



## LESSON 2

# Tribal Efforts to Revitalize and Preserve Heritage

### LEARNING OUTCOMES

- Students will understand that the Cow Creek Umpqua Tribe is a modern group of tribal people who still live in their community.
- Students will understand that revitalization is a way to restore people, heal the wounds of past cultural trauma, and safeguard a way of life for the future.

### ESSENTIAL QUESTIONS

- What does it mean to revitalize a culture or aspects of a culture?
- Why is it important to the Cow Creek Umpqua Tribe?
- How does a people's knowledge of and connection to the past enable them to protect what is important for the future?

### LOGISTICS

- Where does the activity take place?  
*Classroom, with a variety of whole-class and partner work for engagement.*
- How are the students organized?
  - Whole class    Teams: 3 – 5
  - Pairs    Individually
  - ×

### TIME REQUIRED

80 – 110 minutes

### Overview

This lesson will give students an understanding of how the Cow Creek Umpqua Tribe's rich cultural heritage and traditions continue to inform present-day culture. As a sovereign nation, the Tribe creates its own structures for maintaining traditional ways of being and knowing. It is important that non-Indian people understand that members of the Cow Creek Band of Umpqua Tribe of Indians are alive and active today. They are not a relic of the past. They are friends, neighbors, and people in the community who are working to preserve and protect what is important to them.

The two activities in this lesson will engage students' own knowledge about traditions, rituals, or practices (things that are important to them and/or their families) to explore how the Tribe survived and is now thriving in spite of widespread attempts to destroy its traditions and ways of living. This lesson is a brief overview, with the purpose of teaching students about a small sample of the Tribe's current endeavors to maintain and continue to build a strong future for its people.



## Background for teachers

In previous lessons in this module, students learned about the history of the Cow Creek Umpqua Tribe up to modern times. This lesson focuses on the Tribe’s current efforts to revitalize its traditional culture and ways of living in the modern world.

In textbooks and popular culture American Indians are often represented as a “vanished” people, rather than a thriving and diverse mix of cultures and peoples who are engaged in every aspect of contemporary life. This lesson is intentionally situated in the scope and sequence of the module to lead students to an understanding of the contemporary culture of the Cow Creek Umpqua Tribe—a people who are alive and well, living in the community, and making contributions across Oregon. They are actively engaged in efforts that make their people resilient and strong and that preserve their culture and values for future generations.

As you teach this lesson, be mindful of the language you use and any misconceptions you may hold or that you think your students may have been exposed to. Be sure to speak about the Tribe using present tense verbs (e.g., what they are doing, not what they have done). Try to convey the pride and passion with which the Cow Creek Umpqua Tribe embraces both its past and its present as a sovereign nation of indigenous people.

### STANDARDS

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

Ethnic Studies – 4.13

Geography – 4.7

History – 4.10

#### Oregon English language arts standards

Informational Text – 4.RI.1; 4.RI.2

Speaking & Listening – 4.SL.1; 4.SL.2

### MATERIALS

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

- Traditions or Rituals in My Life handout: Copy one blank handout for each student to do their own thinking and summarizing.
- Revitalization Posters: Copy one set of posters on 8.5x11 (or larger) paper. Prepare for use in the gallery walk activity.
- Revitalization handout: Copy one blank handout for each student to do their own thinking and summarizing.
- Completed Revitalization handouts: Enlarge and copy five handouts for the gallery walk activity.

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



In the previous lesson on restoration, students worked through a KWL activity. This lesson builds on what students learned in that lesson and makes use of a handout with the same categories. Where appropriate, make connections to students' prior learning and to anything they highlighted in the "L" portion of the KWL chart, which represents things they have yet to learn but may learn in this lesson.

## Considerations for teachers

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

- Students will participate by sharing their knowledge in pairs and small groups. By monitoring their conversations and written responses, you will be able to assess their learning.

