maps created in the pre-visit lessons. During the exhibit visit, they will search for at least one additional location, one historical event, and one person/group that have made a significant impact on Oregon’s Native peoples. |
| Post-Visit Lesson One | **Debrief Experience Oregon Visit**  
Students debrief their visit to the *Experience Oregon* exhibit and add what they learned to their maps. |
| Post-Visit Lesson Two | **How Has Life Changed?**  
Students watch an OPB documentary about Native peoples in Oregon and analyze the different ways Euro-Americans have impacted Native peoples’ lives.  
As an extension, students choose a contemporary Native person, place, or event to research and share. |
<table>
<thead>
<tr>
<th>Post-Visit Lesson Three</th>
<th><strong>Complete Maps</strong></th>
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<tbody>
<tr>
<td>Students add remaining elements to their map and write a reflection.</td>
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<tr>
<th>Unit Learning Objectives</th>
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<tr>
<td>Students will learn and practice basic geography skills.</td>
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<tr>
<td>Students will be able to identify significant geographical features of Oregon.</td>
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<tr>
<td>Students will be introduced to trade, language, and culture of Oregon’s Native peoples.</td>
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<tr>
<td>Students will research and write about current events.</td>
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<td>Students will make an informational presentation and support it with analysis.</td>
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<thead>
<tr>
<th>Content Specific Vocabulary</th>
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<tbody>
<tr>
<td><strong>After European Contact:</strong> European contact resulted in devastating loss of life, disruption of tradition, and enormous loss of lands for Native people in the Americas. However, Native peoples have shaped life for thousands of years before and after European contact and to understand the history of America requires understanding its history from the perspective of Native peoples.</td>
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<tr>
<td><strong>Artifact:</strong> an object made or changed by people</td>
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<td><strong>Band:</strong> a group of Native peoples joined in a common purpose; to unite as a group — the band is usually a smaller part of a tribe (Source: Grand Ronde 4th grade curriculum)</td>
</tr>
<tr>
<td><strong>Before European Contact:</strong> Native peoples in the Americas had lived in the Americas since time immemorial</td>
</tr>
<tr>
<td><strong>Chinuk Wawa:</strong> a common language used by many Native peoples to communicate with each other. It was developed by people living along the coast and the Columbia River, and they adapted it to communicate with traders, explorers, and settlers. For a time, the language was the most common language of communication between all of the peoples in the region. (Adapted from the Grand Ronde 4th grade curriculum)</td>
</tr>
<tr>
<td><strong>Creation Story:</strong> a traditional story relating to the origin of people. Such stories explain natural phenomena and tell how people and/or the Earth came to be. (Adapted from the Grand Ronde 4th grade curriculum)</td>
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<tr>
<td><strong>Elder:</strong> tribal member(s) of older age valued for his or her wisdom. (Source: Grand Ronde 4th grade curriculum)</td>
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<tr>
<td><strong>Dentalium Shell:</strong> a mollusk shell used as currency among Pacific Northwest Native peoples</td>
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</table>
Content Specific Vocabulary (continued)

- **Federal Recognition**: the process of the U.S. federal government recognizing that a Tribe is a sovereign nation
- **First Foods**: The First Foods are water, salmon, deer, cous (or roots,) and huckleberry. According to certain creation stories, the salmon was the first to agree to care for the Indian peoples followed by the other animals and plants. Each First Food consists of ecologically related foods. The salmon grouping includes the various salmon species, including steelhead, and also lamprey, freshwater mussels, trout, and other fishes. The deer grouping includes mule deer, white-tailed deer, and elk, among other four-legged, hoofed animals. The roots are cous, celery, camas, and bitterroot. The berries are huckleberry and chokecherry. All First Foods, all life, depends on water and it is always served first in longhouse ceremonies. The First Foods nourish Native peoples, while Native peoples must protect them and the habitats that support them. (Adapted from the Columbia River Intertribal Fish Commission)
- **Native Peoples**: people having long-term historical and cultural ties, connecting to a specific place and originating within a particular territory (Adapted from the Grand Ronde 4th grade curriculum)
- **Sovereign/Sovereignty**: the act of having independent power, political, social and economic, or being free
- **Oral Tradition**: oral tradition, also called orality, is the first and still most widespread mode of human communication. Far more than ‘just talking,’ oral tradition refers to a dynamic and highly diverse oral-aural medium for evolving, storing, and transmitting knowledge, art, and ideas. It is typically contrasted with literacy, with which it can and does interact in myriad ways, and also with literature, which it dwarfs in size, diversity, and social function. (From britannica.com)
- **Pidgin Language**: languages that develop when people with no common language come into contact with each other. Usually a pidgin language is a blend of the vocabulary of one major language with the grammar of one or more other languages. (Adapted from aboutworldlanguages.com)
- **Pre-Contact**: the historical time period before Europeans made contact with Native peoples of the Americas. Note that as this term is not precise, it is best to use actual dates when possible so as not to privilege the European perspective of history.
- **Reservation**: for Tribes, land held in trust by the U.S. federal government for Native American Tribes to live on or provide resources (Adapted from the Grand Ronde 4th grade curriculum)
<table>
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<tr>
<th>Content Specific Vocabulary (continued)</th>
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<tbody>
<tr>
<td><strong>Termination Act:</strong> a 1953 law that directed the federal government to dismantle all tribal sovereignty and that led to additional laws specifically targeted at Oregon Tribes. The federal government terminated its recognition of the Siletz; Grand Ronde; Coquille; Coos, Lower Umpqua, and Siuslaw; and Klamath tribes on August 13, 1954. (Source: “Termination and Restoration in Oregon,” the Oregon Encyclopedia)</td>
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<td><strong>Territory:</strong> the geographic regions where a Tribe traditionally lived, fished, hunted, and tended plants and animals</td>
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<tr>
<td><strong>Tribe/Tribal:</strong> refers to a group of Indigenous people that share similar languages, cultures, or social, political and/or economic characteristics. In this context, this definition is not limited to federally-recognized Tribes. (Adapted from the Grand Ronde 4th grade curriculum) According to the National Congress of American Indians, the term Tribe is today used interchangeably with tribal nations, nations, bands, pueblos, communities, and Native villages.</td>
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<tr>
<td><strong>Tribal Member:</strong> a person belonging to a Tribe (see Tribe definition)</td>
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<tr>
<td><strong>Time Immemorial:</strong> a phrase referring to the beginning — beyond memory or record — usually used in reference to the time since</td>
</tr>
<tr>
<td><strong>Treaty or Treaties:</strong> 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. Hundreds of treaties have been 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. (Source: Grand Ronde 4th grade curriculum)</td>
</tr>
<tr>
<td><strong>Unratified Treaty:</strong> a treaty not signed or recognized by the U.S. government (Source: Grand Ronde 4th grade curriculum)</td>
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</tbody>
</table>

