



# Culminating Project for Students to Demonstrate Awareness of the Cow Creek Umpqua Tribe

## LEARNING OUTCOMES

- Students will create a unique project that either enhances and deepens their peers' knowledge of the culture, heritage, history, or language of the Cow Creek Umpqua Tribe or explores a new concept about the Tribe that has not been fully explored in class.
- Students will communicate through their project the culture and context of the Tribe.
- Students will present their project to their fellow students (or will communicate with a tribal member to present to the class).
- Students will demonstrate an understanding of the five critical orientations (place, presence, perspectives, political nationhood, power).

## ESSENTIAL QUESTIONS

- Why is tribal sovereignty an issue that is important to tribes in Oregon?
- What is the history of the Cow Creek Umpqua Tribe?
- What role does history play in the current culture and customs of Oregon's nine federally recognized tribes?
- In what ways do Oregon's tribes preserve the ways of their ancestors?
- What is the perspective of many American Indians on westward expansion and manifest destiny? How does this perspective differ from the typical narrative found in history books and popular culture?

## Overview

Students will conduct a culminating project that represents some aspect of the culture, heritage, history, and/or language of the Cow Creek Umpqua Tribe and reflects the Tribe's perspective as accurately as possible. This project should be started after Module 1, Lesson 1, and the project elements and rubric should be shared at the beginning and referred to throughout the various modules and lessons so that students can take notes and organize their thoughts. Students will choose from a list of possible projects (or create their own with the teacher's approval) that will meet the objectives of this lesson.

## Background for teachers

It is important for teachers to plan the culminating project in advance. Project-based learning should stretch over multiple weeks, so it is helpful to introduce it early in the scope and sequence of the provided units. The teacher will need to provide time for research, writing, and product development during class.

This lesson plan describes one way to guide your students through a project. Other ideas can be found in a resource packet created by the New York City Department of Education, which served as the

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## **LOGISTICS**

- Where does the activity take place?  
*Classroom, home, community*
- How are the students organized?
  - ☒ Whole class    ☒ Teams: 2 – 4
  - ☒ Pairs    ☒ Individually

## **TIME REQUIRED**

4 to 6 weeks

primary source for this lesson plan. The packet can be found at [http://schools.nyc.gov/documents/teachandlearn/project\\_basedFinal.pdf](http://schools.nyc.gov/documents/teachandlearn/project_basedFinal.pdf), and a PDF copy is also included in the materials folder.

## **Considerations for teachers**

### **Assessment: How will you know if students are learning?**

- Use the sample rubrics that are provided to assess the quality of student work. (You might also consider co-constructing the rubrics with your students if time allows.)
- Consider having both interim and post-conferences with students to provide them with feedback.

## **STANDARDS**

### **Oregon social studies standards<sup>1</sup>**

Civics & Government – 4.2

Ethnic Studies – 4.11; 4.13; 4.16

Geography – 4.7; 4.8

Historical Thinking – 4.14; 4.16

### **Oregon English language arts standards**

Informational Text – 4.RI.2; 4.RI.3; 4.RI.6;  
4.RI.7; 4.RI.10

Writing – 4.W.2a-e; 4.W.4; 4.W.5; 4.W.6;  
4.W.7; 4.W.9b

Speaking & Listening – 4.SL.4; 4.SL.5

## **MATERIALS**

### **What materials are needed for students to engage in this activity?**

- Access to research sources
- Materials to create graphic/visual products
- Student notebooks and/or computers for conducting research and writing reports

<sup>1</sup> Oregon is in the process of revising its social studies standards. This document references the draft 2018 standards for grade 4.



**Practices (group roles, classroom routines). This depends on the activity. For instance, how do you rotate roles? Assign computers? Get supplies?**

- The teacher will need to lay out the overall scope, sequence, and timeline of the project. (You might also consider co-constructing the overall calendar, scope, sequence, and timeline with your students. If you do this, prepare a large calendar that can accommodate key deadlines as they relate to the rest of the modules of study. The calendar could also include any teacher-student conference dates for providing interim and final feedback on progress.)
- The teacher can use the project management tips provided below to structure activities across a multi-week time period and to ensure students have access to all necessary resources (e.g., library, internet, texts, and class time).
- The majority of the project should be conducted during class time.

### Learning targets

- I can research a question about the Tribe that is interesting to me and others.
- I can find the answers to my research questions in primary and secondary sources.
- I can write, visually represent, and orally share my research findings with my classmates.

