

Senate Bill 13: Tribal History/Shared History

Oregon's American Indian Education

Created for RSD staff by Shane Pluchos



Introduction Activity- Talking Chips

- In about one minute, write 2 one-sentence responses to the prompt below, each on a separate post-it note(chip.)
- Get into a group of about 4 people, and decide who will be the collector.
- In no particular order, start sharing what you have written. After each person shares, hand your note to the collector.
- Continue sharing until all the chips are collected. Then use the remaining time to talk in your group about what was discussed.
- Be sure to return the chips to their owner at the end!

• Question prompt:

What do you remember being taught during your K~12 education about Tribal or Native American History?

Brief History of SB 13

- 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.
- 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...”.
- The curriculum has been made available to school districts and provides online professional development to teachers and administrators relating to the curriculum.
- Currently there is a 5-module recommended online training from ODE. Select RSD teachers have piloted this entire training. We encourage all Gr. 4, 8 & 10 teachers to complete Lesson 1- Senate Bill 13 Introduction and Lesson 2- Critical Orientations for Indigenous Studies Curriculum which covers the six P’s.

The 9 Essential Understandings of Native Americans in Oregon

- The nine federally recognized tribes of Oregon have gathered together in an effort to create nine essential understandings of Native Americans in Oregon. These are the overarching ideas from which the curriculum is taught.
- Each one serves as an important idea that relates to the culture and history of the nine federally recognized tribes in Oregon.



The 9 Federally Recognized Tribes of Oregon

[Burns Paiute of Harney County](#)

[Confederated Tribes of Coos, Lower
Umpqua and Siuslaw Indians](#)

[Confederated Tribes of Grand Ronde](#)

[Confederated Tribes of Siletz](#)

[Confederated Tribes of Umatilla Reservation](#)

[Confederated Tribes of Warm Springs](#)

[Cow Creek Band of Umpqua Indians](#)

[Coquille Indian Tribe](#)

[Klamath Tribes](#)

The ODE collaborated with educators from each of these 9 tribes in the creation of this curriculum.



Critical Orientations for Indigenous Studies Curriculum (The 6 P's)

- PLACE

You are always on Indigenous homelands

- PARTNERSHIPS

Cultivate and sustain partnerships with Indigenous peoples, organizations, and nations

- PERSPECTIVES

Indigenous perspectives challenge Eurocentrism and provide analyses to enrich curriculum more broadly

- POLITICAL NATIONHOOD

“Indigenous Peoples are nations, not minorities” (Wilkins & Stark, 2010)

- POWER

Challenge power dynamics within curricula and create space to highlight examples of Indigenous creativity and collective power

- PRESENCE

Indigenous peoples are still here

Wilkins, D., & Stark, H. K. (2010). American Indian politics and the American political system (3rd ed.). Lanham, MD: Rowman & Littlefield.

Building Level Curricular Expectations

- ODE has lessons available to districts in grades 4th, 8th, and 10th (in the 5 core content areas). Districts must choose *at least one* lesson per grade ***in each content area*** to implement each year starting in 2021-22 teaching a minimum of 5 lessons per grade level.
- CONTENT/SUBJECTS that will teach lessons:
 1. English Language Arts
 2. Math
 3. PE/Health
 4. Science
 5. Social Studies (Additional SS curriculum is coming on the topics of Genocides & Ethnic Studies)

*Some flexibility exists for departments who feel the content fits better in the scope and sequence at a different grade level



Accessing the Tribal History/Shared History ODE lessons

- Grade-level curriculum is currently in place for grades 4, 8 and 10 and can be found at <https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/default.aspx>
- The ODE plan is to create lessons for additional grade levels and to add them as they are developed. Currently 5th grade lessons are being introduced, but not required this year.

Listening Quick-Write Activity

- Respond to the prompt at right in writing on a piece of paper. You will have 3 minutes to write.
- Match up with a partner and decide who is person A and person B
- Person A will go first and share for one minute while person B listens, then person B will ask a question or give a response.
- Then repeat with person B talking for one minute and person A listening and responding.

- Write about a time you taught (or were taught) about the history, contribution, or perspective of a traditionally marginalized person or group. Also please talk about what type of insights or learning this lesson produced for students.

ETHNIC STUDIES

K-12 Social Studies

HB 2023 requires the 2025 Social Science Instructional Materials Adoption to align with the new ethnic studies standards.

House Bill 2845

- Currently, Oregon Social Sciences Standards include a multicultural section that is missing what the emphasis on ethnic studies can add.
- Ethnic Studies Standards will go much deeper and create teaching and learning opportunities for students to examine identity, race, ethnicity, community, religion, nationality and culture in the United States.
- These standards will equip students with a more robust historical narrative that centers on the histories, contributions, and perspectives of historically, traditionally and/or currently marginalized communities and individuals.

Senate Bill 739

- Prepares materials to support teacher professional development and classroom instruction in this area.
- These standards will include a balanced representation of the contribution to society by men and women of African American, Hispanic, Native American, Asian American, and other racial groups in Oregon.
- Created to value the lived, diverse experiences of our students and to understand the importance of education equity in every facet of our pedagogy.

Holocaust and Other Genocides (SB664)

Academic content standards that include specific reference to the Holocaust and other genocides will be part of the next social science standards adoption in school year 2025-2026

- (a) Prepare students to confront the immorality of the Holocaust, genocide and other acts of mass violence and to reflect on the causes of related historical events
- (b) Develop students' respect for cultural diversity and help students gain insight into the importance of the protection of international human rights for all people
- (c) Promote students' understanding of how the Holocaust contributed to the need for the term "genocide" and led to international legislation that recognized genocide as a crime
- (d) Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference and discrimination through tools of resistance such as protest, reform and celebration
- (e) Provide students with opportunities to contextualize and analyze patterns of human behavior by individuals and groups who belong in one or more categories, including perpetrator, collaborator, bystander, victim and rescuer
- (f) Enable students to understand the ramifications of prejudice, racism and stereotyping
- (g) Preserve the memories of survivors of genocide and provide opportunities for students to discuss and honor survivors' cultural legacies
- (h) Provide students with a foundation for examining the history of discrimination in this state
- (i) Explore the various mechanisms of transitional and restorative justice that help humanity move forward in the aftermath of genocide.

Teacher Resources on ODE website

- Professional Development Modules:

<https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/SB13-Professional-Development.aspx>

(To access each PD module you will fill out the form linked in each section, submit, then the next page will contain the password to continue.)


- Lesson plans:

<https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Senate-Bill-13-Tribal-HistoryShared-History.aspx>

- Introductory SB13 Video:

<https://www.youtube.com/watch?v=T6lrpvbKNEY>





What's next?

Look as a department at the lessons available for your content area and decide which will fit best in your current curricular maps & classroom instruction.

Remember, you are only *required* to teach one lesson per content area each year, but are welcome to teach more if you choose.

Be aware that some lessons may take more than one class period to complete.

- If you have any questions or would like additional information, please feel free to contact Shane Pluchos at spluchos@rsd7.net