We would like to thank the following organizations and individuals for sharing knowledge and materials for this unit:

**Columbia River Inter-Tribal Fish Commission**

**Confluence**

**Kenneth Ames**

**Lillian Pitt**

**Gabe Sheoships,**
**Director of Education, Tryon Creek State Park**
## Pre-Visit Lesson One

**Overview: Where Are We?**

Students learn the Chinook Creation Story and begin creating their map of the Oregon region by adding Saddle Mountain, other mountains/mountain ranges, and their own location. Students also add a compass rose to show cardinal directions.

**Essential Question(s)**

- How do stories help us understand the places where we live?
- How are geographical features shown on a map?
- How does physical geography contribute to the political, economic, and cultural development of a society/government?
- How do stories, legends, and the arts serve as expressions of cultural traditions?

**Delivery Time**

Two 45-minute class periods or three 30-minute sessions. May need more or less time depending on grade level and students’ prior knowledge.

**Vocabulary**

- Creation Story
- Time Immemorial
- Migrate
- Elder
- Culture
- Oral Tradition
- Geographical Feature
- Cartographer
- Compass Rose
- Cardinal Directions
- Symbol
- Key (Legend)

**Materials Needed**

- Chinook Creation Story (*The Story of South Wind on Saddle Mountain*), print the [Chinook Creation Story](https://www.centerforcolumbiariverhistory.org/education/creation-story) (from the Center for Columbia River History, 2 pages) and/or watch the [video “We Know Where We Came From: “Creation Story”](https://www.youtube.com/watch?v=GyGz7bS6z34) (5:36 mins) from Lewis and Clark National Historic Park (on YouTube)
<table>
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<tr>
<th>Materials Needed (continued)</th>
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</table>
| › Copies of base map for each student on 11x17 sheets (Two template choices: map with compass; map without compass) Note: students will add to this map over several sessions. Consider the quality of paper and where the maps will be stored when not in use.  
› Printed maps for pairs or small groups of children to share:  
  - Physical Regions of the Pacific Northwest  
  - Topography of Oregon  
  - Or other map(s) that show(s) mountains of the Pacific Northwest or Oregon for reference.  
› Other examples of maps and compass roses  
› Pencils and colored pencils |

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<tr>
<th>Step by Step Instructions</th>
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| **Step One**  
Tell students that they will read/listen to a creation story from the Chinook Tribe. Ask: What is a creation story? This creation story comes from the Chinook people. The Chinook people have lived in the Northwest Oregon region since time immemorial, thousands of years before Oregon became a state and long before Europeans and European-Americans migrated here. |

| Step Two  
Students listen to the video “We Know Where We Come From: ‘Creation Story’” and/or read the Creation Story (Chinook Creation Story). |

| Step Three  
Discussion: This creation story was passed down in Chinookian culture from elders over generations. Stories serve as a way to teach. When cultures use spoken stories to teach, it is called having an oral tradition. (For more information on traditional stories and their role in Native culture, see the Extensions section.)  
› What essential information is being passed down in the story of the South Wind on Saddle Mountain?  
› How does it help the listener gain a better understanding of where they live and the land around them?  
› What ways have you learned about where you live and the land around you? |
Step Four
Tell students that they will be working over several lessons to map several geographical features in the region that is now known as Oregon. They will be studying several other maps to act as cartographers. The first thing they will add to their map is a compass rose. It is essential for cartographers to know their cardinal directions when making a map. Show students examples of compass roses (you can do an internet search for images) and consider extending this into an art lesson (see Extensions). You may also want to use the “Cardinal Directions and Maps” lesson from National Geographic. Students practice making a compass rose.

