



LESSON OVERVIEW

1 minute video overview:

[Termination/Restoration Lesson Overview Video](#)

Grade: 6th Grade

Subject: Social Studies

Timing of lesson: 2-3 (50-minute lessons)

Standards: 6.14, 6.18, 6.21

Title of lesson: Termination & Restoration

Overview: This is a two-part lesson. First it focuses on the Termination of the Klamath Tribes by the federal government in the 1950s. It then follows the process of Restoration in the 1980s. The lesson reviews both the short- and long-term impacts of Termination and Restoration on both on the individual tribal members as well as on the Tribe as a political entity. The lesson uses simulations to assist students in building understanding of what tribal members experienced during this time in history.



Klamath Tribes Curriculum

Per the New York Times on June 27, 1970, KLAMATH FALLS, Ore., “**It’s a tragedy, and that’s the only way to describe it,**” says Raymond H. Lung, a US Bank Trust Officers describing the Termination. The New Your Times followed up on December 5, 1974, with “**I know what we had to give up to get the money.**” - Donald Schonchin. A culture was demolished, land was lost, and people were disconnected. This lesson takes you through the history of the Klamath people and how they experienced Termination and later Restoration of their Tribe. It is a story of tragic loss followed by perseverance and then the resilience and strength of the Klamath people. We invite you to learn and understand this history through the eyes of the people who lived and experience it.

These lessons are written in compliance with the Senate Bill 13 Tribal History/Shared History project. The goal is to share information related to the Klamath, Modoc and Yahooskin Band of Piute Indians known collectively as the Klamath Tribes. The perspective is intended to be from that of the Tribes however, it is important to know and understand that each tribal member has their own unique lived experiences. As a people we have both commonality as well as individuality. These lessons aim to represent the general perspective of the Tribes but are not all inclusive and are shared and taught with the understanding that individual tribal members hold their own unique and personal perspective. If the Klamath Tribes can be of any assistance in helping with the lessons, questions, or extended learning opportunities such as resources, guest speakers or field trips please contact us at:

Tribal Administration Offices

P.O. Box 436

Chiloquin OR 97624

Phone (800) 524-9787 or (541) 783-2219

www.klamathtribes.org

The Klamath, Modoc, and Yahooskin Mission Statement.

“The mission of the Klamath Tribes is to protect, preserve and enhance the spiritual, cultural and physical values and resources of the Klamath, Modoc and Yahooskin Peoples by maintaining the customs and heritage of our ancestors. To establish comprehensive unity by fostering the enhancement of spiritual and cultural values through a government whose function is to protect the human and cultural resources, treaty rights, and to provide for the development and delivery of social and economic opportunities for our People through effective leadership.”

LEARNING SEGMENT FRAMEWORK

Title of Learning Segment (Unit): Klamath Tribes Termination & Restoration

Grade Level: 6th Grade

Class and/or subject/topic: Social Studies

LESSON FOCUS- Termination & Restoration

Essential Understandings: Identity

Identity defines one's understanding of who he or she is. Native American identities are alive, vibrant, and diverse. There is no singular Native American identity.

BRIEF SUMMARY OF THE LEARNING SEGMENT

This is a two-part lesson. First, it focuses on the Termination of the Klamath Tribes by the federal government in the 1950s. It then follows the process of Restoration in the 1980s. The lesson reviews both the short- and long-term impacts of Termination and Restoration on the tribe as a political entity as well as at the individual and community level.

STANDARDS

Historical Knowledge

6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as Termination, sovereignty, and treaties.

Multicultural Studies

6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). (History)

6.14 Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere.

ESSENTIAL QUESTION

What is it that defines your connection to a group, and can this be taken away?

GUIDING QUESTION

- Have you ever been forced to make a choice when both options available to you are bad?
- How do you know you're making the best choice?
- How does it feel to have no good choice?

LEARNING OBJECTIVES

- Students will review the firsthand stories of tribal members and how Termination impacted them at an individual and community level.
- Students will be able to analyze the information tribal members had when deciding if they should withdraw or remain part of a private trust.
- Students will understand the complex process of Termination of the Klamath Tribes.
- Students will be able to describe the impacts of the Termination and Restoration on the Klamath Tribes.

LESSON SEQUENCE

This lesson should take 2-3 class periods and is broken into day 1 Termination and Day 2 Restoration.

