

<p align="center"><b>Concepts Processes Enduring Understandings</b></p>	<p align="center"><b><i>Confluence Project</i> Confluence in the Classroom (CIC) Native Educators</b></p>	<p align="center"><b>Oregon State <i>Indians in Oregon Today</i></b></p>	<p align="center"><b><i>Since Time Immemorial: Tribal Sovereignty in Washington State (STI)</i> Big Five Understandings entered below; Cur. noted as meeting WA Social Studies standards in full.</b></p>
<p><u>Concept:</u> <b>Historical Events Past and Present</b> <u>Process:</u> <b>Cause and Effect:</b> Analyze characteristics, causes, and consequences of an event, issue, problem or phenomenon. <u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>• <i>People and events from the past influence the present.</i></li> <li>• <i>Loss of indigenous lands results in struggles to sustain culture and environmental needs.</i></li> <li>• <i>Struggles result when humans have different points of view, beliefs, values and lifestyles and do not consider and listen to others.</i></li> <li>• <i>Relocation of indigenous people from lands results in separation of extended family members, dissolution of language and customs.</i></li> </ul>	<p>CIC: Brings contemporary community meaning to past and present indigenous River history.</p> <p><u>Flooding of Celilo Village (3.10.1957)/ Loss of fishing grounds:</u> Ed Edmo</p> <p><u>Impact of Anglo-Settlement:</u> Foster Kalama</p>	<p>Ways <b>people and events from the past influence the present</b> SS 1.2; 2.1</p> <p>Analyze <b>historical accounts</b> related to Oregon to understand <b>cause-and-effect</b> SS 4.21; 6.8; HS 2</p>	<p><b>Tribal sovereignty predates treaty times</b> (ES); treaties are “the supreme law of the land, and consequently treaty rights supersede most state laws.” (MS)</p> <p>WA Social Studies 4: History: 4.1 historical chronology; 4.2 <b>Causal factors</b> that have shaped major events; 4.3 <b>Multiple perspectives and interpretations of historical events;</b> use <b>history to understand the present and plan for the future.</b></p>
<p><u>Concept:</u> <b>Man’s Dependence on Nature/Natural Resources</b> <u>Process:</u> Interdependence; Scientific Process of Cause and Effect in the Environment <u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> <li>• <i>The actions of people and groups can have a direct positive or negative effect on the physical environment.</i></li> <li>• <i>Subsistence living fulfills economic, spiritual and community ways of life.</i></li> </ul>	<p><u>Sense of Place through the Arts:</u> Jefferson Greene</p> <p><u>Circle of Life/Natural Law/First Foods:</u> Jefferson Greene; Thomas Morning Owl</p> <p><u>Traditional Plants/Usage:</u> Jefferson Greene/Brigette McConville; Clifton and Christine Bruno; Greg Archuleta</p> <p><u>Environmental Change/Healthy River System:</u> Clifton and Christine Bruno; Greg Archuleta</p> <p><u>Vocabulary:</u> traditional botany for medicine; food; clothing; construction</p>	<p>Ways <b>groups interact with the physical environment</b> SS 4.1</p> <p><b>Relationship between human and nature</b> SS 2.9</p> <p><i>“Every part of this soil is sacred in the estimation of my people. Every hillside, every valley, every plain and grove. . . .”</i> Chief Dan George, p. 40 OIT</p>	<p>There are <b>frequent and continued threats to Tribal sovereignty.</b> (MS)</p>

<p><b>Concept: Cultural Importance of Traditions; Equity</b>  <b>Process:</b> Passing on Traditions  <b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• <i>Land preservation assures cultural identity.</i></li> <li>• <i>Restrictions to land and water results in lack of natural resources crucial to cultural health.</i></li> <li>• <i>Sustaining the Native American languages sustains cultural identity.</i></li> <li>• <i>Relocation of Native Americans to reservations removed them from their land, base resources and traditional ways of living.