Step Five
Students receive their base map of the Pacific Northwest. They can either add a compass rose to a corner of the map, or create the compass rose on a separate piece of paper, to be cut out and glued on later. This choice will help determine which base map template they choose.

Step Six
Students add their first symbol on the map locating where they live.

Step Seven
After they have added the symbol, introduce the next map element: the key (or the legend). If you haven’t covered keys before, take a few moments to point out examples on different maps, or have students identify or practice using keys on maps they can access. Consider having the students create a draft key on a separate piece of paper before adding it to the final map. This will give students the opportunity to make a final draft at the end of the unit, once they know how much information their key will need to contain. Add the symbol students have chosen to indicate where they live to the key along with what it means ( = my house).

Step Eight
Students will add the first geographic feature in the Oregon region: significant mountain ranges. Consider what symbols students could use to signify mountains. What have other maps used? Why do you think they have used the symbols they have? Add mountains to the key.
### Step by Step Instructions (continued)

#### Step Nine
Students will add Saddle Mountain to the map. What symbol should be used for Saddle Mountain? You may consider adding and naming mountains nearest you. Add these specific mountain symbols to the key draft. (See the Teacher Notes about Native mountain names.)

#### Step Ten
Tell students that when they visit the *Experience Oregon* exhibit, they will have the opportunity to read creation stories from other Tribes in Oregon. You can also ask students if they know any other creation stories they would like to share with the class. Consider adding a symbol to the map marking the Oregon Historical Society.

### Assessments
- Were students able to identify their location on the map?
- Were students able to correctly place Saddle Mountain on the map?
- Did students add mountain ranges to the appropriate regions?
- Did students label the cardinal directions correctly and orient the compass rose correctly on the map?

### Teacher Notes
- Refer to tribal stories as “stories,” not myths or legends. Stories are part of an oral tradition, and are not in the realm of fairy tales.
- There is disagreement around Wy’East being a Native name for Mt. Hood. See these two articles for more information: Anthropologist *Dispelling Myths with Plank House Talk*, *The Columbian*, June 11, 2017, and *Native Place Names*, on colonization and re-naming, from David G. Lewis.
- This map on *Place Name Origins* from the Oregon Student Atlas links some geographic features in Oregon to Native peoples.

### Support for All Students
Students can read, watch, and listen to the story to deepen comprehension.

### Extensions
- The *Stories and Myths lesson* from the Confederated Tribe of the Grand Ronde includes a read-aloud explaining the importance of traditional stories in Native culture.

### Extensions (continued)

For more information on the importance of place to Native peoples, watch the Plateau Peoples’ Web Portal recording of Bill Yallup Jr.: *Spiritual Connection to Place video*, (2:48 mins), from Confluence.

### Additional Educator Resources

Maps used for this lesson, and many from the following lessons in this unit, are from [Student Atlas of Oregon](https://www.pdx.edu/cgeo/atlas) from Portland State University’s Center for Geography Education in Oregon. These and all the maps from the atlas are available on-line.

For more support teaching geography skills, see these [mapping and geography lesson plans from National Geographic](https://teachers.nationalgeographic.com/education/lesson-plans), on spatial thinking in grades Pre-K–6.
### Pre-Visit Lesson Two

<table>
<thead>
<tr>
<th>Overview: River as Provider</th>
<th>Students explore the importance of water both in their own lives and the lives of Oregon’s Native peoples through reflection, discussion, and watching a short oral history. Students add waterways to their map: major rivers, lakes, and the ocean.</th>
</tr>
</thead>
</table>
| Essential Question(s) | › What is the relationship between Native peoples and water in the Oregon region?  
› What is the relationship between all people living in Oregon and the waters in Oregon? |
| Delivery Time | Two 45-minute class periods or three 30-minute sessions. |
| Vocabulary | › Provide  
› First Foods  
› Tribal Member  
› Artifact |
| Materials Needed | **Educator background information to read before the lesson:**  
› [What Are First Foods? sheet](#), Confederated Tribes of the Umatilla Indian Reservation  
› [First Foods and the Salmon Feast sheet](#), Columbia River Intertribal Fish Commission  

