Social Science
3rd Grade

Lesson 2 -Social Science: Geology and Timeline| 45 minutes

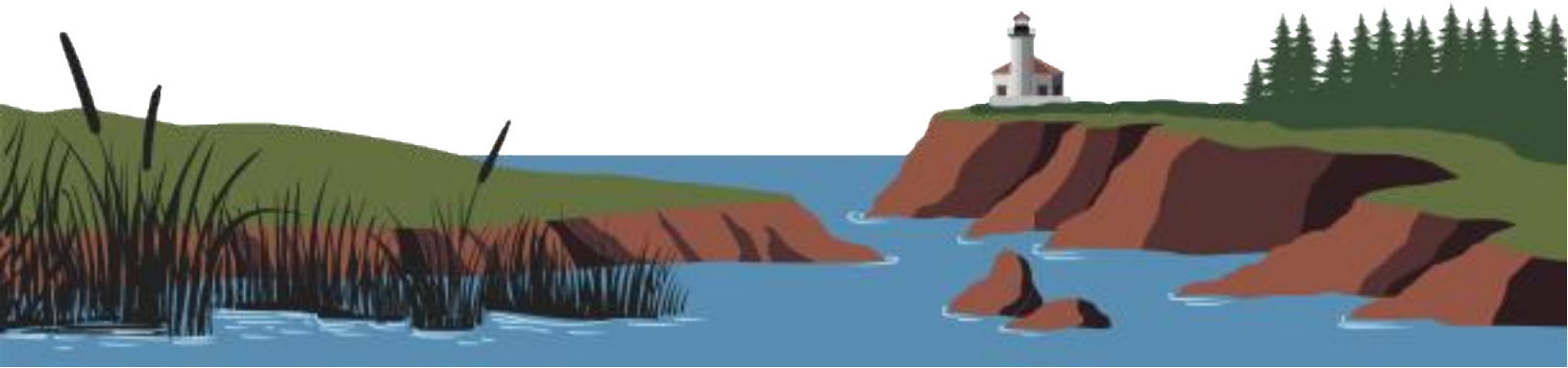
Activity 1: Historical Events and Impacts on the Coos, Lower Umpqua and Siuslaw Tribe
Activity 2: Geological Map of Oregon & Narrative

Summary:

Historical events over time have shaped the lands, lives, and stewardship practices of the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians. Through the timeline, these events show how changes in laws, settlement, and contact affected where people could live and how they were able to care for their homelands. Many events, including removal from homelands, disrupted long-standing relationships with land and made it difficult to continue caring for land, water, and resources in the same ways. Tribal knowledge of land and stewardship helps us understand how these relationships continued, adapted, and were rebuilt over time. Geological features of Oregon further reflect how land and history are interconnected.

***Key Discovery**:*
Historical events are interconnected and shape how people are able to care for land, support and sustain their communities, and continue practicing stewardship over time.

Standards	• Primary: 3.G.MM.3, 3.H.CH.2, 3.H.CP.6, 3.G.GR.1, 3.G.GR.3, 3.W.7 • Secondary: 3.W.2, 3.W.2b
Materials	• Timeline: Historical Dates of the Coos, Lower Umpqua and Siuslaw • Timeline (Teacher's Guide) • European Contact/City & State Development Worksheet (Group 1) • Laws and Treaties Impacting the Coos, Lower Umpqua and Siuslaw-1800-1900 (Group 2) • Removals and Disruptions (Group 3) • Confederation, Termination and Restoration of the Coos, Lower Umpqua and Siuslaw (Group 4) • Blank Timeline Worksheet (1 for each group/1 for whole class) • Geological Worksheet • Geological Places in Oregon Map • Geological Places in Oregon Map/Teacher's Guide • Oregon Geological Places Journal



Vocabulary	• **Sustainability:** Meeting present needs without compromising future generations' ability to meet their needs. • **Stewardship:** The responsible management and conservation of natural resources for a healthy ecosystem. • **Perseverance:** A continued, steady effort to achieve a goal despite difficulties, setbacks, and discouragement. • **Squatting (on land):** A person who occupies land or a building they do not own, rent, or have permission to use. • **Confederate:** To join as an ally or partner for common purposes. • **Termination:** The act of ending something. • **Restoration:** An act to bring something back to its original position or condition.

Setup & Logistics:

Photocopy all Narratives and Worksheets
Establish small groups (4) for the Historical Timeline activity.

Class Flow:

Activity 1—Coos, Lower Umpqua and Siuslaw Timeline/Historical Event and Impacts:

Step 1: Timeline

- Divide students into groups of 4.
- Distribute timelines to each student or each group.
- Review Instructions with students.
- Teacher Prompt: Today, we will be studying various historical dates and events that have impacted the Coos, Lower Umpqua and Siuslaw.
    - You will be divided into 4 groups.
    - Each group will focus on similar events that have impacted this Tribe.
    - Each group will identify the dates and events from their topic.
        - Circle the events on the timeline that match your group's topic (use the designated colored pencils for each group). [These colors correspond with the Teacher's guide.]
            - Group 1-Green
            - Group 2-Red
            - Group 3-Purple
            - Group 4-Brown



- Check with the teacher for review and feedback to ensure that your group has the correct dates for your topic.
- Place the dates and historic events on your blank timeline.

Step 2: Complete each group timeline.

- Ask students to cut out strips of their timeline for each date/event.

Step 3: Complete Timeline as a Group

- Each student in the group participates
- Provide a large area (board or table) on which students can place their group's strips, in correct chronological order.
- The teacher can transfer dates to a large timeline or tape all the strips together.

Step 4: Return to Small Groups and complete Impacts/Stewardship Questions:

- Have students share observations, responses, questions, and comments from their group.
- Students teach students about events and impacts.

Step 5:

- As a group, invite students to discuss events and impacts.
- Changes to Stewardship Over Time (Disrupted Stewardship): Over time, some events made it harder for the Tribes to care for the land in the ways they had for generations. After Restoration, the Tribes worked to rebuild relationships with land and community, often with fewer resources than before.
- Teacher Prompts:
  - How do these events in history fit together? Are there any patterns of laws, events, or beliefs?
  - What changes do you notice in how people were able to live, care for land, and support their communities over time?
  - Changes to Stewardship Over Time (Disrupted Stewardship): Over time, some events made it harder for the Tribes to care for the land in the ways they had for generations. After Restoration, the Tribes worked to rebuild relationships with land and community, often with fewer resources than before.



Activity 2— Geological Places in Oregon

Step 1: Share the Geological Fact and Question sheet with students

- Hand out the Geological Places in Oregon Map.
- Share map on overhead or doc camera.
- Invite students to read various facts aloud and complete the Map as a class project or in small groups.
- Teacher Prompts:
    - Have you been to any of these places in Oregon?
    - What do you remember about the geological features you've seen?
    - Crater Lake is the only National Park in Oregon.
    - Newberry National Volcanic Monument is one of only four National Monuments in Oregon.
    - There are only two National Recreation Areas in Oregon: the Oregon Dunes National Recreation Area and Hell's Canyon (the canyon formed by the Snake River).

Step 2: Share Out

- Have students share observations, responses, questions, and comments.

Step 3: Research Journal

- Review research and writing requirements with students.
- Invite students to complete this journal as homework, an extra time project, or as a group discussion activity.