### 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 prepare for the gallery walk activity, which includes student grouping. You will need to have norms in place for how students work together.
- To be prepared to engage with the content and support student understanding, the teacher will need to read the background information for this lesson and review the posters that are provided. Prior to teaching the lesson, give some thought to why the Tribe is so invested in revitalization efforts.

## VOCABULARY

**Traditions** – Beliefs, customs, or ways of doing something that are passed on from generation to generation.

**Family background** – The unique mix of culture, ethnicity, and heritage for each person.

**Ritual** – A practice or ceremony that people conduct or observe in a habitual way. These are sometimes, but not always, based in ways of knowing, spiritual beliefs, or religious practices. Secular groups often conduct rituals or ceremonies to mark important occasions as well.

**DNA (deoxyribonucleic acid)** – A self-replicating material that exists in every living thing that carries the genetic information that is specific to that organism. DNA is frequently used to evaluate a person's ethnic heritage because it can identify specific people groups from which a person is descended.

**Revitalize** – To put new life or vitality into something or someone. To breathe new energy into something or someone to make it/them strong and healthy.



## Learning targets

- I understand that traditions are part of each culture and that they are passed down to keep us connected to each other, certain memories, and events/people of the past.
- I understand that I may have traditions that date back a very long time and that are meaningful to me and my family or groups to which I belong.
- I understand that if traditions are taken away from people, loss can be experienced, and it can be very important to reclaim those traditions.
- I can name some of the ways that the Cow Creek Umpqua Tribe is working to revitalize its traditions and ways of living.

## Options/extensions

- Have students select one of the topics in the poster set to research in greater depth. Allow them to conduct internet research to see if they can find photos or videos that illustrate more about the topic. Have them write a brief report that compares and contrasts the traditional practice to modern practice (e.g., plank houses and modern housing) or a brief report that explores why tribal members have interest in revitalizing a particular aspect of their heritage (e.g., why does the Tribe still teach the Salmon Ceremony).
- Have students write a report about how their family preserves its ideas, beliefs, and values from previous generations. Have them describe the traditions and ways of living they may want to pass on when they become adults.

## Reflection/closure

- Review the learning targets.
- Have students think-pair-share about questions they might have as a result of their learning and how they might explore those questions as part of their culminating project. Prompt for two or more examples from each student group, and then ask a few groups to share their ideas with the class.

## Appendix

The following files are associated with this lesson.

- 00.bM3\_L2\_Revitalization supporting slides.pptx
- 01.M3\_L2\_Handout\_Traditions-or-Rituals-in-My-Life.docx
- 02a.M3\_L2\_Handout\_Revitalization.docx
- 02b.M3\_L2\_Handout\_Revitalization (answer key).docx
- 03.M3\_L2\_Revitalization-Posters.pdf

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## Activity 1

# Activate prior knowledge and build background

Time: 35 – 50 minutes

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This activity will help students think about how their own family and group traditions and rituals are related to their family histories and cultural backgrounds.

### Say:

*Families have many different traditions that help define who they are, what they value and care about, and what they believe. These traditions range from activities they like to do together, such as hiking or biking; holidays and other celebrations, such as Christmas, Passover, or Ramadan; or even simple things like having dinner together, having a game night every Friday night, or looking through old family photo albums on the birthdays of loved ones who've passed away.*

*Traditions and rituals can also be part of other groups that we belong to, besides our families, such as social clubs, church groups, sports teams, and others. For example, martial arts clubs have a tradition of bestowing a new color of belt as students get better and more advanced in their skills. Traditions and rituals serve a purpose of keeping us connected to each other and to certain memories.*

*I want you to think about the traditions or rituals you have in your life. On this paper (pass out Traditions, Rituals, and Practices in My Life, figure 1) brainstorm a few that you feel comfortable sharing with your table group. The directions are:*

*List any of the traditions, rituals, or practices of your family or another group you are a part of. Name the group that practices the tradition or ritual and briefly describe what it is you do and what it means to you. What does it make you think about? How does it make you feel to participate in it?*

**Activity 1** *(Continued)*

**Figure 1. Traditions handout**

***Traditions, Rituals, or Practices in My Life***

**Directions:** List any of the traditions, rituals, or practices of your family or other group (e.g., scouts, church, martial arts club, sports or extracurricular teams) Name the group (or family members) that practices the tradition or ritual. Briefly describe what it is you do. Briefly explain what it means to you by saying how it makes you think or feel.