### VOCABULARY

**Research question** – A question about a topic or issue that is of interest to the student and others and is worth studying in depth. An effective research question is one that requires more than a simple factual answer.

**Thesis statement** – The main idea that answers the research question and that is revised for accuracy as the researcher uncovers new or different information about the topic.

**Rubric** – A way to evaluate various elements in a project. Students can use a rubric to plan their project.



- I recognize that the place I live has deep connections to one or more Oregon tribes, that the Cow Creek Umpqua Tribe still lives and thrives here, that I can learn to see historical events from the Tribe's indigenous perspective, that the Tribe is a sovereign nation, and that it's my responsibility to challenge ideas that misrepresent indigenous people.

## Options/extensions

- For students who chose a project from level 3 or 4 of the REACTS set of ideas, you might challenge them to do one of the following:
- Have students research the U.S. doctrine of manifest destiny and discover tribal members' perspectives on the issue. Encourage students to find primary sources that:
  - Show that the U.S. Constitution and its founders set the precedent that tribes were to be respected as sovereign people (e.g., the Northwest Ordinance of 1787).
  - Outline the promises made in the treaties with Oregon tribes.
  - Illustrate that some U.S. leaders questioned the ethics of manifest destiny from its inception.
- Have students research what it means that the nine tribes in Oregon are sovereign nations. What does sovereign mean? How are they governed? What implications does this have for what is required of the U.S. government? For state and local governments near the Tribe? For schools that are on tribal land?
- Have students research other early maps of Oregon and compare and contrast them with the learning from this unit. For example, find a map of the Oregon Trail. What implications did that have for Oregon nations?

## **Reflection/closure**

- Review the learning outcomes.
- Ask students to share what they think they have learned from this project.

## **Appendix**

In the appendix, you will find:

- Sample rubrics for each of the three project elements (written, oral, graphic).
- Sample options for project activities (a one-page version and the REACTS six levels of rigor options).
- The New York City project-based learning resource guide.

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## Activities<sup>2</sup>

### Mini-Lesson 1: How to begin a project with a good research question

Time: 20 – 40 minutes

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#### Motivation

Share the essential questions above and ask students to think of a “burning” question they have about the Cow Creek Umpqua Tribe that might be more specific than these. Chart student responses.

#### Lesson steps

- Select one student’s “burning” question and map it back to the essential questions and/or the broad topic of Oregon’s nine federally recognized nations. Point out that a good research question:
  - Exists within a broad topic (e.g., Oregon’s nine nations, Oregon history).
  - Narrows the topic by focusing on a specific aspect of the broad topic (e.g., the Cow Creek Umpqua Tribe’s persistence and self-determination in the 20th century).
  - Asks about a specific aspect of the broad topic (e.g., How did the Cow Creek Umpqua Tribe preserve its heritage over the past 100 years?)
- Explain to students that a good research question addresses a topic that people will find deeply interesting or examines an issue, problem, or controversy. A research question is generally answered with a conclusion, otherwise known as a thesis. The thesis or conclusion is based on an analysis and interpretation of relevant information and materials. A good research question is not a question that can be answered by a single fact or a single source.

<sup>2</sup>Most of these mini-lessons and the overall structure of the culminating project have been adapted from the New York City Department of Education’s *Project-based learning: Inspiring middle school students to engage in deep and active learning*. Retrieved March 15, 2018, from [http://schools.nyc.gov/documents/teachandlearn/project\\_basedFinal.pdf](http://schools.nyc.gov/documents/teachandlearn/project_basedFinal.pdf)

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## Mini-Lesson 1 *(Continued)*

- Explain that each student will use the guiding ideas above to develop a research question that is based on their selected topic.
- Ask students to begin thinking about a topic that interests them and to practice asking a good research question about the topic. Provide students with about five minutes to brainstorm as many questions as they can about the Tribe. Have them write the questions on a piece of paper.
- Next, have students share some of their questions with the whole class, and write the questions on the board. Correct any misconceptions, as needed.
- Have students form groups of three or four, and give each student the opportunity to share all their questions with the group. After all students have shared, have each group pick its top two questions. (After students have heard from their peers, allow them to revise their questions if they so choose).
- Have students discuss and analyze each other's questions. For example, if a student wonders about why indigenous people have such unique creation narratives, he or she might ask the research question: "Why does the Cow Creek Umpqua Tribe practice telling stories out loud?"
- Explain to the students that their research question will be used to develop a research project with three elements:
  - Written report
  - Oral presentation
  - Graphic/visual artifact
- A later mini-lesson will introduce the three elements.
- Save a copy of their research questions so you can reference them in the remaining mini-lessons.

