Social Science
4th Grade

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:

Across these activities, students engage with informational text and visual text to explore how knowledge is shared and understood. Using the Removal Narrative, first person texts and oral history, students will learn about the challenges and impacts of forced relocation. Analysis of visual texts from different perspectives will provide students to compare visual narratives to removal.

Key Discovery:

- *Informational texts, first person accounts and images help us understand how people relate to land, make decisions, and respond to change. These texts show both what has been disrupted and what continues over time.*
- *Understanding how the perceptions of works of art affect attitudes about a specific event.*

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 • Teacher Background-American Progress: Art as a Visual Text • American Progress What Do You See Worksheet • Removal Overview • Removal Narratives • Amanda DuCuys • Annie Miner Peterson • James Buchanan • Tarheel • Tennepah (Jane) • Removal Timeline Worksheets • Ahnkuttie Tillicums (Removal Visual as a Text) Worksheet • Removal Map Worksheet • 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. • **Common Law Marriage:** A marriage without a formal ceremony or state issued license (historically: lived together and acted like a married couple). • **Removal:** The forced relocation of people to live in a place other than their home. • **Displacement:** Removing or forcing something or someone from its original place. • **Treaty:** A formally signed and ratified written agreement between two or more sovereign nations. • **Reservation:** A designated tract of land set aside for Indigenous People to live on, usually much smaller than their original homelands. • **Sovereignty:** A people's right to govern themselves. • **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.



Setup & Logistics:

Classroom setting.

- Overhead or Doc Cam for sharing American Progress and Ahnkuttie Tillicums.
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- Resources:
- Amanda Trail Video: https://www.youtube.com/watch?v=mxMGQ1aBiJQ
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Language Extension:

Phonetic sounds: Have students practice the **hanis** Coos names for Annie Miner Peterson and Jim Buchanan.
Annie Miner Peterson ***ts'mil-xwn:*** pronounced as: tsmee hwim (pop on the "t" with your tongue making a click behind your teeth on the roof of the mouth) and a raspy "h" (like a quick "ha" sound when saying it with the "wim").
James Buchanan – ***tselel:*** pronounced as: sa-tlash

Class Flow:

Activity 1— American Progress, Switch the Lens: (this activity may work best in conjunction with Language Arts/Visual Art as a Text-Activity 3)

Step 1: Share and Notice the Image

- Distribute the What Do You See worksheet
- Invite students to the first section
- Display American Progress for the class (overhead or document camera).
- Invite students to take a quiet moment to look closely at the image.
- Students might:
  - Jot or sketch what they notice
  - Focus on details, placement, and movement within the image
- Teacher Prompts:
  - What do you notice first?
  - What is happening in different parts of the image?
  - Where do you see movement or change?
  - What details stand out to you?
- Educator Note:
  Encourage students to stay with what they can see, rather than moving quickly to explanation or judgment.



Step 2: From Observation to Meaning

- Invite students to the second section: What might it mean.
- Invite students to begin thinking about what the image might be communicating.
- Invite students to:
  - Re-read their own observations
  - Add interpretations using: “This might show…” or “This could suggest…”
  - Pair-share ideas before whole group discussion
- Teacher Prompts:
  - Based on what you observed, what might this image be showing?
  - What seems important or emphasized?
  - What ideas about land, movement, or change are suggested?
- Educator Note:
  Support students in connecting ideas back to specific visual details (evidence).

Step 3: Consider Perspective

- Invite students to the perspectives section
- Offer a brief framing that images are created from a particular point of view.
- Invite students to think about whose perspective might be represented in the image.

Step 4: Distribute What Do You See? Worksheet

- Students might:
  - Write independently first.
  - Then discuss in pairs or small groups
- Teacher Prompts:
  - Whose perspective do you think is being shown?
  - What in the image makes you think that?
  - Who seems centered or highlighted?
  - Who is less visible or pushed to the margins?
- Educator Note: Keep the focus on how the image communicates perspective rather than evaluating it.

Step 5: Share and Compare

- Bring the class back together to compare the painting and the print, and what similarities or differences do they notice?



Step 6: Optional-Option to write a Reflection Paper

Activity 2— Removal Narratives

Step 1: Inquire-What do you know about Removal of Indigenous People in Oregon:

- Share Peggy O'Neal's Ahnkuttie Tillicums on the overhead.
- Ask students what they see, think, feel, believe when viewing the painting.
- Complete the Ahnkuttie Tillicums worksheet questions as a class.

Step 2: Removal History of the Confederated Tribes of Coos, Lower Umpqua and Siuslaw.

- Present a brief history of removal.
- Discuss the dates of the removal and how long it took.
- Ask students to jot down a few things that have stood out to them or surprised them.
- Complete the Removal Worksheet page 1 as a class.

Step 3: Divide class into five groups.

- Provide each group with a different person's removal Narrative.
- Ask students to read the Narratives and invite discussion about the narrative in their own group.
- Teacher Prompts:
    - These are either first-person narratives, recordings of first-person memories or family oral history. These narratives may differ from other historical accounts written by non-Indigenous authors.
- After discussion time, provide each group with the Narrative worksheet of their specific person and invite students to complete the worksheet in their group.

- Teacher Prompts:
    - What do you notice about your subject? Name, Indigenous Name, Gender, Brith date and age at date of removal, family connections, date
    - of removal.



Step 4: Share Out:

- Invite each group to share with the class facts about their person's Narrative.
- Invite students to ask questions of each group. (Some questions may not be able to be answered due to gaps in Narratives. Ask students what they would think about the questions).

Step 4: Discussion:

- Gaps in information due to lack of recording and importance.
- Issues with "who is telling the story"; framing from only one perspective.
- What else would students like to know
- Teacher Option: Invite a member of the Coos, Lower Umpqua or Siuslaw Tribe to the classroom to discuss this topic.