The lesson is designed for the PowerPoint to guide the work and be used in conjunction with the worksheets and video. There is no hard stop or start for the second day in the PowerPoint.

Each lesson has a launch designed to make the lessons and the issues the Klamath faced more relatable to the students and grasp their interest. These launches are simulations and understanding and empathy-based in an attempt to understand that which we can never truly understand. The launches can be found in this lesson overview sheet under Launch (simulation) Day 1 & Day 2. Each of the launches has correlating sections on the worksheet. The launch/warm-up for day two is found in the launch section of this outline and on the worksheet under Restoration.

The teacher is encouraged to read the notes section within the PowerPoint.

The video can be done as a standalone exercise and has its own worksheet, but for the age of students, it is recommended that the video be scaffolded by providing the background information in the lesson as well as the extended context found in the lesson.

Day 1:

Warm-Up/Launch Simulation

Vocabulary: per capita, Termination, Restoration (introduced at the beginning of the lesson)
trust and trustee (introduced midway through the lesson)

PowerPoint Content -The content in the slide deck is designed to correlate with the student worksheet and be student interactive with questions and images to keep attention. However, some suggested student engagement activities are:

-Additions you may choose to add are having students look at a map in your classroom of the state of Oregon and show the traditional roaming areas then the general reservation line. This helps put the size of their territory and reservation into preexisting knowledge that students already possess.

-Allow think time, elbow partner chats, or table talks in addressing questions in the slides.

Video: Midway through the lesson is the *Your Land, My Land, The Klamath Tribes* Video <https://youtu.be/TvP9hyQIbBM>. This is one 40-minute video, but the recommendation is to break it into two sections one focused on the history of the Klamath Tribes and Termination, then to show the second section during lesson 2 regarding Restoration. There is a separate worksheet related to the video that students will complete while watching the video. This is a divided attention task watching the video and recording answers, so it may be difficult for some students. As a scaffold, you may choose to stop the video and give students time to record their response before starting it up again. At around the 21-minute mark, students will do the lesser of 2 evils section of the worksheet based upon Tom McCall's statements in the film. This should take 5-10 minutes to complete. Below is a recommended outline.

Lesson 1 Termination:

- Start at 6:25 minutes (if you have time, you can play the first part of the video)
- Stop the video at 21:38 and have the students do lesser of 2 evils section on the video worksheet.
- Stop the video at 31:10.

Lesson 2 Restoration:

- Finish video 31:10 – 39:00

Under the Restoration section of the lesson, there is a section with several testimonials of tribal members responding to the prompt *What does Restoration mean?* (Slide 32) You can present

this information in several ways, just have students watch the videos independently on electronic devices, show some or all the videos to the whole class, or

- Jigsaw the activity – have five small groups set up, each with an electronic device to play the video. Each group will be given a video to watch. They will watch the video and answer the following question on their worksheet.
-What did you learn from your video?
- When this is completed, each small group can share out one thing they learned in their video to the whole class, and students will record one of the group's responses to answer the question on their worksheet.
-What was one thing you learned from the group share out?

There is no hard stopping point for day 2 or day 3 of the lesson. The lessons flow in a manner that they can be picked back up and continued. At the completion of the lesson sequence, students should turn in the completed Termination/Restoration assignment sheet as well as the *Your Land, My Land* video worksheet.

VOCABULARY:

- Per capita: distribution of tribal property or money to an each individual tribal member.
- Termination: the action of ending something or coming to an end
- Trust- an arrangement where a person or business (a trustee) holds property as its nominal owner for the good of one or more beneficiaries.
- Trustee- an individual person or board given control or powers of administration of property in trust with a legal obligation to administer it solely for the purposes specified.
- Restoration: the action of returning something to a former owner, place, or condition.

LAUNCH (simulation) Day 1 & Day 2:

Day 1 launch:

Let's Make a Deal

This simulation is designed to have students struggle with making a decision that will impact them without all the information needed to make a good decision that is in their best interest. This is similar to what happened to the Klamath people at the time of Termination. The choice of staying a Tribe and keeping things the same as they had been was not an option. Instead, they were forced to make a choice between two unknown options without adequate information about either choice.

In this hypothetical as the teacher, you have to enter the grades in the grading system now rather than at the end of the assignment as you would normally do. (You are trying to total

your grades, and you want this assignment to be included even though it isn't completed yet) so you need students to help you out and take one of two options for the grading.