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## Activities

### Mini-Lesson 2: Selecting a project type that will go with the research question

Time: 15 – 30 minutes

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#### Motivation

##### Say:

*Remember, your project should be guided by a really good question that is about something you're interested in. This is your research question. Last time we drafted some possible research questions, and it's not too late to change yours, if you would like to do so. Today, we're going to go over some different types of projects that may help you figure out what you're most interested in studying. (Take out the sheet with the list of project options.) You've got a lot of options!*

**[NOTE:** Depending on which option set you choose, you will need to guide students to select a project with appropriate rigor. For example, the project list labeled REACTS contains a set of ideas that can be used for basic and advanced projects. Depending on your students' experience with project-based learning, this might be a good opportunity to challenge students to pick a project that will push the rigor of their thinking. If you have students who are performing at a more basic level, consider limiting their options to levels 1 or 2. At the grade 4 level, most students should be able to work at levels 2–4. If you want to keep the choices more limited, use the one-page set of options instead of the REACTS set.]

#### Steps

- Explain that students will choose a project from the list that seems interesting to them.
- If they want to propose a different project, they'll need to get teacher approval, but they'll need to get teacher approval.



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## Mini-Lesson 2 *(Continued)*

- Have students get in groups of two to four and read the list of options. Have each student pick two or three and describe why they would make good research questions.
- While students are still in their groups, ask them to talk about the options they chose to see if any of them fit well with the research question they identified. Have each student share their choices and their rationale for why each is a good fit, then have the group ask the student questions. This will give students the opportunity to think more deeply about their selection. Give student groups these questions:
  - Do you think you'll be able to capture everything your question is asking by choosing this project?
  - Do you have the resources at home or in class to create this kind of a project? If not, how might you get the resources you need?
  - Do you have enough time to research your topic and complete this project?
  - **NOTE:** Encourage students to ask any other questions if there is time, but be sure that each student has the opportunity to answer the probing questions. The purpose is to provide them with space to think about the fit and feasibility of their research question and project choice. The teacher should help students select a project that fits their interests, skill level, and available resources.

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## Activities

### Mini-Lesson 3: Developing the thesis statement of a social studies project

*Time: 30 – 40 minutes*

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#### Motivation

Introduce this lesson by reminding students that their project should be guided by a really good question that is about something they're interested in. This is their research question. Also remind them that the answer to this question is called a conclusion or thesis statement. Explain that when you are just beginning a research project, it's normal to come up with an answer that you think might be accurate. That's your temporary conclusion or temporary thesis. However, the whole purpose of a research project is to figure out what the real answer is. Explain that even though the idea of writing a thesis statement sounds difficult, it is really just a way of stating what they think the answer might be. It's very likely that their thesis statement will change as a result of their research. Early in the project, it's OK to make their best guess based on their background knowledge, or they can even save the conclusion for later.

#### Steps

- Explain that writing a thesis statement involves taking a careful look at everything they know so far about their topic. Students will need to review the resources used in the lessons of this unit, any notes they have taken, and any other background knowledge they have about the topic. This will help them make an initial statement.
- Model by sharing an example: If a student is conducting research on why the Cow Creek Umpqua Tribe practices oral storytelling and the research question is "Why does the Cow Creek Umpqua Tribe practice telling stories out loud?" then the initial thesis statement might be:

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### Mini-Lesson 3 *(Continued)*

- “The Cow Creek Umpqua Tribe practices telling stories out loud because they don’t have many written books with their stories in them.”  
(**NOTE:** This statement may or may not be correct. It’s an initial statement based on what the student thinks they know so far.)
- Explain to students that their question and this thesis statement would now guide their research so that it is focused on using the available information to demonstrate and show that this statement is true.
- Using the example, model a brainstorming activity in which you list all the possible sources a student might draw on to prove this thesis. This might include:
  - Books with written versions of the Tribe’s stories (to see if the thesis is correct that there aren’t many).
  - Interviews with tribal members who’ve been asked about storytelling.
  - Firsthand accounts. A student might conduct their own interview of a tribal member to ask why they use oral storytelling.
  - History texts that include information about the Tribe’s storytelling culture or about other tribes that have the same or similar practices.
- Explain that brainstorming the types of things you can look for will help you narrow the scope of your search.
- Now, provide students with time to work independently to review their notes and come up with a few thesis statements that could work for their project. (20 minutes)
- Once students have a few ideas, ask them to share their ideas in groups of two or three. Partners should be encouraged to be polite, listen closely, and ask clarifying questions. (10 minutes) After every student has shared their statement(s), give students about two minutes to revise their thinking, if needed.