</i></li> </ul>	<p><b>Sustained Native Language:</b> Jefferson Greene (Ichishkin); Fred Hill Sr. (Nixayaawii);  <b>Sustained Cultural Practice and First People:</b> Jefferson Greene  <b>Traditional Roles:</b> Clifton and Christine Bruno  <b>Drumming/Dance:</b> Jefferson Greene  <b>Gathering Techniques:</b> Brigitte McConville  <b>Lifeways:</b> Foster Kalama  <b>The Oral Tradition:</b> Foster Kalama; Jefferson Greene  <b>Traditions, Culture, History:</b> Greg Archuleta  <b>Vocabulary:</b> tribal social activity; ceremony; artistic expression: spiritual/aesthetic/function; technical invention to meet needs; sharing; extended family; subsistence; preservation</p>	<p><b>Traditions and cultural importance/value</b>  SS 2.3  Pluralistic realities of society: <b>equity and change</b> SS HS35</p> <p>“Concentrate on the processes of Indian life, rather than the products. When children are given only the end products of things without having experienced the processes they don’t learn about the skills and knowledge that make up the content for those products. Social relationships and value systems are more appropriate reflections of culture than physical artifacts. . . .a misguided emphasis upon visible material. It is neither fair nor intellectually honest to fragment anyone’s heritage or culture into unrecognizable bits and pieces. We must seek to be holistic in our teaching.” p. 7 OIT</p>	<p><b>Tribal sovereignty has cultural, political and economic bases.</b> (MS)</p> <p><b>Tribal sovereignty protects Tribal ways of life and the development of their nations.</b> (HS)</p> <p>Geography 3.1 Understands the <b>cultural characteristics of a place.</b></p>
<p><b>Concept: Physical and Human Characteristics of Communities; Cultural Exchange, Convergence and Divergence</b>  <b>Process:</b> Analyze economic social, human migration, settlement.  <b>Enduring Understanding:</b> <i>Native American people evolve and change while sustaining tradition and culture.</i></p>	<p><b>Sustained Native Language:</b> Jefferson Greene  <b>Cultural Ways of Learning:</b> Greg Archuleta  <b>Community Living:</b> Clifton and Christine Bruno  <b>Vocabulary:</b> preservation; language, custom, way of life</p>	<p><b>Physical and human characteristics of the community</b> SS 2.9; 3.9  <b>Cultural diffusion</b> SS HS1; Geography HS 7</p>	<p><b>Tribal sovereignty is ever-evolving and therefore levels of sovereignty and status vary from Tribe to Tribe.</b> (MS)</p> <p>Geography 3.1 Understands the <b>physical characteristics of a location/place.</b></p>
<p><b>Concept: Student Roles and Impact in Communities</b>  <b>Process:</b> Taking a role in civic responsibility.  <b>Enduring Understanding:</b> Community depends on civic responsibility and reciprocity.</p>	<p><b>CIC:</b> Requires students to evolve understandings in personal identities, values and in generating acts of reciprocity beyond the classroom.  <b>Family Tree with Elders:</b> Foster Kalama</p>	<p><b>Ways students can have an impact</b> in their local community. SS 2.16</p>	<p>Social Studies 1: Civics  Understands <b>civic involvement.</b></p>
<p><b>Concept: Time and History (Oral Stories and Written)</b>  <b>Process:</b> Narrative forms  <b>Enduring Understanding:</b> <i>Oral stories sustain and impart traditional ways related to the land, place, and living practices.</i></p>	<p><b>Creation Story—</b>Jefferson Greene  <b>Ancient Stories (ikanum):</b> Greg Archuleta; Lloyd Commander</p>	<p><b>Comparison between past and present</b> SS 2.20  <b>Timelines that show relationships</b> among people, events and movements SS 4.6  <b>How different cultures in the Western Hemisphere record history</b> SS 6.4</p>	<p>Language Arts: ELA Literacy 6.1: Review the key ideas expressed and <b>demonstrate understanding of multiple perspectives through reflection and paraphrasing.</b></p>