**For class:**  
› Copies of [River as Provider Student Response sheet](#), one for each student  
› Video: [River as Provider](#) (1:28 mins), Confluence  
› [First Foods graphic](#), Columbia River Intertribal Fish Commission, (optional) to be projected  
› Base maps that students have already started  
› Pencils and colored pencils |
| Step by Step Instructions | **Step One:**  
Tell students: “In the last lesson, we focused on mountains because of the central role Saddle Mountain played in the Chinook Creation Story. Another important feature in the story is the water.” |
<table>
<thead>
<tr>
<th>Step by Step Instructions (continued)</th>
<th>From the water came the big fish, which turned into the Thunderbird, who laid the thundereggs, which became the first people. We will be adding water to our map, but first, let's reflect on what water means in our own lives.”</th>
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</thead>
<tbody>
<tr>
<td><strong>Step Two:</strong></td>
<td>Hand out <em>River as Provider Student Response sheets</em> and direct students to answer the questions in Part One: Reflect. When students are finished, you could give them time to pair/share a few specific questions, or allow some students to share with the class.</td>
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<tr>
<td><strong>Step Three:</strong></td>
<td>Tell students they will listen to a short interview with Louie Pitt, a <strong>tribal member</strong> of the Confederated Tribes of Warm Springs. Encourage them to listen carefully to how Louie Pitt describes his peoples’ connection to the river. Explain the concept of First Foods to students, or read aloud part of the handout on the <em>First Foods and the Salmon Feast</em>. Consider playing the interview more than once so students can listen closely to details before answering questions in the response sheet. You can also project the <em>First Foods graphic</em> or pass out copies of the graphic.</td>
</tr>
<tr>
<td><strong>Step Four:</strong></td>
<td>Give students time to answer the questions on the <em>River as Provider Student Response sheet, Part Two: Responding</em>. When they are finished, consider having students share their responses in pairs, small groups, or as a class.</td>
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<tr>
<td><strong>Step Five:</strong></td>
<td>Tell students they will now have a chance to preview a few of the <strong>artifacts</strong> they will see at the Oregon Historical Society exhibit, <em>Experience Oregon</em>. In this activity, they will have a chance to think like historians by looking at artifacts and guessing how people used them. Direct students to the <em>River as Provider Student Response sheet, Part Three: Investigate</em>. As an option, students could work in pairs for this activity. After about 10 minutes, have students respond to the conclusion question individually on their response sheet. Consider asking students to share their answers with the class.</td>
</tr>
</tbody>
</table>
### Step by Step Instructions (continued)

**Step Six:**
Students return to the base maps they started where they mapped their location, mountain ranges, and significant mountains in Oregon. They will now add significant bodies of water: rivers, lakes, and the Pacific Ocean. They can use the included map “Rivers and Lakes” as a guide, or [this interactive map](#) from The Salmon Atlas. The rivers and lakes should be labeled by name and the color or symbols for rivers and lakes should be added to the key.

### Supports for All Students

› Provide transcriptions of interviews.
› Reflection questions can be used as discussion questions instead of written responses.
› Scale down the mapping activity limiting the number of rivers to add to the map (three, five, or seven).
› Consider limiting the questions or sections of the response sheet (only include three questions in the first two sections, and possibly shorten or eliminate Part Three).

### Extensions

“Wordscape” Extension: Students can take words from #5 and #6 on their response sheet to create a word bank for a poem about water. They can use a river outline as a backdrop for the poem, or simply as a backdrop to record water words from the wordbank.

Have your students read the [What Are First Foods? sheet](#) by the Confederated Tribes of the Umatilla Indian Reservation after watching the video of Louie Pitt.

Read “A Look Inside the First Foods Feast” from *The Oregonian*, April 13, 2016. The photo-based article is a vivid portrait of a contemporary first foods celebration.

If your class is studying watersheds, consider looking at the [Pacific Northwest Watersheds map](#) to show how rivers create regions in Oregon. Check out [The Vast Columbia Basin map](#) for an impressive graphic showing the size of the Columbia River basin. The [Spirit of the Salmon](#) website provides more information about the Columbia River Basin from the Columbia River Inter-Tribal Fish Commission.

If time, [River People](#) is a short video (1:45 mins) from the Plateau Peoples’ Web Portal you could share with your students. It discusses how local Indigenous people experience the river.
<table>
<thead>
<tr>
<th>Additional Educator Resources</th>
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</thead>
<tbody>
<tr>
<td>The Columbia River Inter-Tribal Fish Commission website contains lots of information about how tribes are working to protect and restore the Columbia River and the salmon population and address climate change. We Are All Salmon People explains the importance of salmon in tribal culture along the Columbia River. More about First Foods, including the threat from climate change, can be found on this Northern Arizona University website.</td>
</tr>
<tr>
<td>Pre-Visit Lesson Three</td>
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<tr>
<td>------------------------</td>
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<tr>
<td><strong>Overview: Locating Native Languages and Territories</strong></td>
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</tbody>
</table>
| **Essential Question(s)** |  › What Native land am I on?  
› What Tribes have lived in Oregon since time immemorial and where are their homelands? |
| **Delivery Time** | One 60-minute class period or two 30-minute class periods |
| **Vocabulary** |  › After European Contact  
› Before European Contact  
› Chinuk Wawa  
› Pidgin Language  
› Pre-Contact  
› Language Family  
› Territory  
› Tribe |
| **Materials Needed** | **Educator background information to read before lesson:**  
› [American Indian Languages of Western Oregon](#), Lane Community College (2 pages)  
› [Chinuk Wawa](#), the [Oregon Encyclopedia](#)  
› [Intro to Native Lands website](#), Native-Lands.ca  

**For class:**  
› [Chinuk Wawa app](#), The Confederated Tribes of the Grand Ronde Community of Oregon, downloaded onto a device, with amplification if necessary  
› Video: [Tony Johnson interview on the Chinuk Wawa language](#) (1:48 mins), Plateau Peoples’ Web Portal  
› [Native Land interactive website](#) (interactive territories, treaties, and language maps)  
› [Native Greetings of Oregon](#), optional (“hello” and “how are you?” in Oregon Native languages) |
| Materials Needed (continued) | › Copies of Native American Tribes and Language Groups map from the Oregon Student Atlas for students or student pairs  
› Projector or individual computers or shared/individual devices (tablets or laptops)  
› Base maps that students have already started  
› Pencils and colored pencils |

