**Unit Overview**
**Grade 4**

**Language Arts, Social Science, Math, Science, Health, Physical Education, Art**

# Identity, Continuity, and Resilience

## Overview

The Confederated Tribes of Coos (***miluk*** and ***hanis)***, Lower Umpqua (***uɬ quuiich)*** and Siuslaw (***sha'yuushtɬ'a***) Indians have lived in Southwestern Oregon since time immemorial. They live in harmony with the land and continue to adapt to environmental and human-caused changes.

The Coos, Lower Umpqua and Siuslaw Indians utilized many natural resources in their lives. One very important resource is the Western Red Cedar tree, which continues to be used extensively. The ***miluk*** and ***hanis*** Coo s languages share a word for cedar which is ***tɬahalimiɬ***. The Lower Umpqua and Siuslaw languages also share a word for cedar. Their shared word is ***q'achtii.***

## ESSENTIAL UNDERSTANDINGS

☒ Since Time Immemorial

☒ Sovereignty

☒ History

☒ Tribal Government

☒ Identity

☒ Lifeways

☒ Languages

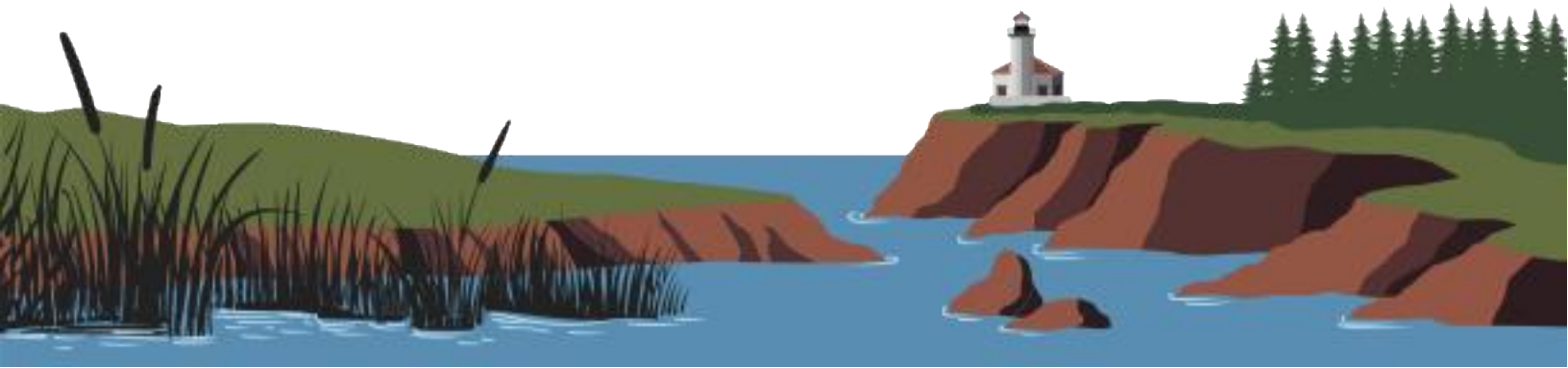
☒ Treaties

☒ Genocide, Federal Policy, and Laws

## LEARNING OUTCOMES

Students should be to understand removal, the significance of cedar for the tribes, and old ways of life as pathways still inhabited and utilized today.

Students should also be able to differentiate between state and federal laws and their positive and negative outcomes on indigenous people.



## Background for Teachers

This Unit provides many important and connective lessons for students and teachers. These lessons hold some complex ideas about difficult and painful events which require sensitivity. In the Health Activity, an Indigenous problem-addressing and solving process is shared. This process, called a Talking Circle, may be helpful when working through the concepts in this unit.

Removal, perspective, and impacts are woven throughout the lessons and narratives of his Unit. The lessons shared are based on oral Tribal history, and perspective. We hope this subject will be taught with sensitivity and respect to both Tribal history and the student learner.

### ESSENTIAL QUESTIONS

Essential Question 1: What are the impacts of perspective on any given historical event?