1. Predict what their grade will be on this assignment. If you are wrong or don't get the grade you anticipate, you automatically get a 50%.

or

2. Take a 70% on the assignment now and not risk getting a lower grade.

Students will write their grade in the upper right-hand corner of the worksheet.

It is anticipated that students will not like this change and will want to ask questions about: Why are we changing things? Why do we have to do this? How can we make a good decision when we do not know what the assignment is?

All of these are valid concerns, but you can't answer them. They just need to choose.

After all the students have written their grade on the worksheet, you can discuss as a class why they did not like the new process. It is quicker, they had two options to choose from. What is wrong they had a choice and input?

How did it feel to have to make a decision without enough information?

How did it feel to be forced to change the way you normally do things in class?

How did it feel to have two bad choices?

How did it feel to have your concerns unaddressed or to not be heard?

Day 2 launch:

If you were given the choice of \$25,000 handed to you today or the chance to invest that money for 10 years and have it become \$100,000, what choice would you choose and why?

This launch is laid out in the worksheet. At the conclusion of the launch students can discuss in small groups or full class why they chose what they did and why.

Comments: Students may find this unrealistic that no one would trust them with the amount of money and just give it to them. This is not all that different from what happened to the Klamath Tribes. It is highly likely that the 6th-grade students have more experience interacting and handling money than many of the tribal members did that were just given money with no financial training or education.

One difference in this simulation is that the Klamath Tribal members who choose to remain did not have a guarantee of their investment returning money. They could have lost money or land. Some even saw it as a gamble to try and hold onto their land instead of taking the money that was a sure thing.

Guiding questions:

Did you feel you made a responsible choice?

Did you buy things you needed or wanted?

For those that took the \$25,000 and bought things, what do you think those “things” will look like in 10 years?

For those that waited for the money, how would you feel if during that time something happened, and you really needed that money? (For example, there was an accident, or a good deal came along, or you saw everyone around you buying new things and having fun, and you couldn't participate because you didn't have the money.)

Did anyone decide to work with a friend, and one of you take the money now and agree to split it and then agree to split the money ten years from now? (Some Klamath members did this where they would have certain family members withdraw and others remain.)

EVIDENCE FOR UNDERSTANDING

Students will demonstrate their understanding through completing the worksheet and reflection assessment. They will also show understanding through small group or full class discussions. It should be emphasized that student's experiences and perspectives, when shared, add value to the class as a whole.

The timing laid out in the learning plan is just a recommendation. As the simulation and student sharing may vary per class, it would be suggested to give this the time needed based upon student/class needs.

CONTEXT AND BACKGROUND

Accommodations and Adaptations: The amount of scaffolding and the pacing of the lesson should be based on the learning level of your individual students. The divided attention tasks of taking notes during lecture and taking notes during the video may be difficult for some students, so it would be recommended to give think time or recording time for these activities. You could also scaffold them with small group or full class discussions.

Background for teachers: The United States was coming out of the New Deal era and into WWII. Native Americans were doing the same. The Indian New Deal included the Indian reorganization Act (IRA) that was set up to return Indians to a communal way of life and restructure tribal governments. This was in direct contrast to the Dawes/Allotment Act of 1887. The allotment act broke reservations into small individual-owned allotments. Once the land was allotted to tribal members, the remaining land was termed surplus land and opened to white settlement. This resulted in the loss of 90 million acres of Indian land to whites. During this time, attendance at Indian boarding schools was also compulsory and resulted in a direct attack on Native language and culture.

The Indian New Deal attempted to return Indians to a collective, communal society and away from the forced assimilation of the Dawes Act. However, in doing this, they failed to recognize the Dawes Act had worked. Many Natives did want to hold land communally and a whole generation of children and become disconnected from their culture. With the failure of the Indian New Deal, the money the government was spending on maintaining Indian relations, as well as a need for natural resources, a new era in Indian relations was deemed necessary. Termination of the federal government's special relationship with Indian tribes could serve as a final solution. If the tribes are no more and the Indians are just US citizens, then the government doesn't have to honor treaty promises, and their resources can be distributed among the larger group. Termination was the federal government's idea to getting out of the Indian business for good.

Prerequisite Skills and Knowledge: As this is a standalone lesson no prerequisite skills or knowledge are needed.

Potential Misconceptions or Misunderstandings:

There is always the possibility when doing a lesson from a diverse approach of underlying prejudices or misconceptions. This lesson's goal is to address historical issues that have present-day ramifications. There is also a segment within the lesson that addresses common misconceptions related to Termination.