<table>
<thead>
<tr>
<th>Step by Step Instructions</th>
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</table>
| **Step One:**  
We started this unit with a Chinook Creation Story. Tell students that they will now hear a creation story from the Molalla people of Central Oregon. Play the audio “Coyote and Grizzly in Chinuk” for the class (found on the Chinuk Wawa app, under “Culture Notes,” and “Audio”). Play about one minute of the three-minute recording. Clearly, students will recognize it is in a different language. Ask if anyone knows this language. If no one guesses, tell them that the language is known as Chinuk Wawa, and it originated with the Chinookan people. Go back and play the audio “Coyote and Grizzly in English” (2:36 minutes). When the story is finished, ask if students notice any similarities to or differences from the Chinook Creation Story. You can tell them that this story is thought to have taken place on Mt. Hood, which they may have on their maps.  
**Step Two:**  
Go back into the Chinook Wawa app, and teach a few Chinuk Wawa words using the “Language” section. You could learn greetings, family members, animals, or words from many other categories. Tell students they will see an old dictionary of Chinuk Wawa when they visit the Oregon Historical Society.  
**Step Three:**  
Chinuk Wawa can actually tell us a lot about the various people who lived in the Oregon region since time immemorial. Watch the Tony Johnson video on the Chinuk Wawa language. Afterward, review with students the description that Tony Johnson gives of Chinuk Wawa being a “pre-contact pidgin language” by defining the terms **pre-contact** and **pidgin language**. Explain pre-contact from the perspective of Native peoples, by explaining how European contact resulted in devastating loss of life, disruption of tradition, and enormous loss of lands for Native peoples in the Americas. However, Native peoples have lived in the Americas since time immemorial and have shaped life for thousands of years **before and after European contact** and to understand the history of America requires understanding its history from the perspective of Native peoples. |
Step by Step Instructions (continued)

Explain that the reason Chinuk Wawa developed is because there were so many people living in this area who spoke many different languages. Some of the languages had similarities and were considered part of the same language family. But other languages were as different from each other as English is from Japanese! There are very few places in the world where so many languages were spoken in such a small area. In fact, in the Western region of Oregon from the Pacific Ocean to the Cascades, as many as 17 different languages were spoken.

Chinuk Wawa developed as a second language for many bands of Native peoples. The shared language was learned by the different bands so that they could readily communicate with each other as they traveled into each other’s lands to trade, visit relatives, and gather and/or hunt food.

Step Four:

Language is an important aspect of each person’s culture and life, and the many different Oregon Tribes spoke different languages (some of which are still spoken today). Do you know what language was primarily spoken in this area aside from possibly Chinuk Wawa? Let’s look. Project the Native Land interactive website map, with settings set on “languages.” You can use the search bar to locate your city or town. What language is associate with your area? Perhaps it is represented on the Native Greetings of Oregon webpage and if so, you could learn a new greeting in the local language.

Step Five:

Now switch the setting on the Native Land interactive website map from “languages” to “territories.” Note the Native peoples from your area and then zoom out a bit to get a bigger picture so students can see how territories overlap with each other. Ask students why there might be overlaps in the “boundaries and territories” (have them compare it to a map of the United States, with clear state borders). Have students share out with a partner and then whole group.

Explain to students that although different Tribes had established some “territorial boundaries,” they also shared some of these lands for various purposes. For some, their use of land was seasonal as opposed to year-round. This is why we see overlaps in territories. Even making a map of Native peoples’ territories is complex because there was often not a clear line between where one territory ended and where another began. It is increasingly complex in those areas where multiple Tribes shared the same land or resource.
**Step Six:**
Keeping the information from step five in mind, project the [Native American Tribes and Language Groups map](https://www.oregonstateatlas.org/students) from the Oregon Student Atlas. Give students a few minutes to study the map. To explore the relationship between geography and cultural territories (see [American Indian Languages of Western Oregon](https://www.oregonstateatlas.org/students)), you might ask students the following questions depending on your students’ prior knowledge:

- What do you notice about the number of territories in the East versus the West of the state?
- Using what you know about the different environments in Oregon, why do you think there were more languages/groups west of the Cascades?

**Step Seven:**
Students add the 16 tribal regions to their map. Alternatively, they could limit the addition to only the Tribes most local to their school or region. Consider how to show this on a map. Color? Border? You could make this decision with your students or leave it to them to decide. Either way, they should add the tribal names and the associated symbol or color to the key.

**Assessments**

**3-2-1 Exit Ticket Slip**

- What are **3** tribal groups located on the western coast of Oregon?
- What are **2** Native tribal languages spoken in Oregon?
- What is **1** geographical feature in Oregon that most likely impacted Native settlement?

**Teacher Notes**

Keep the relationship of Native peoples to land as a nuanced sort of ownership in which different Native peoples used the same lands/places, and their usage of the lands was respected by other Native peoples. For some, there was seasonal use of land. Native peoples ceded their lands to the U.S. government during treaty negotiations, in exchange for reserved lands and other rights. The idea of the U.S. government’s taking of land lays the foundation for termination and restoration that will be covered in later grades. In Indian Country today there’s a strong movement to reclaim historic Indigenous lands and put a face to them.