Essential Question 2: How did laws impact removal and attitudes that are shaped today?

Essential Question 3: How do the coos, Lower Umpqua and Siuslaw Indians continue to use resilience and adaptation to remain a cohesive community?

Essential Question 4: What do Indigenous lifeways teach us about how to steward people, natural resources, and the world?

### LOGISTICS

Where does the activity take place?

n/a

How are the students organized?

☒ Whole Class ☐ Teams: X–X

☐ Pairs ☐ Individually

### TIME REQUIRED

~1 Week for all lessons.

A few days if consecutively featuring lessons. xx





## Who are the Confederated Tribes of Coos, Lower Umpqua and Siuslaw?

The people of the Confederated Tribes of Coos (*miluk* and *hanis*), Lower Umpqua (*quuiich*), and Siuslaw (*sha'yuushtl'a*)) have called southwestern Oregon home since time immemorial. Their lives have been, and continue to be, tied to the lands, the rivers, and the Pacific Ocean. The geography and the climate of this area provide an abundance of resources. This includes cedar trees for houses and canoes and clothing, large and small land animals, fish and shellfish, and seasonal vegetables and fruit for food. Rain, lakes, rivers, and streams provide plenty of fresh water.

The lands of the Coos, Lower Umpqua, and Siuslaw Indians were historically identified by geographic boundaries. Our Ancestral homelands extend from the forested slopes of Oregon's coastal mountain range in the east to the sand dunes and rocky shorelines of the Pacific Ocean in the west encompassing almost two million acres. It includes the Siuslaw watershed, the western Umpqua watershed, and the Coos watershed.

## MATERIALS NEEDED

**Language Arts:**

- Cedar Narrative
- Basket Story hanis and miluk
- American Progress Worksheet
- Comprehension and Inference worksheets
- Reflection Paper

**Social Science:**

- Removal Lesson and Narratives
- Removal Map and Worksheet
- Teacher Background for Removal
- American Progress Switch the Lens
- Peggy O' Neil Print and Reflection
- Federal and State Laws Reflections Worksheets
- Talking Circle Worksheet

**Math**

- River Math, Canoe Journey
- River Map Worksheet
- Basket Design Display Sheet
- Optional: Cedar Narrative

Continues Below…





## Resources

- Whereat, D., Thomas, R., Pullan, R., & Beckham, S. D. (2010). Our culture and history. Self-Published. https://shichils.wordpress.com/wp-content/uploads/2017/10/our_culture_history.pdf

## Options/Extensions

- Further Research on CTCLUSI Removal.
- Visiting Fish Ladders as a Field Trip.
- Field trip to Tribal Hall
- Amanda Trail video on the peace hike

## Language Exposure

Each lesson Plan contains individual Language Exposure.

## Appendix

- Basket Maze
- Basket Maze Answer Key
- Word Search
- Word Search Answer Key

## MATERIALS NEEDED CONT-

**Science**

- Cedar Bark and Salmon Ladder Lesson
- Bark Identification Worksheet
- Fish Ladder Worksheet
- Salmon and Cedar Bark Slides

**Health**

- Indigenous Model of Problem Solving (Talking Circle Activity)

**Physical Education**

- Sweep the Plankhouse Activity

**Art**

- Design a Stamp

## UNIT VOCABULARY

**Resilience:** Distinguishing character or personality of an individual.
**Removal:** Forced relocation from one place to another.
**Continuity:** An ongoing connection with necessary flexibility or changes.
**Identity:** Distinguishing character or personality of an individual.





Lesson 1 Language Arts: | 30 to 45 minutes each

# Activity 1– Basket Story, Vocabulary, Comprehension and Sentence Structure
# Activity 2– Cedar Narrative- Worksheet and Journal
# Activity 3– American Progress: Visual Art as a Narrative & Differing Perspectives Worksheet
# Optional: Writing an Opinion Thesis|

## Summary:

Across these activities, students engage with story, informational text, and visual text to explore how knowledge is shared and understood. Through the basket story, cedar narrative, and visual analysis, students consider how communities respond to challenges, how relationships to land and materials are expressed, and how different forms of text communicate meaning and perspective.