<p><b>Concept: Ecological and Physical Resources; Environmentalism and Sustainability</b>  <b>Process:</b> Examine the physical characteristics of places and their impact on societies and interdependence.  <b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• <i>Survival depends on interdependence and protection of the environment.</i></li> <li>• <i>Features of the land can determine access to food, transportation, clothing and shelter.</i></li> <li>• <i>Ability to move determines access to natural resources.</i></li> <li>• <i>A wide variety of geographic features determine food resources, seasonal movement; dwelling places; and social organization.</i></li> <li>• <i>Introduction of foreign animals and plants resulted in polluted water and uprooted some subsistence resources.</i></li> <li>• <i>Native American people use the land as community.</i> (p. 92 OIT)</li> <li>• <i>Events have causes, sometimes simple, sometimes multifaceted.</i></li> <li>• <i>Cause and effect relationships can be suggested/predicted for complex natural and human designed systems.</i></li> </ul>	<p><b>Place-based Ecology</b>  <u>Dwelling Resources:</u> Greg Archuleta; Clifton and Christine Bruno  <u>Food Resources:</u> Clifton and Christine Bruno/Jefferson Greene  <u>Plant Identification:</u> Brigitte McConville  <u>Seasonal Movement:</u> Clifton and Christine Bruno/Jefferson Greene  <u>Plant Resources:</u> Clifton and Christine Bruno/Jefferson Greene  <u>Cycles of Day and Earth:</u> Jefferson Greene  <u>Natural and Physical Sciences</u> (Navigation; Waterways; Physics: Clifton and Christine Bruno  <u>Vocabulary:</u> natural resources; economic activity; relationship between land type and plant types; topography; seasonal cycles; selective harvesting; seasonal patterns</p>	<p><b>Scarcity</b> of regional resources SS 3.17  <b>Influence of Oregon physical systems on humans, including Native Americans</b> SS 4.9  <b>Competition for scarce resources,</b> different political views, boundary disputes and cultural differences SS 4.11  Analyze ideas critical to the understanding of history and <b>environmentalism</b> and <b>sustainability.</b> SS HS6  <i>"In order to survive (we) must take care of the land, and the land will take care of (us)." p. 29 OIT</i></p>	<p>Geography 3.2 Understands <b>human interaction with the environment.</b>  Science Patterns 1: <b>Scientific patterns</b> can be used to: <b>as evidence to support an explanation</b> (Interm.) identify <b>cause and effect relationships</b> (MS)  Science Cause and Effect 2: <b>Cause and effect relationships are used to explain change.</b> (Interm.)  Science Energy and Conservation 5: <b>Energy may take different forms</b> (e.g. energy of motion; thermal energy). (MS)  Science Structure and Function 6: Investigating or design of <b>structures</b> requires a <b>detailed examination of the properties of different materials</b>, the different components and connections of components <b>to reveal its function and/or solve a problem.</b>  Science Stability and Change 7: <b>Small changes</b> in one part of a system <b>might cause large changes in another part.</b> (MS)  Science Stability and Change 7: Much of <b>science deals with</b> constructing explanations of <b>how things change and how they remain stable.</b> (HS)</p>
<p><b>Concept: Perspectives</b>  <b>Process:</b> Describe various perspectives on an event or issue and the reasoning behind them.  <b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• <i>Storytelling/cultural narratives pass down earth, survival and life understandings from generation to generation.</i></li> </ul>	<p>CIC: Provides hands-on programming that is <b>reinforced in classroom curricula</b> and becomes a critical part of study and community contribution.</p>	<p><b>Different ways of looking at an event, issue,</b> or problem SS 3.19; 3.20  <b>Different perspectives</b> based on historical context of key people cultures, products, events, ideas and Native American cultures SS 6.1</p>	<p>Level 2 Teaching Time  <b>Deliberate inclusion of local Tribal perspectives.</b> Move inquiry forward with questions like:  " How were local Tribes impacted?"  " What was happening in the Northwest at that time?"</p>
