



Lesson Plan for Exploring Equity: Oregon Tribal Curriculum

<https://youtu.be/XMmRNKYTJUk>

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Willamette
EDUCATION SERVICE DISTRICT

Exploring Equity: Oregon Tribal Curriculum

Overview

This Equity Learning Module, spotlighting an Oregon Equity Initiative developed by the Department of Education, is designed to:

- Inspire and motivate aspiring teachers (high school students, classified employees, college students, and other career changers)
- Help aspiring teachers imagine how they can help change the world as teachers.
- Introduce aspiring teachers to resources they'll be able to use as teachers to address equity and social justice.

Instructor Notes

- Timeframe for lesson: 1 hour to 3 class periods
- Link to Video: <https://youtu.be/XMmRNKYTJUK>
- Delivery model: Individual, small group, or whole class
- Relevance for: Social Justice, Communications, and Current Events
- Age appropriateness: Middle School through College
- Resources needed: None
- Culturally Relevant Education (Ladsden-Billings, G. 2009): The facilitation of a sociopolitical/critical consciousness that facilitates students' understandings and critique of inequities within educational and social institutions.
- Career connections: Teachers need to be aware of the incomplete and often incorrect history of Oregon that has excluded the stories, perspectives, and contributions of Oregon's Indian tribes.

Introducing the Module to Students

1. What is your understanding of colonization? Decolonization? In what ways have both been carried out in society?
2. Many people now include land acknowledgements as introduction to presentations. What is your understanding of this? How is this important?
3. In your opinion, what are some other ways to support indigenous communities?

This lesson features a videotaped discussion between a professor and college students exploring the importance of understanding place, political nationhood, perspectives, power, and partnerships, a framework used to develop Oregon's Tribal Curriculum.

LEARN

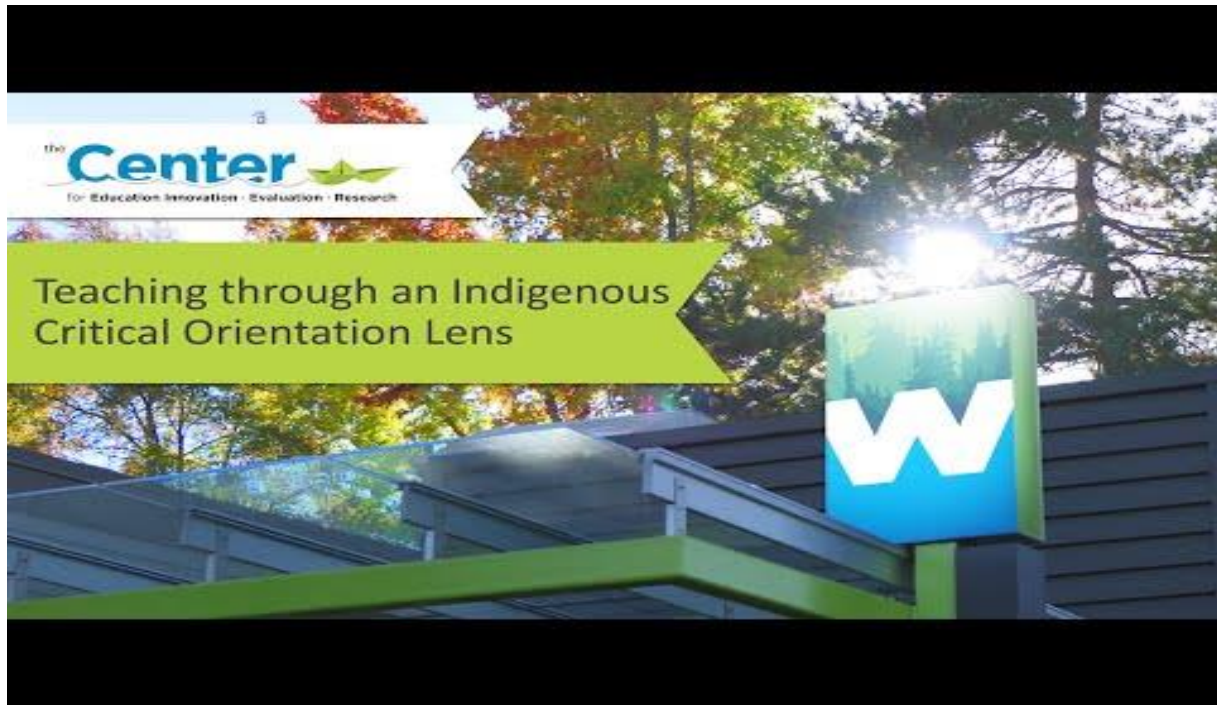
Background -- In 2017, the Oregon Legislature enacted Senate Bill (SB) 13, now known as Tribal History/Shared History. This law directs the Oregon Department of Education (ODE) to create K-12 Native American Curriculum for inclusion in Oregon public schools and provide professional development to educators. The law also directs the ODE to provide funds to each of the nine federally recognized tribes in Oregon to create individual place-based curriculum.

For years the state has been missing a critical opportunity to fully leverage the strengths, assets, and contributions our Native American students bring to their communities. The lack of accurate and complete curricula may contribute to the persistent achievement and opportunity gaps between Native American and other students.

In 2014, the ODE's State Board adopted the Native American/Alaska Native Education State Plan. Objective 7 of the plan states, "Every school district in Oregon implements (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate Native American/Alaska Native curriculum....".

Native Americans lived in this state long before it became Oregon. How can we teach youth about Oregon history without including the voice of Oregon's Native American peoples – both past and present? This general lack of knowledge about Native American people extends to curricula - thus SB 13: Tribal History / Shared History. Currently, ODE includes required teaching about Native Americans in ODE's Social Studies State Standards. Tribal History / Shared History will create opportunities to expand those requirements across multiple content areas.

[Teaching through an Indigenous Critical Orientation Lens](#)



ENGAGE

This link features college students discussing how they would use this resource as a teacher:
[Teaching through an Indigenous Critical Orientation Lens Q&A](#)

⇒ What did you learn from listening to the college students?



⇒ How would you use this resource in your classroom?

Questions to ponder:

- ⇒ How do you think bringing in indigenous curriculum might enrich students' experiences?
- ⇒ What are some ways you would like to see this curriculum in the classroom?
- ⇒ What are some ways that you can make a land acknowledgement statement a sustainable aspect of your classroom?

REFLECT

- ⇒ Using the appropriate map for your family (local, national, global) label indigenous territories of surrounding the place you grew up, once lived, or now live. On what territory were you born? On what territory was your grandmother born? Other family members? Etc.?
- ⇒ How has this immersion in indigenous studies made you think about place and perspective of the land we now occupy?

WANT TO LEARN MORE?

Terminology: [List of Terms](#)

[ODE Tribal Curriculum Website](#): Visit the state's website and review one of the lesson plans provided. Determine how you could use this as a teacher. Download the Educator Toolkit from the ODE website and find one of the young adult fiction books to read and learn more.

Literature: Leslie Marmon Silko's "[Language and Literature from a Pueblo Indian's Perspective](#)"

Historical [Timeline](#)

Video: [Broken Treaties, an Oregon Experience](#)

TED Talk: Nikki Sanchez's [Decolonization is for Everyone](#)