Group	Tradition, Ritual, or Practice	What it means to me?
<i>Example: My Jewish Family</i>	<i>Every Hanukkah we light eight candles to celebrate the miracle of the lights</i>	<i>Hanukkah makes me think that my ancestors were brave and stood up to unfair treatment. It gives me special memories of my family every year. It makes me believe in the possibility of miracles.</i>



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## Activity 1 *(Continued)*

*Please take five minutes to complete this graphic organizer, then I will have you share with your table groups.*

Wait five minutes. Monitor students to see how they are doing. Provide scaffolding as needed. If you do not already have a grouping strategy, be sure to assign students in groups (for example by assigning them as A's, Bs, Cs, and Ds) before heading into the group discussion.

### **Say:**

*Great work everyone! Now, talk to your table group. Within your group, go in alphabetical order (A's first, Bs second, and so on) and share what you wrote on your graphic organizer.*

Allow students time to share. Monitor the groups to make sure no single student is taking up all the time. (Option: Give each student one minute to share. Time it and structure the transitions.)

When all the students are done sharing, have three or four students share out loud with the entire class.

Summarize what you have heard students share, either out loud or in their groups.

### **Say:**

*We've heard our classmates share a lot about their backgrounds. Some of these traditions are recent and some date back hundreds or thousands of years. Let's see if we can figure out which traditions might go back the farthest in time. Look at your list and think about how long your family or group has had that tradition or ritual. Do you know? (Give students some time to think.) OK, let's make a list of some of the oldest ones in your memory.*

On the board or overhead projector, list the examples students give. If students don't know how far back their traditions date, use the following examples:



## Activity 1 *(Continued)*

Tradition	Dates back to (about)
Rites of passage ceremonies (for example, graduation, catechism, first elk hunt)	Varies across cultures
Ramadan	610 A.D.
Easter	33 A.D.
Hanukkah	167 B.C.–160 B.C.
Asian ancestor veneration	1122 B.C.–256 B.C.
Tribal huckleberry gathering	Since time immemorial

### Say:

*Wow! Some of your traditions and rituals date back a really long time. Some of them are thousands of years old. Pick your favorite tradition in your list and put a happy face by it. (Give students time to mark their favorites.) Now, I want you to imagine that the government passed a law that made it illegal for you to practice that tradition any more. What consequences would that have for your family?*

Give students time to think, then have them pair up and share their thoughts. After students have paired, lead a whole-group discussion about the main themes that emerged during their conversations. Themes may include trauma, worry, disrespect, fear, and more. Document these main themes on the board as a visual representation of the conversation.

### Say:

*There is something about our traditions that is a deep part of who we are. They connect us to the past and to people who have lived before us, such as our parents, grandparents, and great-grandparents or to people we respect, such as coaches,*