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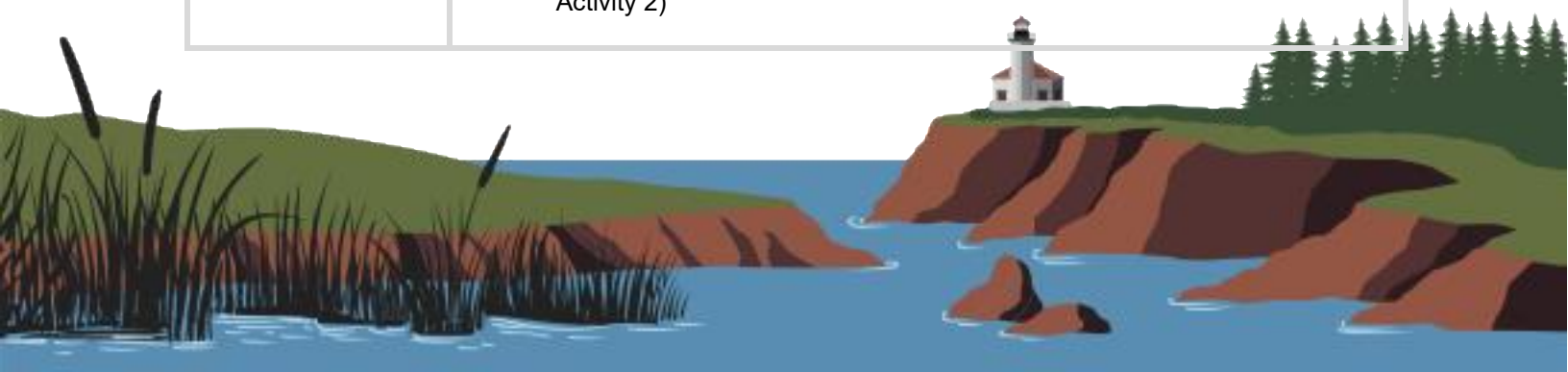
| **Standards** | • Primary: 4.RF.3, 4.RF.3, 4.RF.4, 4.RF.4a, 4.RF.4c, 4.RL.1, 4.RL.2, 4.RL.3, 4.RL.7,4.RI.2, 4.RI.7, 4.W.2, 4.W.3d, 4.L.1, 4.L.1f, 4.L.2, 4.L.2a, 4.L.4a, 4.L.5c,4.SL.1, 4.L.4c, 4.RL.1, (Journal Option) 4.W.1, 4.W.1a, 4.W.1c, 4.W.1d, 4.W.2d, 4.W.2e |
| **Materials** | • How Baskets Saved the Beaches Story<br>• Comprehension & Vocabulary Worksheet<br>• Comprehension & Vocabulary-Teacher's Guide<br>• Comprehension & Inferences Worksheet<br>• Comprehension & Inferences-Teacher's Guide<br>• Punctuation, Spelling & Sentence Structure Worksheet<br>• Punctuation, Spelling & Sentence Structure-Teacher's Guide<br>• Cedar Narrative<br>• Cedar Narrative Worksheet<br>• Cedar Journal<br>• American Progress – Teacher Overview<br>• American Progress Perspectives Worksheet<br>• Homophone and Antonym Worksheet<br>• Homophone and Antonym-Teacher's Guide<br>• American Progress-Write an Opinion Journal<br>• Optional:Teacher Support-Art as Visual Text to Write an Opinion Paper<br>• Journal Thesis Outline (can be used in conjunction with Social Science, Activity 2) |