<p><b>Concept: Native American Recognition</b>  <b>Process:</b> Analysis  <b>Enduring Understanding:</b> <i>Native Americans have a special relationship with the U.S. government based on treaties.</i>  <b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the best way to see that treaty rights and tribal sovereignty is maintained?</li> <li>• How can a State best recognize and celebrate the diverse Indian tribes in that State?</li> </ul>	<p>All Native Educators: Hold cultural identity with at least one tribe and sometimes several tribes.  <u>Ancestors Reserving Rights of Freedom:</u> Lloyd Commander  <u>Sovereignty:</u> Thomas Morning Owl; Clifton/Christine Bruno (right to gather as a people)  <u>Trade:</u> Clifton/Christine Bruno  <u>Vocabulary:</u> cultural identity; community; confederated tribes</p>	<p><b>Recognition</b> of the nine recognized Oregon <b>tribes</b> and their boundaries SS 4.4  Identify and compare <b>Native American groups and settlements</b> SS 5.1</p>	<p><b>500 independent Tribal nations exist within the United States today, and interact with the United States on a government-to-government basis.</b> (ES)</p>

<p><b>Concept: First-Person Narratives</b>  <b>Process:</b> Acquire, organize, analyze and evaluate information from primary sources.</p> <p><b>Enduring Understanding:</b> “Immersive and interactive teaching styles by Native Educators compel students to participate actively and see storytelling, art making, drumming, music and dance as a lifeways integral to students’ own cultural identity.”</p>	<p>Provides hands-on programming that is not replicated elsewhere in classroom curricula and becomes a critical part of study and community contribution.</p> <p><b>Culture Sharing through Art Making:</b> Toma Villa</p> <p>Working with more than one native educator for an extended period of time breaks down stereotypes and provides students with a deeper understanding of Native artists’ experience and life story.</p> <p><b>Resource:</b> Confluence Story Gathering—First-person Interviews</p>	<p><b>Use primary sources</b> to describe a narrative about Oregon events SS 4.7</p>	
<p><b>Concepts: Effect of Governments; People and Laws; Sovereignty</b>  <b>Processes:</b> Engage in informed and respectful deliberation: local, state, tribal. Evaluate the contributions of early governments. Identify defining documents.  <b>Enduring Understandings:</b> <i>Freedom of Assembly can affect the ability of people to sustain sovereignty.</i></p> <ul style="list-style-type: none"> <li>• <i>Native American trails and waterways pre-date roads and current water routes.</i></li> <li>• <i>Sovereignty includes the right to fish, hunt and gather food at accustomed places by treaty.</i></li> <li>• <i>Self-government and self-determination provides opportunity for economic development, health services and employment.</i></li> <li>• <i>Tribal restoration assures tribal identity with a governing body and tribal members.</i></li> </ul>	<p><b>Equity</b></p> <p><b>Tribal sovereignty:</b> Thomas Morning Owl</p> <p><b>Governmental decisions:</b> Ed Edmo (effect on fishing)</p> <p><b>Vocabulary:</b> Gathering rights; land and fishing rights; ratified treaties; rights of citizenship; self-government; self-determination; displacement</p>	<p>Describe and evaluate <b>how historical Oregon governments affected groups including tribes</b> SS 4.1; 5.13</p> <p><b>Compare tribal forms of government</b> with others 5.14</p> <p>Evaluate continuity and <b>change over the course of history:</b> westward expansion SS 8.2</p> <p><b>How governments interacted with Native American peoples</b> SS 8.16</p> <p>Personal liberties and <b>property rights; changing definition of citizenship</b> SS 8.19</p> <p>Tribal sovereignty SS HS7; SS HS28</p> <p><i>“A treaty must be kept as long as the mountains, streams and rivers flow.”</i> p. 28 IOT</p>	<p>Social Studies 1: Civics  Purposes, organization and <b>function of governments, laws, and political system.</b></p>
<p><b>Concepts Cultural Diversity</b>  <b>Process:</b> Evaluate pluralistic equity and change.</p>	<p><b>Multicultural Diversity</b></p> <p><b>Diversity and Racism:</b> Foster Kalama</p>	<p>Analyze ideas critical to the understanding of history and <b>racism; cultural diversity</b> SS HS6</p>	