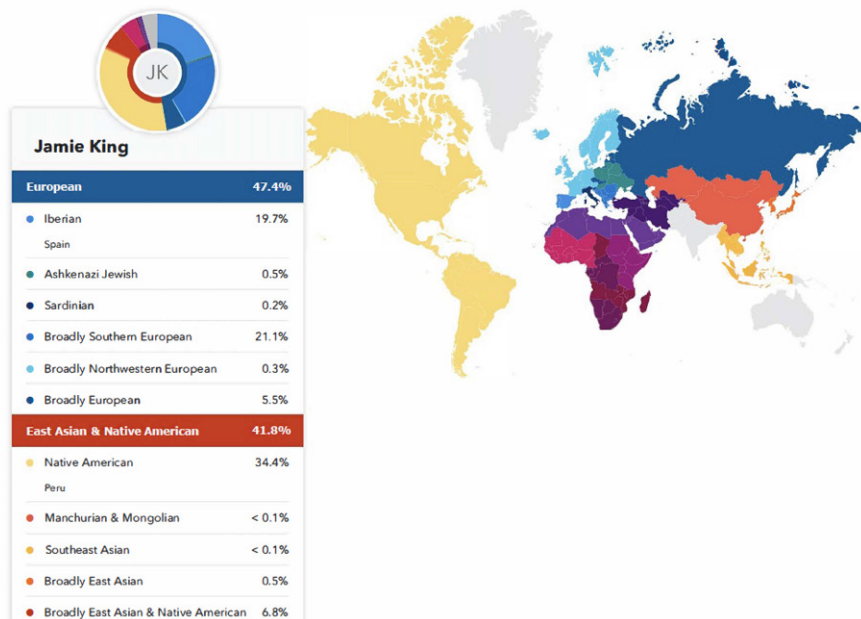


## Activity 1 (Continued)

mentors, or the grandmasters in our martial arts clubs. They also connect us to our beliefs about spiritual matters or things we value about life or our environment. And they also connect us to the future—our dreams and our hopes.

Traditions and connections are so important to our past that many people who have lost that connection work really hard to regain it. For example, how many of you know about online DNA testing, such as 23 and Me or Ancestry.com? (Show sample slide of DNA Analysis Map, figure 2). Why do you think people do that? (Have a few students offer suggestions.) Yes, people do that, and they also research historical records to learn about their family in the past. Among other things, it brings them a sense of belonging and a way to connect to their ancestors and where they're from. Being connected to your past can give you purpose and meaning for your future.

**Figure 2. Sample DNA analysis map**



<sup>2</sup> It is important that you limit the conversation about DNA to how people use it to pursue their curiosity about their past. The topic of DNA testing is controversial among American Indians for many reasons. For example, if a DNA test suggests someone might have some American Indian ancestry, it does not give them the right to say they are a member of a tribe; only tribes have the right to enroll their members.

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## Activity 2

# Explore the Tribe's modern-day revitalization

*Time: 45 – 60 minutes*

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Before beginning this lesson, place the provided posters on the walls, desks, or tables around the classroom so that students can read them in small groups. Cluster two or three posters in each station so there are no more than five poster stations (each station will serve as a rotation point later, and you will want one poster station for each student group). Also, place one enlarged copy of the handout (Cow Creek Umpqua Tribe Modern Day Revitalization) next to each poster station for students to write on as they rotate through the gallery walk activity.

### **Say:**

*In our last lesson, we learned about how the Tribe spent more than 100 years fighting for its rights, including federal recognition and the reclamation of its ancestral territory, and how it finally managed to succeed despite the many barriers it faced. Throughout this struggle, the Tribe found strength in its traditions, rituals, and customs.*

*These traditions, rituals, and customs included knowledge of the land and ecosystem, ways to build homes in an environmentally responsible way, traditions for caring for each other and the whole community, and much more. They used practical methods to teach younger generations about customs, including hands-on practice creating things such as fish weirs (traps), baskets, clothing, and bows and arrows. They passed on knowledge about life and the Tribe's history through oral story telling. And they taught traditional ways of medicine. Before contact with non-Indian settlers, the Tribe's society revolved around these traditions, rituals, and customs that existed for thousands of years.*

*The government forced them from their land and tried to force them to give up their culture and heritage. But the Tribe has never given up their connection to their heritage. Today, the Cow Creek Tribe is an active part of the community and is working constantly to preserve and give new life to their culture, traditions, rituals,*

## Activity 2 (Continued)

*and customs for the sake of future generations. This is called revitalization. Revitalize comes from the root “vital,” which means life, and the prefix “re-,” which means again. To revitalize means to give something life again or to bring it back and make it strong and healthy. Let’s learn about some of the things the Tribe is doing to revitalize and honor the way of life that was passed down from its ancestors.*