**Support for All Students**

- Maps are printed in color and distributed to student groups/tables.
- For older students, consider using the teacher background materials as student readings.
| Extensions (continued) | Native Greetings of Oregon (linked to in Step Four)  

Oregon Native Animal Names can also be a fun language connection for students.  

What languages are spoken in Oregon today? According to the article “Five Languages You Probably Didn’t Know Oregonians Spoke at Home” from The Oregonian (November 28, 2015): “The data show that while Spanish, Vietnamese, Chinese, and Russian are the most common languages spoken by people at home after English, about 172,000 people in the state speak one of 120 other languages.”  

The article in Babbel Magazine “What Was and What Is: Native Languages in the US” (October 4, 2017), provides more context on Native American languages. |
| Additional Educator Resources | The webpage “Surviving Oregon Native Languages; Online Sources and Links” offers more resources for a variety of Native languages from the Oregon region. |
## Overview: Mapping Trade

Students learn about Celilo Falls, the Dalles Rendez-Vous, and the significance of these places within the trade systems through listening to interviews, observing photographs, and reading maps. Students add trade sites and routes to their personal maps.

### Essential Question(s)
- Why do people trade?
- How do geographic features influence trade?
- What and where have people traded in Oregon since time immemorial?

### Delivery Time

One 60-minute class period or two 30-minute class periods

### Vocabulary
- Trade
- Epicenter

**Student Reading Vocabulary:**
- Rendezvous
- Economy
- Barter
- Currency

### Materials Needed

**Educator background information to read before lesson:**
- Celilo Falls, (2 pages) the Oregon Encyclopedia
- This Oregon History Project webpage provides important, brief context for the photo “Indians Fish at Celilo Falls” from the Experience Oregon exhibit used in this lesson

**For class:**
- Copies of Celilo Falls and Trade Pre-Visit 4 Student Response Sheet for all students
- Video: Celilo Memories, Louie Pitt (2:11 minutes), Plateau Peoples’ Web Portal
- Photo entitled “Indians Fish at Celilo Falls” from the Experience Oregon exhibit and a way to project the photo for the class
- Life in Celilo Village newsreel (8:30 minutes), Oregon Historical Society archives
Materials Needed (continued)

› Video: Wallstreet of the West, Bill Yallup Jr. (2:19 minutes), Plateau Peoples’ Web Portal
› Student reading: Columbia River Trade Rendezvous, Oregon History Project
› Trade maps:
  • Trade Links Among the Northern Plains Tribes about 1775, before the Arrival of Europeans from the Wyoming State Historical Society website
  • Columbia River Trade Network map from Theodore Stern’s 1993 Chiefs & Chief Traders: Indian Relations at Fort Nez Perces, 1818–1855.
  • Celilo Wyam Trade map from the website of Lillian Pitt
› Base maps students have already started
› Pencils and colored pencils

Step by Step Instructions

Step One:
We have already mapped waterways in Oregon, including the Columbia River, which is central to the lives and cultures of many Native peoples. Since time immemorial, there was one place along the river that was very significant. As we listen to Louie Pitt share his memories of this site, listen to how he describes the place. See if you can imagine the sounds, smells, and sensations of being there.

Step Two:
Hand out the Celilo Falls and Trade Pre-Visit 4 Student Response Sheet and tell students they will be drawing and recording words based on the next video. Watch Celilo Memories by Louie Pitt (2:11 minutes). Play twice if necessary. If time, have students share their drawings or their answers to the reflection question with the class or in pairs.

Step Three:
Ask the students if anyone has ever seen a photo of Celilo Falls. Tell them that you will show them a photo that they will also see in the Experience Oregon exhibit. Project the photo “Indians Fish at Celilo Falls.” Use the three Visual Thinking Strategy questions to facilitate student discussion about the photo:
1. What’s going on in this picture?
2. If a student needs to elaborate to make their statement more clear, ask: What makes you say that?
3. If the conversation comes to a halt, you may ask: What else can we find?
### Step by Step Instructions (continued)

| Step by Step Instructions | During the discussion, point at what the students are observing in the photo and make connections between students’ observations. Students may also have questions that don’t necessarily need to be answered. Consider recording questions to see if they can be answered after the trip to Oregon Historical Society.  

When observations are finished, show students the first one to two minutes only from this historic footage of Celilo Falls: Life in Celilo Village newsreel (8:30 minutes). Did the video footage add to their understanding of Celilo Falls? What questions were answered? What new questions do they have? Tell students they will further explore the story of Celilo Falls after their visit to Oregon Historical Society.  

**Step Four:**  
As we have learned, there have been — and continue to be — many different Native cultures in Oregon since time immemorial and they have often interacted with each other. One of the ways they interacted was through trade. Celilo Falls and the area that is now known as The Dalles was an **epicenter for trade**. People came from all over the continent to trade, talk, and play. What’s going on in this picture?  

Pose these questions about trade for students to discuss in pairs:  
› Why do people trade?  
› How do people trade today for things that they need or want? (This could be a good place for an extension question about the difference between need and want).  
› Think about the things you use every day that come from far away places. For example: your clothes, your shoes, your food (bananas, sugar, chocolate, etc.). How would your life be different if you couldn’t buy things from outside of Oregon?  
› Why do you think Native peoples traded for items that came from outside of Oregon?  