### Mini-Lesson 3 *(Continued)*

- Next, provide students with time to work in groups to brainstorm the types of sources they could use to answer their questions and either confirm their thesis or learn new information about it. Encourage students to think of at least three to five possible sources.
- **NOTE:** If some students are having difficulty crafting a thesis statement, work with them as a small group and provide additional examples using their topics and research.
- **NOTE:** End this mini-lesson by emphasizing that research is about learning new information, not about trying to prove that your first idea was correct. It's important to be willing to change your thesis statement later if you find new information that does not support it.
- The following is a simple frame that can be used to prompt student thinking in this mini-lesson and to prepare students to evaluate the written version of their project.

#### Thesis Statement Exercise

1. Ask yourself: What is the essential question I'm trying to answer?  
How can I answer that question?
2. In 25 words or fewer, write what you think the answer to the question is based on the best information you have so far. This is the main idea of your project and what you will share with your fellow students.
3. As you work on your project, ask yourself: Are my paper, presentation, and product doing a good job of supporting my thesis? How and where?



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## Activities

### Mini-Lesson 4: Teach the project elements by previewing the rubrics

Time: 20 minutes

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#### Motivation

Provide an overview of students' work with research questions, thesis statements, and project choices. Tell them that now they will learn about another element that will help them be successful with their project. Explain that you plan to use a set of rubrics to review their projects and that looking at those rubrics ahead of time will help them understand what is expected.

#### Steps

- Explain that there will be three main elements to their project: a brief written report, an oral presentation, and a visual or graphic element. (See sample rubrics in the Appendix. The rubrics can be adapted as necessary to meet the needs of your class. If you choose, you can limit the project to two of the three elements.) Briefly explain what each of the three elements is:
  - *Brief written report* – The students will write a three- to four-page report (or whatever your class can accomplish at this point in the school year). The report should explain the main idea of the thesis statement and provide details to support it.
  - *Oral presentation* – The students will give a five- to seven-minute presentation to their classmates. The presentation will cover the information in the report and refer to the graphic or visual the student creates.
  - *Visual/graphic* – The students will create a visual or graphic representation of their report that supports the main idea and supporting details.
- Pass out the rubrics to each student. Review the content of each rubric by directly and thoroughly explaining the intent of each row in the rubric.
- Answer any questions the students have.

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## Activities

### Project management: Ensure the ongoing support and management of the project

*Time: Daily to weekly 30-45 minutes*

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#### Process

The complexity of this project requires that students be supported over multiple weeks. At the grade 4 level, this is not a project that most students can manage on their own. Be sure to schedule regular work sessions in which students can research the topic online, in the library, or with other appropriate means, and set benchmark timelines for students to turn in their work in stages. The following are strategies that are necessary to support students.

#### Strategies for project management

- **Orient** students to the goals of the project and continuously reinforce those goals as the work progresses. This should include frequent reference to the essential questions, which can help keep students focused and motivated. Communicate next steps to help students stay on task.
- **Communicate** with parents regularly, especially if students are not meeting interim deadlines.
- **Group** students appropriately. Students may work in small groups, individually, or as a whole group. Groupings may change as the project progresses. Ensure that all members of a group are fully participating. Students need to know they can come to you for intervention if they can't work out a problem on their own.
- **Organize** the project by continually defining the scope of inquiry. You are responsible for setting and enforcing deadlines, collecting artifacts from students as the project progresses, and offering the feedback that is necessary to keep students on track for successful completion of the project.

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## Project management *(Continued)*

- **Manage** the workflow. This requires the usual collection of homework or other assignments at the right time. It also requires close attention to how the project is progressing and whether students are on track to complete the project successfully.
- **Monitor and regulate** student behavior. Projects require students to move about the classroom and work independently. Students need time limits, directions for managing time, and deadlines to learn to manage independent time. You may have to adjust their use of resources and supplies until students are able to manage on their own.
- **Provide opportunities** for peer review and feedback throughout the process. Even if you do not have time to meet with individual student at every phase of the project, you can give students the opportunity to practice and share their work and provide thoughtful reactions and suggestions to each other.
- **Clarify** at all points in the work. Projects involve multitasking and decision making, with students making choices about where they should put their time and energy.
- **Evaluate** the success of the project and help students recognize what has been learned—and what remains to be learned—as a result of the project.