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

Activity 3 – Impacts of State and Federal Laws
Activity 4 – Problem Solving and Decision making from an Indigenous Perspective

Summary:

Students will learn about the difference between State and Federal laws passed regarding Indigenous People and how they are related to history. Also, how State and Federal policies and laws impact people at a local level. The Talking Circle activity helps students understand how people form agreements and why values matter.

Key Discovery: How to navigate historical laws and understand their impacts on local actions? How communities resolve conflicts and form agreements.

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 • Federal and State laws with positive impacts and supports affecting the Confederated Tribes of Coos • Reflection Paper Outline • Federal and State Law Reflection Worksheet • Removal and Timeline Reflection Worksheet • Talking Circle to Communicate and Develop Resolutions • Talking Circle Worksheet
Vocabulary	• **Law:** A set of rules that are created and are enforceable by social or governmental institutions to regulate behavior. • **Sovereign:** The right for a group of people to govern itself. • **Federal Law:** Rules that passed by U.S. Congress and apply throughout the United States. • **State Law: R**ules that are adopted as a State Legislative assembly and apply only to that State.



Vocabulary Cont-	• **Talking Circle:** An inclusive group talking/dialogue practiced that is based in Indigenous traditions. • **Personal Values**: Core beliefs and guiding principles that shape how you behave and your identity. They impact every decision you make. • **Classroom Decision**: Choices that are made by the entire classroom, using Teacher-led directions.

Setup & Logistics:

Classroom Setting
Overhead projector or Doc Cam to share timeline

Class Flow:

Activity 3— Tribal, State, and Federal Laws

Step 1. State Laws and Federal Laws:
- Give a brief explanation of the difference between state laws and federal laws in preparation for the activity.
- Write the definitions of the board or project them on the screen for reference.

Step 2. Know-Wonder-Learn:
- Invite students share what they know or wonder about State and Federal Laws relative to Indigenous history.

Step 3: Share the Laws Graphic:
- Project the State/Federal Laws Graphic.
- Using the Narrative, explain/clarify the various laws.
- You can decide you want to start with the positive or negative outcomes of state and federal laws as they relate to indigenous People.
- Invite further discussion or questions about the Laws and impacts.



Step 4: Review Removal Timeline:

- Share the Removal Timeline of the Coos, Lower Umpqua and Siuslaw Tribes with the class.
- Ask students to re-visit the Removal Timeline, including State and Federal laws that impacted removal.
- Ask the students to return to the same groups that they had when they completed the Removal Timelines. (Annie Miner Peterson, Blind Amanda, James Buchanan, Tarheel and Tennepah).
- Teacher Prompt: Did any of the State and Federal Laws that we reviewed impact your Removal person? And, how?
- Invite the students, as a group, to complete the Removal and Timeline Reflection Worksheet and share with the class.

Step 5: Changes in the Laws:

- Invite students to offer their thoughts and feelings about how Laws started changing to have a more positive impact on Indigenous People and Tribes.
- Teacher Prompts:
  - Constitutional Freedoms of the U.S. Constitution that were not afforded to the original people born on U.S. soil. Even those born after the adoption the U.S. Constitution.
  - Long gaps in changes. Many of the changes took almost 100 years to occur. Years and years of oppressive laws relative to Indigenous People.
  - How the long number of years of prohibited cultural activities impacted Indigenous People.

Step 6. Bring the conversation back to the classroom and answer any questions.

Step 5. Reflection Worksheet:

- Give students an opportunity to fill out the state and federal law reflection worksheet and outline their paper.
- This has the option of having a language arts extension that gives students an opportunity to shape this into a longer paper.



Activity 4— Talking Circle (This activity should be done after the Health Talking Circle Activity 1 has been completed).

Step 1: Explain/Refresh the Talking Circle.

- How it works, purpose and listening and talking.
- Identification of a Talking Stick and how it is used.
- Teacher Prompts:
  - Explain that in Coos, Lower Umpqua and Siuslaw traditions, Talking Circles are more than just conversations—they are sa acred space. Share that the Tribe uses circles for Council business, peace-making events, healing activities, and collective decision-making.
  - Emphasize that in this circle:
    - Only the person holding the talking piece speaks
    - Speaking is a choice and not speaking is a choice.

Step 2: Have students circle up.

- Teacher suggestion: Set up the circle so close friends are not sitting closely together.

Step 3: Values Sharing Circle (with Prompt)
The Confederated Tribes have lived since Time Immemorial in harmony within their Homelands. They practice good stewardship of the land and resources and are always careful not to over-exploit the resources.

- Teacher Prompt: What does it mean to you to take only what you need?
  - Round 1: Share two resources that are important to you.
  - Round 2: What does it mean to you to take only what resources you need?
  - Round 3: How can we practice good stewardship of our classroom, school, community?
    - Suggestions: Classroom supplies, lunchroom food choices, recycle, foraging

The Confederated Tribes of Coos, Lower Umpqua and Siuslaw believe that all animals (including Humans) are important and have an important place on earth.

- Teacher Prompt: Why is every thing important?
  - Round 1: Share two important living things (remember plants, birds, animals, fish, humans).
  - Round 2: What living thing would you like to see more protected?
  - Round 3: What is something that can be done to protect living things?



Step 4: Record the common values/comments on the board.

Step 5: Reflect and Share:

- Teacher Prompt:
  - Was it easy or hard for you to express your thoughts?
  - Was it easy or hard to listen to others and think about their comments?

Step 6: Talking Circle Worksheet

- This can be done as individuals or in a group activity.
- Share thoughts and comments with the classroom or in the group.