**Step Five:**  
Watch **Wallstreet of the West** by Bill Yallup Jr. (2:19 minutes). You may want to explain the reference to Wall Street as an economic trade center today to help students understand the reference in the interview. Students answer questions in Part 2 on the response sheet. |
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<table>
<thead>
<tr>
<th>Step by Step Instructions (continued)</th>
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<tbody>
<tr>
<td><strong>Step Six:</strong></td>
<td>Give time for students to read the handout <em>Columbia River Trade Rendezvous</em> and study the three trade maps. Students answer questions in Part 3 on the response sheet.</td>
</tr>
<tr>
<td><strong>Step Seven:</strong></td>
<td>Students add Celilo Falls and The Dalles (can be identified as the same general location) as a trade center to the map.</td>
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<table>
<thead>
<tr>
<th>Assessments</th>
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<tbody>
<tr>
<td>› Celilo Falls and Trade Pre-Visit 4 Student Response Sheet</td>
<td></td>
</tr>
<tr>
<td>› Celilo Falls and The Dalles added to map (and trade routes)</td>
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<thead>
<tr>
<th>Teacher Notes</th>
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<tr>
<td>At this point, we are not introducing The Dalles Dam or the flooding of Celilo Falls, because that will be introduced in the <em>Experience Oregon</em> exhibit and the post-visit lessons. This lesson focuses on Celilo Falls and the trading center at The Dalles from a pre-statehood perspective.</td>
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<tr>
<th>Support for All Students</th>
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<tbody>
<tr>
<td>› Give students only one map to study.</td>
<td></td>
</tr>
<tr>
<td>› Have students use the maps only.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Extensions</th>
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<tbody>
<tr>
<td>Add trade routes to student-made map.</td>
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<tr>
<td>Watch historic video footage of the <em>The Last Salmon Feast at Celilo Falls</em> (19:01 minutes), Oregon Historical Society archives.</td>
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<tr>
<td>Read <em>Linda’s Indian Home</em>, a book by Martha Ferguson McKeown about growing up near Celilo Falls.</td>
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<tr>
<td>Watch the <em>Echo of Water Against Rocks</em> video (13 minutes), University of Oregon. The fate of Celilo Falls is touched on in the exhibit and post-visit lessons, but this will give a more focused context of how The Dalles Dam inundated the falls and changed a way of life. Consider if you want to show this before or after a visit to Oregon Historical Society.</td>
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<thead>
<tr>
<th>Additional Educator Resources</th>
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<tbody>
<tr>
<td>Excerpt from fur trader Alexander Ross’ book <em>Ross’s Oregon Settlers</em> remembering a visit to The Dalles Rendezvous, Oregon History Project</td>
<td></td>
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</tbody>
</table>
**Additional Educator Resources (continued)**

[Dalles of the Columbia, 1805](#), original map drawn in 1805 by William Clark showing the Native trading center, Oregon History Project

On her [website](#), Lillian Pitt remembers growing up near Celilo Falls and reflects on the fluid nature of tribal identity.

More on Visual Thinking Strategies:
- [Visual Thinking Strategies](#) website
- [The Power of Visual Note-Taking](#), *Education Week*
| Museum Visit | Students use the [OHS Experience Oregon Note Sheet](#) to gather three more elements to add to their map. |
## Post-Visit Lesson One

**Overview: Debrief Experience Oregon Visit**  
Students debrief their visit to the *Experience Oregon* exhibit and prepare for culminating activity.

### Essential Question(s)
- How can museums support our learning of the past?
- How has life changed for Native peoples in Oregon in the past 200 years?

### Delivery Time
One 30-minute session

### Materials Needed
- Know-Learn-Wonder (KLW) handout for each student
- Chart paper and markers

### Step by Step Instructions

**Step One:**
Give time for students to reflect using the [Know-Learn-Wonder (KLW) handout](#).

**Step Two:**
Students share their reflections in pairs.

### Assessments
Students’ individual reflection sheets

### Teacher Notes
This reflection activity offers students an opportunity to incorporate their background knowledge on other topics pertaining to Oregon history.

Students need to retain the [OHS Experience Oregon Note Sheet](#) from the OHS visit to complete their maps.

### Support for All Students
- Have students brainstorm in pairs before individually creating their KLW charts.
- Have students work in pairs to create their KLW charts.
| Overview: From Past to Present | Students view the OPB/OHS documentary *Broken Treaties, An Oregon Experience* (59:19 minutes) to gain insight into the history of Oregon’s Native peoples over the past 200 years. |
| Essential Question(s) | › How and why did the Native American cultures change over time?  
› How were Native American cultures affected by exchanges with, and invasion from, non-Native peoples? |
| Delivery Time | Two 40-minute class periods |
| Vocabulary | › Confederation  
› Sovereign  
› Manifest Destiny  
› Dispossess  
› Treaty  
› Cede  
› Reservation  
› Unratified Treaty  
› Termination Act  
› Communal  
› Assimilation  
› Federal Recognition |
| Materials Needed | › *Broken Treaties, An Oregon Experience* (59:19 minutes), OPB/OHS  
› A projector and speakers  
› *Broken Treaties Note Sheet* |
| Step by Step Instructions | **Step One:**  
Introduce *Broken Treaties*. Hand out *Broken Treaties Note Sheet* to students. Review questions before starting the film so that students will know what to look for. Depending on your students’ background knowledge, you may want to spend time reviewing vocabulary or pause more frequently to check for understanding. See the Teacher Notes section for a content guide to the documentary. |
### Step by Step Instructions (continued)