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| **Vocabulary** | • **Headman:** the leader of a clan or Tribe.<br>• **Tsunami:** A long, high sea wave caused by an underwater earthquake, landslide, or volcanic eruption.<br>• **Ocean Monster:** A powerful being in a story that represents forces in the ocean and plays a role in the challenges people face..<br>• **Erosion:** When earthen materials are worn away or moved by natural forces.<br>• **Ecosystem**: the complex of a community of organisms and its environment functioning as an ecological unit<br>• **Cambium:** The thin, dividing layers of plant cells located between the wood and the bark of a tree.<br>• **Canoe Bailer:** Historically, made of folded cedar with a handle to bail (remove) water from the bottom of the canoe while using it.<br>• **Twine:** A strong, lightweight cord that is made from twisting or braiding multiple smaller strands together. |





Lesson 2 Social Science (Set 1): | 30 to 60 minutes each

# Activity 1– Switch the Lens: American Progress from an Indigenous Perspective

# Activity 2– Removal and Resilience: Narratives from an Indigenous Perspective

## Summary:

Students will learn how personal perspectives impact "what" they see and "how" they interpret visual materials. Students will be challenged to view alternative perspectives on lesson material. Students will learn what removal is and how it affected the Coos, Lower Umpqua, and Siuslaw People. The removal narratives will complement understanding of removal as they related to specific individuals. This can be a difficult topic to engage students in, so it is important to emphasize knowledge and understanding.

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| **Standards** | • Primary: 4.25, 4.12, 4.H, 4.H.CH.2 , 4.H.CP.7 , 4.H.CP.8 , 4.G.GE.8 , 4.19 , 4.E.ES.1 |
| **Materials** | • American Progress-Teacher Overview<br>• Teacher Background-American Progress: Art as a Visual Text<br>• American Progress What Do You See Worksheet<br>• Removal Overview<br>• Removal Narratives (5 total Narratives)<br>• Removal Timeline Worksheets<br>• Ahnkuttie Tillicums (Removal Visual as a Text) Worksheet<br>• Removal Map Worksheet<br>• Removal Route Map |
| **Vocabulary** | • **Manifest Destiny:** a 19th-century belief that the United States was destined to spread its dominion and democracy and capitalism across the American continent.<br>• **Removal:** The forced relocation of people to live in a place other than their home.<br>• **Displacement:** Removing or forcing something or someone from its original place.<br>• **Treaty:** A formally signed and ratified written agreement between two or more sovereign nations.<br>• **Reservation:** A designated tract of land set aside for Indigenous People to live on, usually much smaller than their original homelands.<br>• **Sovereignty:** A people's right to govern themselves.<br>• **Alsea Sub-Agency:** The southern end of the Western Oregon Coast Reservation, where the Tribes were marched to 1886. Just north of present-day Yachats, Oregon. |



Lesson 2 Social Science (Set 2): | 1hr 30 minutes

# Activity 3 – Impact of State and Federal Laws
# Activity 4 – Problem Solving and Decision making from an Indigenous Model.

## Summary:

Students will learn about the difference between State and Federal laws passed relating to Indigenous People and how laws both responded to and impacted history. Students will be exposed to how State and Federal policies and laws impact people at a local level.
The Talking Circle activity helps students understand an Indigenous Problem addressing and solving Model, providing an option for how people form agreements using shared values.

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| **Standards** | • Primary: *4.25* , *4.W.1* , 4.C.IR.3, 4.G.MM.5 **,** 4.16 , 4.GE.8, 4.12, 4.14, 4.E.ES.1 , 4.H.CP.8, 4.H.CP.7, 4.H.CP.6, 4.E.ES.1 |
| **Materials** | • Federal and State Laws impacting Native Americans<br>• Federal and State Laws with positive impacts and supports affecting the Confederated Tribes of Coos<br>• Reflection Paper Outline<br>• Federal and State Law Reflection Worksheet<br>• Removal and Timeline Reflection Worksheet<br>• Talking Circle to Communicate and Develop Resolutions<br>• Talking Circle Worksheet |
| **Vocabulary** | • **Law:** A set of rules that are created and are enforceable by social or governmental institutions to regulate behavior.<br>• **Sovereign:** The right for a group of people to govern itself.<br>• **Federal Law:** Rules that passed by U.S. Congress and apply throughout the United States.<br>• **State Law: R**ules that are adopted as a State Legislative assembly and apply only to that State.<br>• **Talking Circle:** An inclusive group talking/dialogue practiced that is based in Indigenous traditions.<br>• **Personal Values**: Core beliefs and guiding principles that shape how you behave and your identity. They impact every decision you make. |