Engagement strategies:

Having the students reflect upon their own lives, experiences, and values is a key to engagement and greater understanding in this lesson. By reflecting on how they would feel if placed in similar hypothetical situations, it is the hope that engagement will be high, and each experience will be unique to the individual student. Those experiences, when shared through small group or full class discussions, will increase the understanding and empathy for all class members.

Extension Activities:

The last slide in the PowerPoint can be used as an extension activity. It includes two short primary source videos.

- An extension activity assessment would be writing a reflective response to the following prompt.
- What did Edison Chiloquin do? Do you agree or disagree with his actions, why? What were the risks and rewards of his actions?

MATERIALS NEEDED:

Teaching the lesson requires a computer and projector system to play a video and display a PowerPoint presentation. Printed worksheets or worksheets launched through an online education platform.

The students will need to have a writing utensil, and printed worksheet, or an electronic device for a paperless or online learning environment.

If you choose to jigsaw “What does restoration mean?” one student in each small group will need to be able to play the short video on an electronic device for the group.

LEARNING PLAN

	Teacher is doing...	Students are doing...	Timing
Intro to lesson & Launch	<p>Welcome students to class (Have PowerPoint going)</p> <p>Pass out worksheets or launch via an online platform.</p> <p>Read and discuss the essential question and guiding questions.</p> <p>Read launch scenario to students. Let’s make a deal! There should be back and forth dialogue here, clarifying questions. It should be clear they only have the two options. If the launch works as intended, you should here:</p> <ul style="list-style-type: none">- This isn’t fair.- Both options are bad.- We don’t have enough information to make a good decision.	<p>Students take a seat.</p> <p>Small group or full class discussions</p> <p>Students write the anticipated grade in the upper right-hand corner of the assignment. (Back and forth dialogue regarding this new and unfair process)</p>	<p>5-10 min</p>

	Ask students how that process felt to them, how did it feel to be forced out of what was normal and treated unfairly? How did it feel to not have a good option to choose from? How did it feel to have your concerns unheard and unaddressed?	Teacher student dialogue or small group discussions with full class share out.	
Transition	This is how the people in our lesson today felt when they were forced to make a decision.		
Learning Objective & Vocab	Read through learning objectives (slide 5) Vocabulary (slide 6) Per-capita, Termination, Restoration.	Independent work time while student's complete vocabulary section on the worksheet	5 min
Transition	What is sovereignty	Complete section on worksheet	3 min
Tribal Government	Lecture format Proceed through the PowerPoint. Watch short 24 second video of Klamath Tribes Animated Land Loss https://youtu.be/h1AcN9da8i8	Listen, reflect and record answers on worksheet. Students can do a share out on what form of government they would prefer and why.	10 min
Transition	You can lead students to why they think the Klamath were chosen for Termination and see if they come up with the relationship between natural resources and those tribes selected for Termination.		3 min
Termination	Continue with lecture reading notes in PowerPoint. How Termination worked and the choices tribal members had. Go over vocabulary of trust and trustee.	Students listen to lecture.	20-30 min

	<p>Have students get out their video worksheet. Video link https://youtu.be/TvP9hyQIbBM (You may choose to change the time you play the video to best fit your classes needs or break up the video into different sections.) Play first part of video for students. Stop video at 21 minutes for lesser of two evils activity.</p>	<p>Students switch over to video worksheet.</p> <p>Students complete lesser of two evils section of the worksheet and share out answers.</p>	
Closing	<p>Answer any questions and have students share out.</p>	<p>Work on worksheets & class discussion</p>	<p>3 min</p>
Day 2 Restoration	<p>Review essential question, guiding questions, learning objectives, and vocabulary.</p> <p>Warm up/Launch (see details above in launch section) Students choose \$25,000 handed to you today or the chance to invest that money for 10 years and have it become \$100,000.</p> <p>Guiding questions: Did you feel you made a responsible choice? Did you buy things you needed or wanted? For those that took the \$25,000 and bought things, what do you think those "things" will look like in 10 years? For those that waited for the money, how would you feel if during that time something happened, and you really needed that money? (For example, there was an accident, or a good deal came along, or you saw everyone around you buying new things and having fun, and you couldn't participate because you didn't have the money.) Did anyone decide to work with a friend, and one of you take the money now and agree to split it and then agree to split the money 10 years from now? (Some Klamath members</p>	<p>Students make sure work from yesterday is complete.</p> <p>Students fill in worksheet simulation.</p> <p>Class discussion</p>	<p>10 min</p>