<table>
<thead>
<tr>
<th><strong>Step Two:</strong></th>
<th>View first 30 minutes. Stop and check for understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step Three:</strong></td>
<td>View next 30 minutes. Stop and check for understanding. Lead a whole-class discussion or small group discussion based on notes taken by students.</td>
</tr>
</tbody>
</table>

### Assessments

- *Broken Treaties Note Sheet*

### Teacher Notes

You may choose to view the entire documentary with your class, or excerpts, depending on the age and background knowledge of your students. If you students are not familiar with the vocabulary used in the documentary, you may need to spend more time reviewing and checking for understanding. Below is a guide to content covered by *Broken Treaties, An Oregon Experience* (59:19 minutes).

**Introduction (beginning to 10:25 minutes)**
- Pre-contact lifeways
- Tribes’ relationship to the land

**Contact (@ 10:25 minutes)**
- Manifest Destiny overview
- Columbus, Lewis, and Clark
- Settlers
- Massacre at Bandon and others
- Disease

**Treaties and Reservations (@ 17:52 minutes)**
- Includes the forced march to Grand Ronde (the Oregon “Trail of Tears”)

**Changing U.S. Policies (@ 28:31 minutes)**
- Diminishing reservations

**Forced Assimilation (@ 31:10 minutes)**
- Religion/churches
- Schools
- Lot of language and traditions

**Story of the Burns Paiute Tribe (@ 35:01 minutes)**
| Teacher Notes (continued) | Treaty outcomes for Western tribes, Umatilla, and Klamath (@ 41:07 minutes)  
1954 Termination policies (@ 44:43 minutes)  
› Includes restoration for some tribes  
Resilience (@ 48:30 minutes)  
› Maintaining culture (language, art)  
› Casinos  
› Fish restoration and resource management |
| --- | --- |
| Support for All Students | › Students take notes in pairs.  
› Pause the video more frequently to allow time for students to take notes.  
› Ask students to share every 15 minutes and encourage them to take notes based on what others have noticed. |
<p>| Extensions | Native peoples live and thrive all across Oregon today. As the last step of information-gathering before we finish our maps, you can give students the opportunity to learn more about a contemporary person, place, or event. Native Peoples Today Resource List is a topic list with many online links to get you started. It is far from complete. One idea is to have students complete a mini-research poster on one topic. Each poster can contain several non-fiction features (title, photos, captions), 3–7 facts, and 1–2 citations, and possibly a map. |
| Additional Educator Resources | Additional resources (photos, oral histories, contemporary artists, etc.) relating to Broken Treaties, OPB/OHS |</p>
<table>
<thead>
<tr>
<th>Overview: Complete Maps</th>
<th>Students return to the maps they created during the pre-visit lessons and add facts they recorded during the museum visit and other finishing details.</th>
</tr>
</thead>
</table>
| Essential Question(s)   | › How do we use maps to communicate information?  
› What is a summary?    |
| Delivery Time           | Two 30-minute class periods or one 60-minute class period |
| Vocabulary              | › Prominence  
› Post-Contact  
› Summarize |
| Materials Needed        | › Student maps from pre-visit lessons  
› Completed graphic organizers from Oregon Historical Society visit  
› Student response sheets and graphic organizers from all previous lessons (optional)  
› [Final Map Checklist](#)  
› Pencils and colored pencils |
| Step by Step Instructions | **Step One:**  
Tell students to re-read the notes they took at Oregon Historical Society. Tell them they are going to add the three elements: a location, a person/people, and an event to the map. Students may easily understand how they can add a location to the map, but how do they add a person or an event? Explain that people can be associated with places, like the place where they were born, or the place where they came to prominence. And, an event needs to take place somewhere. Therefore, both of these elements can be mapped. If necessary, help students find locations in Oregon using Google Maps or other online or print atlases.  

**Step Two:**  
Have students add a title to the map. Consider taking some time discussing possible titles. Perhaps the whole class will decide on one title, or perhaps you will brainstorm a list of options from which to choose. |
### Step by Step Instructions (continued)

<table>
<thead>
<tr>
<th>Step Three:</th>
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<tbody>
<tr>
<td>Have students add the following text to the map in the margins or on an attached piece of paper:</td>
</tr>
<tr>
<td>› Summarize your map for someone who is just learning about Oregon’s Native peoples. Use one color to indicate information relating to pre-European/American contact and a different color for facts relating to post-contact. Students can use notes from the unit to help them.</td>
</tr>
<tr>
<td>When they have finished, give them the <a href="#">Final Map Checklist</a> to double check their work.</td>
</tr>
</tbody>
</table>

### Step Four:

Have students present their maps in small groups of three to four.

### Assessments

- Final map
- Completed [Final Map Checklist](#)

### Support for All Students

- You can make the summary as in-depth or as simple as you wish. The guidelines could range from three bulleted facts to a narrative summary.

### Extensions

Students can add other artistic elements, such as a border or a cartouche.

### Additional Educator Resources

N/A