Lesson 3 Math: | 30 minutes each

# Activity 1 – Getting Ready for a Canoe Journey
# Activity 2 – River Math Worksheet
# Activity 3 – Basket Design Math Worksheet | *45 minutes*

## Summary:

Mathematics can be used to represent patterns, relationships, and decisions connected to travel and design. Concepts of distances, time, geometric shapes, and repeating patterns are explored through canoe travel and basket weaving, highlighting how knowledge of waterways, materials, and design continues to support the cultural practices, creativity, and lifeways of the Coos, Lower Umpqua and Siuslaw People today.

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| **Standards** | • Primary: 4.OA.A 4.OA.C.5, 4.MR<br>• Secondary: 4.GM.B , 4.GM.B.4 , 4.GM.B.5 |
| **Materials** | • Deer-Nosed Canoe Visual<br>• River Math Worksheet<br>• Basket Design Display Sheet<br>• Basket Design Math Worksheet |
| **Vocabulary** | • **Canoe:** narrow, light-water vessel, propelled by a single-bladed paddle or paddles.<br>• **Waterway:** a river, canal, or other route for travel by water.<br>• **Current:** The movement of water in a waterway.<br>• **Distance:** How far something travels.<br>• **Speed:** How fast something moves.<br>• **Time:** How to measure/track how long things take to happen.<br>• **Basket**: A container used to hold or carry things, typically made from interwoven strips of material.<br>• **Pattern:** A design or sequence that repeats in a predictable way.<br>• **Weaver:** A person who creates baskets or other woven items. |





Lesson 4 Science: | 30 minutes for each

# Activity 1 - Cedar: Observation, Structure, & Stewardship
# Activity 2 - Salmon and Lamprey: Structures, Behaviors, and Barriers
# Activity 3 - Fish Passage Design Challenge

## Summary:

The Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians have developed knowledge of plants, animals, and places through generations of observation and relationship. Cedar trees, salmon, and lamprey each have structures and behaviors that support their survival and continuation over time. Understanding these characteristics helps people recognize the needs of living things and informs decisions about how to care for and support them. Through examining trees, fish, and human-designed solutions such as Fish Passages, students explore how knowledge of the natural world can guide stewardship and help sustain living systems.

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| **Standards** | • Primary: 4.LS1.1, 4.LS1.2, 4.ESS2.1, 4.ETS1.1, 4.ETS1.2 |
| **Materials** | • Cedar Bark Slides<br>• Bark Identification and Reflection Worksheet<br>• Cedar Characteristics Challenge Cards<br>• Salmon and Lamprey Worksheet<br>• Fish Passage Investigation Recording Sheet<br>• Fish Passage Slides<br>• Fish Passage Design Challenge Worksheet<br>• Fish Passage design Printouts (Slides 10-15) |

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| **Vocabulary** | • **Bark**: The protective outer layer of a tree<br>• **Cambium**: A thin layer of special cells found between the bark and the wood of a tree<br>• **Heartwood**: Dead wood that forms the central supporting pillar of a tree<br>• **Inner bark (or phloem)**: The living layer of a tree that transports nutrients.<br>• **Xylem**: The part of a tree that moves water from roots to the rest of the tree.<br>• **Outer bark (or rhytidome)**: The tough, dead layer of a tree that protects the tree.<br>• **Stewardship**: Caring for and supporting the continuation of living things, places, and natural resources. |