	did this where they would have certain family members withdraw and others remain.)		
Transition	Have students get out the video worksheet to complete	Students get out video worksheet	2 min
Video	Play remainder of 31:10 – 39:00	Students complete video worksheet	10 min
Transition	Have students turn in video worksheets or hold and turn in both worksheets at once. Transition back to PowerPoint and lesson worksheet.	Students get out lesson worksheet	3 min
Restoration	Continue with lecture reading notes in PowerPoint	Students listen and take notes on worksheet	10 min
Transition	Break students into 5 small groups	Students join breakout groups	3 min
Mini Video Jigsaw	<p>Each group will be given a video to watch. They will watch the video and answer the following question on their worksheet.</p> <p>-What did you learn from your video?</p> <p>When this is completed, each small group can share out one thing they learned in their video with the whole class, and students will record one of the group's responses to answer the question on their worksheet.</p> <p>-What was one thing you learned from the group share out?</p> <p>Complete lecture</p> <p>Slide 13- 5 minutes video <i>We're Still Here the Termination and Restoration of the Klamath Tribes</i> https://youtu.be/A8Ey27Ih86E</p> <p>Slide 15- <i>Optional 5 minute video on Klamath Tribes land back</i> https://youtu.be/YxAYk2hYKXI</p> <p>*Extension Activity on the last slide of powerpoint.</p>	<p>Each student group watches a short video and records answer on worksheet.</p> <p>Student groups share out one thing they learned from the video and record answer from classmates on their worksheet.</p> <p>Student complete worksheet</p>	10-15 min

	<p>Students can review primary source videos and complete reflective response to the following prompt.</p> <p>What did Edison Chiloquin do? Do you agree or disagree with his actions, why? What were the risks and rewards of his actions?</p>		
Closing	Answer any questions and have student share outs.	Turn in worksheets (lesson and video)	3 min

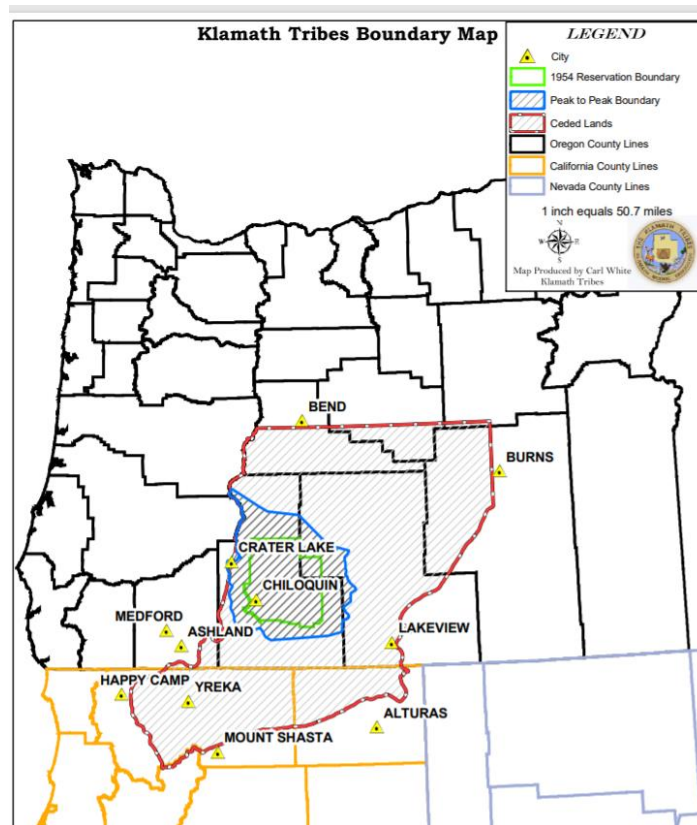
Enclosures:

- Klamath Termination/Restoration Worksheet (also as separate word doc and PDF file)
- Klamath Termination/Restoration Worksheet Answer Key (as separate PDF file)
- *Your Land, My Land, The Klamath Tribes* Video Worksheet (as separate PDF file)
- *Your Land, My Land, The Klamath Tribes* Video Worksheet Answer Key (as separate PDF file)
- Klamath Tribes Land Acknowledgment
- Additional Resources/Work Sited
- Klamath Termination & Restoration Lesson PowerPoint Part I & Part II (Images only download as a separate file, if you download as a PDF you cannot view speaker notes that have content within them.) PDF or PowerPoint.