### 1. SET A PURPOSE

#### Say:

*I have put up posters in stations around the room that describe either a traditional practice that the Tribe is teaching to the younger generations or a new practice that revitalizes the Tribe’s beliefs and values and that contributes to its persistence, survival, and success in modern times. We’re going to use the same basic graphic organizer from the last lesson to analyze the posters and learn about how these efforts connect to the Cow Creek Umpqua people, their land, the places where they live, their interaction with various foods and resources, social structures, and any other ideas you see that are revitalizing their Tribe and helping to make its people strong and successful today.*

Show a copy on the projector of the handout (Cow Creek Umpqua Tribe Modern Day Revitalization, figure 3) that goes with the gallery walk activity and explain the directions. Clarify the purpose for reading the posters by projecting the provided PowerPoint slide and asking them to focus their thinking on the following questions based on the rows in the handout:

1. How is the Cow Creek Umpqua Tribe revitalizing its **people**?
2. How is the Tribe revitalizing the **land**?
3. How is the Tribe revitalizing the **ways** in which people live or the **places** where people live?



**Activity 2** *(Continued)*

4. How is the Tribe revitalizing knowledge of **food and resources**?
5. How is the Tribe revitalizing or strengthening the **social structures** within the Tribe or the way tribal members interact with the surrounding community?
6. What **other ideas** stand out to you about what the Tribe is doing to revitalize its traditions, rituals, and ways of life?

Consider having students look for key phrases, such as the use of the word “to-day,” that highlight how the poster is emphasizing the modern benefits of the Tribe’s efforts.

**Figure 3. Revitalization handout**

***Cow Creek Umpqua Tribe Modern Day Revitalization***

**Directions:** In the last lesson, you learned about the current history of events that led up to the modern era for the Cow Creek Umpqua Tribe. Today, we are learning about what the tribe is doing to revitalize its people and way of life. Do a gallery walk and review the posters that are provided. Take notes that answer the following question for each category. What is the Tribe doing to connect the modern \_\_\_\_\_ (people, land, living place) to its historical way of life?

Key ideas	Modern Day Revitalization
People	
Land	
Living places	

*(Continued on next page)*



## Activity 2 *(Continued)*

Key ideas	Modern Day Revitalization
Food and resources	
Social structures	
Other ideas	

### 2. GROUP

Group students into five teams with two to four students in each group, depending on the size of the class. Each group should start at a different poster station.

### 3. BEGIN

At their first poster station, groups will read what is posted and discuss what they learn within the framework of the guiding questions about revitalization. Note that each poster station will only give part of the answer to the handout (Cow Creek Umpqua Tribe Modern Day Revitalization). One student should act as a recorder and write the group's ideas on the enlarged copy of the handout. Depending on the ability of your students and the time you have available, you may want to have them record their own thoughts on their personal handout. Otherwise, have them simply use their own handout as a reference, not a worksheet.



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## Activity 2 (Continued)

### 4. ROTATE

After five to 10 minutes at each poster station, have the groups rotate to the next poster. Students read the poster, discuss what they learn, read the previous groups' comments, and add their own thoughts. Repeat until students have rotated through all the poster stations.

### 5. MONITOR

As students work at each poster, monitor their discussions and the information they are gleaning. Clarify misunderstandings or ask probing questions as necessary to guide students through their learning.

### 6. REFLECT

Once students have completed all posters, have them summarize the key ideas they've learned in their small groups. Then, have them return to their seats and share what they have learned. Place a blank copy of the handout (Cow Creek Umpqua Tribe Modern Day Revitalization) on the projector and complete it together based on what the students share. Add anything important that you think they missed. Consider printing a copy of what you and your class generate and post it on the bulletin board later. A sample of possible responses for the handout is provided.

### 7. WRAP UP AND SUMMARIZE

**Say:**

*Great work synthesizing what you have learned about how the Cow Creek Umpqua Tribe is breathing new life into its culture by revitalizing traditional practices and applying them to modern life. From what we read, we can tell that the Cow Creek Umpqua Tribe is very active today protecting and preserving its people, history, culture, and way of life.*