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| | • **Structure**: A physical part of a living thin or object that helps it do a specific job.<br>• **Behavior**: An action or way of acting that helps a living thing survive and meet its needs.<br>• **Barrier**: Something that blocks, slows, or makes movement difficult.<br>• **Upstream**: In the direction toward the source of the river or stream.<br>• **Diadromous fish**: A fish that spends part of its life in salt water and part of its life in freshwater.<br>• **Fish Passage:** A structure or system that helps fish move past barriers in rivers and streams.<br>• **Weir:** A low dam built across a river to raise the level of water upstream or regulate its flow or an enclosure of stakes set in a stream as a trap for fish. |





Lesson 5: Health | 20 – 40 minutes

# Activity 1–Talking Circle

## Summary:

Using an historical and contemporary Indigenous problem-solving method, called a Talking Circle, students will learn about history, identifying and adopting shared agreements, communication and problem-solving options . Students will become able to apply the Talking Circle principles in their own classroom and home settings to identify issues, address them, and resolve conflicts.

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| **Standards** | • 4.WHP.1, 4.WHP.5, 4.HRVP.4, 4.HRVP.5, 4.HRVP.6 |
| **Materials** | • Talking Circles to Communicate and Develop Resolution Teacher's Background Narrative<br>• Talking Circle Preparation Worksheet<br>• Venn Diagram for School and Home Worksheet |
| **Vocabulary** | • **Talking Circle:** A traditional Indigenous discussion and decision-making format that promotes active listening and balanced voice.<br>• **Emotional Self-Regulation:** The ability to monitor, evaluate and modify the emotional reaction to feelings and impulses.<br>• **Patience:** The ability to delay comments or actions without becoming upset or angry or complaining.<br>• **Perspective:** A particular point of view or attitude that impacts a decision or how one feels about a topic or issue.<br>• **Fairness:** Treating others free from bias, favoritism or discrimination.<br>• **Decision:** A choice or judgment made after considering different options. |





Lesson 6: Physical Education | 1 class period

# Activity 1: Sweep the Plankhouse

## Summary:

Using the physical activity game, Sweep the Plankhouse, students will engage in teamwork, problem solving, listening and leadership. The activity is a community-building game where students move through space, listen to cues, and quickly organize themselves into small groups. Through individual movement and cooperative formations, students practice body awareness, spatial awareness, teamwork, flexible thinking, inclusiveness, and shared decision making.

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| **Standards** | • Primary: PE.4.4.5, PE.4.4.1, PE.4.4.2, PE.4.4.3, PE.4.4.4, PE.4.4.5: |
| **Materials** | • Sweep the Plankhouse Instructions<br>• Teacher Quick Card for calls (optional) |
| **Vocabulary** | • **Round Dance**- A friendship dance done between friends or relatives at a gathering or celebration.<br>• **Plankhouse:** A traditional cedar plank home used by Indigenous people of the region. |





Lesson 7 Art (Visual Art): | 20 minutes over 2-3 days

# Activity 1–Design a Stamp

## Summary:

Students will understand and identify the difference between elements of art and principles of design that are used for designing a stamp, which differs greatly from posters or other large-scale work. Students will understand that elements and principles of design help subjects convey a special message through visual art.

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| **Standards** | • Primary: VA.1.CR1.4 (1), VA.1.CR1.4 (2), VA.1.CR1.4 (3), VA.2.CR2.4 (3), VA.3.CR3.4 (1), VA.3.CR3.4 (3), VA.4.PR1.4 (3), ,VA.10.CO1.4 (3), VA.10.CO1.4 (1)., VA.10.CO1.4 (2), VA.11.CO2.4 (2) |
| **Materials** | • Smithsonian Design a Stamp Activity<br>• Design a Stamp Journal<br>• Blank Stamp |
| **Vocabulary** | • **Typography:** Words added to an image to give additional information to the viewer.<br>• **Color:** The visual cue that defines a space or line in the design.<br>• **Line:** A mark that creates direction and structure in an image. Lines can be thin, thick, curvy, straight, or broken.<br>• **Shape:** A form that creates a distinguishable image in a space. Shapes can be circles, squares, triangles, or organic shapes (natural, non-geometric).<br>• **Value:** The light and dark shades of a color. The values for blue can be robin blue, royal blue, teal, cornflower blue, or turquoise. |





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| **Language Arts** | Primary<br>• 4.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.<br>• 4.RF.4 - Read with sufficient accuracy and fluency to support comprehension.<br>• 4.RF.4a - Read grade-level text with purpose and understanding.<br>• 4.RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.<br>• 4.RL.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.<br>• 4.RL.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text<br>• 4.RL.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.<br>• 4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.<br>• 4.RI.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.<br>• 4.RI.5 - Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.<br>• 4.RI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.<br>• 4.W.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>• 4.W.3e - Provide a conclusion that follows from the narrated experiences or events.<br>• 4.W.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.<br>• 4.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.<br>• 4.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>• 4.L.1f - Produce complete sentences, recognizing and correcting inappropriate fragments and runons.<br>• 4.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>• 4.L.2a - Use correct capitalization.<br>• 4.L.2b - Use commas and quotation marks to mark direct speech and quotations from a text. 4.L.2c Use a comma before a coordinating conjunction in a compound sentence. |

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| | • 4.L.5c - Demonstrate understanding of words by relating them to their antonyms and to their synonyms.<br>• 4.SL.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.<br>• 4.SL.1a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>• 4.SL.1b - Follow agreed-upon rules for discussions and carry out assigned roles.<br>• 4.SL.1c - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.<br>• 4.SL.1d - Review the key idea<br>Secondary:<br>• ELA.4.RL.1 – Refer to details and examples in a test when explaining what the text says explicitly and when drawing inferences<br>• SS.4.1 – Identify and analyze significant cultural traditions of Oregon Tribe |
| **Social Science** | Primary:<br>• SS.4.25– Analyze how federal and state policies impacted Native communities<br>• 4.H.CH.2 - Investigate the role of “Manifest Destiny” and racial prejudice in shaping Oregon’s transition from “Oregon Country” to statehood. Include the legal, political, and cultural factors causing marginalization and attempts to promote inclusivity.<br>• 4.E.ES.1 - Examine the consequences of power and privilege on issues associated with poverty, income, and wealth accumulation.<br>• 4.H.CP.8 - Identify various conflicts within Oregon, including acts of displacement, cultural and linguistic loss, violence, economic competition, political disagreements, boundary disputes, and cultural disparities across different geographical regions and demographic groups.<br>• 4.G.GE.8 - Utilize the Social Science Tribal History Shared History lessons to explore the relationship of the Nine federally recognized Tribes in Oregon with physical and human geography.<br>Primary:<br>• SS.4.25 – Analyze how federal and state policies impacted Native communities<br>• ELA.4.W.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information<br>• 4.C.IR.3 - Examine how identity shapes perspectives about a local or state issue. |

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| | • 4.G.MM.5 - Explain how the contributions of the Indigenous Tribes of Oregon and various historical and contemporary immigrant groups create the diverse culture of present-day Oregon. |

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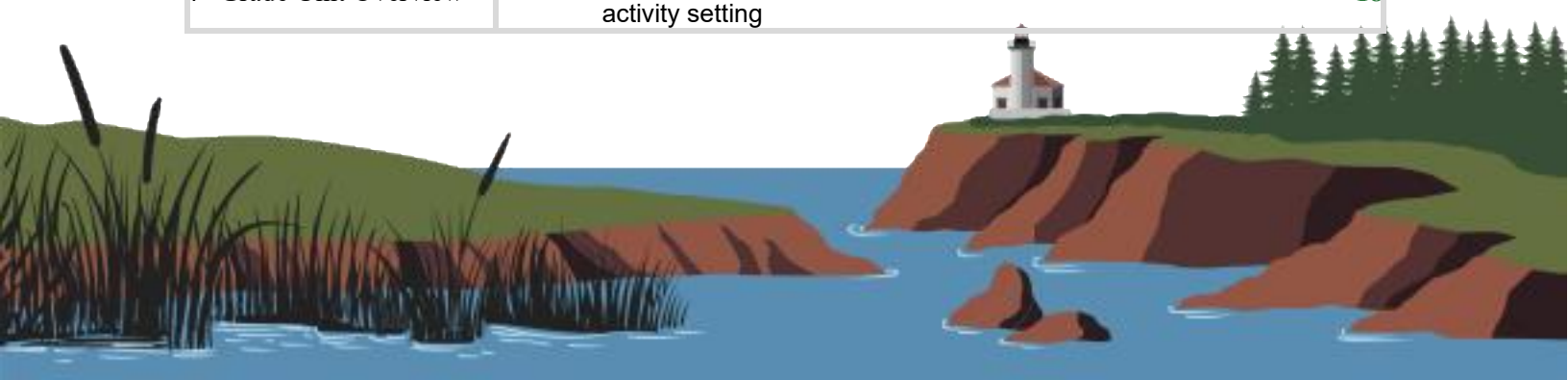
| **Science Standards** | Primary:<br>• 4-LS1-1 - Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction.<br>• 4-ESS2-1 - Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.<br>• 4-ESS3-2 - Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.<br>• 4-ETS1-2 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.<br>• 4-ETS1-1 - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. |
| **Materials** | • Deer-Nosed Canoe Visual<br>• River Math Worksheet<br>• Basket Design Display Sheet<br>• Basket Design Math Worksheet |
| **Vocabulary** | • **Canoe:** narrow, light water vessel, propelled by a single-bladed paddle or paddles.<br>• **Waterway:** a river, canal, or other route for travel by water.<br>• **Current:** The movement of water in a waterway.<br>• **Distance:** How far something travels.<br>• **Speed:** How fast something moves.<br>• **Time:** A unit to measure how long things take to happen.<br>• **Basket:** A container used to hold or carry things, typically made from interwoven strips of material.<br>• **Pattern:** A design or sequence that repeats in a predictable way.<br>• **Weaver:** A person who creates baskets or other woven items. |
| **Math** | Primary:<br>• 4.GM.B - Solve problems involving measurement and conversion of measurements.<br>• 4.GM.B.4 - Know relative sizes of measurement units and express measurements in a larger unit in terms of a smaller unit.<br>• 4.OA.C - Generate and analyze patterns.<br>• 4.OA.C.5 - Analyze a number, visual, or contextual pattern that follows a given rule. |
| **Physical Education** | Primary:<br>• PE.1.4.1 – Uses various locomotor skills in a variety of tasks<br>• PE 1.4.4 – Uses jumping and landings to specific games<br>• PE.1.4.5 – Combines locomotor movement patterns to create and perform<br>• PE.1.4.9 – Applies skills in a general activity<br>• PE.3.4.1- Analyzes opportunities for participating in physical activity outside of PE class<br>• PE.3.4.2 – Actively engages in the activities of physical education class, both teacher-directed and independent<br>• PE.4.4.1 – Exhibits responsible behavior in independent group situations<br>• PE.4.4.2 – Reflects on personal social behavior in physical activity.<br>• PE.4.4.4 – Explain and demonstrate safety, rules, procedures, and etiquette to be followed during participation in physical activities<br>• PE.4.4.5 – Works safely with peers and equipment in physical activity setting |





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| **Health** | • |
| **Art** | • |

## Language Exposure

| English | Miluk | hanis | sha'yuushtɬ'a | quuiich |
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| Ladder | | | kɬiinuu | kɬiinuu |
| salmon | g̱elyeq | qalyeq | wi'ii | ɬtiiyai |
| Lamprey | sinkwte | singwt | mətkwiisii | ɬq'asii |
| tree; cedar, red | tɬahaimiɬ | tɬahaimiɬ | q'achtii | |
| Canoe (any) | tɬguus | ix | siixai | |
| Weaver | milg̱awas | winqiyawa | tsaxinyaux | |
| Basket weaver | k'ha di jiiyets, milg̱awas | winqiyawa | xatɬ' | chəxnii |





*The contents of this curriculum were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