Land Acknowledgment for Klamath Tribes

Purpose of a land acknowledgment: To acknowledge someone is to say, "I see you. You are significant." The purpose of a land acknowledgment is to recognize and pay respect to the original inhabitants of a specific region. It is an opportunity to express gratitude and appreciation to those whose territory you exist in.

Land Acknowledgment: We want to acknowledge the original stewards of the land. The Klamath basin is the traditional territory of the Klamath, Modoc, and Yahooskin Band of Paiute Indians. We honor these tribal members' past, present, and future, as they are the stewards of this land. Oral traditions of the tribes maintain that they were created here and have existed here since time immemorial. In the face of forced removal and cultural genocide, the tribes secured their sovereignty and cultural practices through treaty rights and continual perseverance. We would like to thank and acknowledge the original occupants as well as their descendants for honoring and caring for this pristine environment.



Additional Resources:

[Treaty of 1864 https://klamathtribes.org/history/historical-documents/](https://klamathtribes.org/history/historical-documents/)

[Termination and Restoration in Oregon \(oregonencyclopedia.org\)](http://oregonencyclopedia.org)

[Klamath Termination: Water, Timber and Sovereign Rights – QUARTUX \(ndnhistoryresearch.com\)](http://ndnhistoryresearch.com)

[Klamath Tribal Termination – QUARTUX \(ndnhistoryresearch.com\)](http://ndnhistoryresearch.com)

[The Klamath's Path after Termination \(umt.edu\)](http://umt.edu)

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Brewer, Kyley

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Dumont, Clayton Sr.

Engle, Bruce

Frost, Roberta

Garcia, Lorraine

Hall, Lawrence

Hall, Lloyd

Jackson, Jane

Johnson, Eva

Kirk, Buzz

Kirk, Freida

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Tupper, Taylor

Weiser, Mex

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Treuer, D. (2013). *Rez Life: an Indian's journey through reservation life*. Grove Press.

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11/5/74 Briefing Paper on Klamaths (reprinted 2/12/93)

Klamath Termination: Water, Timber and Sovereign Rights – QUARTUX (ndnhistoryresearch.com)

Letter to the Honorable Wayne Morse from Clinton P. Anderson, New Mexico Chairman dated February 7, 1961

Letter to President Eisenhower, From Fred A. Seaton, Secretary of the Interior Letter January 13, 1958

The Long Struggle Home... The Klamath Tribes of Oregon Treaty of 1864 written by Native American Rights Fund on behalf of the Klamath Tribes

Restoration Act 1986

Termination Article 6/20/2005 *A tribe vanishes Proverbial stroke of pen terminates the Klamath Indian Tribe*

HR 3553 Restoration

Public Law 588 Oregon Tribes Termination

Public Law 587 Klamath Tribes Termination

[Klamath Termination: Water, Timber and Sovereign Rights – QUARTUX \(ndnhistoryresearch.com\)](http://ndnhistoryresearch.com)

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[Klamath Indians' Land to Be Auctioned - The New York Times \(nytimes.com\)](http://nytimes.com) (Jun. 28, 1970)

Termination & Restoration PowerPoint Part I

TERMINATION & RESTORATION PART I

Tribal History/Shared History
Klamath Tribes

1

ESSENTIAL QUESTION

What is it that defines your connection to a group, and can this be taken away?

2

The hard thing is not making a decision. It's thinking about the results of what you have decided.

GUIDING QUESTIONS

- Have you ever been forced to make a choice when both options available to you are bad?
- How do you know your making the best choice?
- How does it feel to have no good choice?


3

Grade for this assignment

This assignment will be graded differently, as we want to enter the grades now, we need to know what you think you will get on the assignment.

Please write your grade up your name on the worksheet.

- Predict what your grade will be on this assignment if you write & don't get the grade you anticipate you automatically get a 50%.
- or
- Take a 70% on the assignment now and not risk getting a lower grade.



4

Learning Objectives

Review	Students will review the firsthand stories of tribal members and how Termination impacted them as an individual and community level.
Analyze	Students will be able to analyze the information tribal members has when deciding if they should withdraw or remain part of a private trust.
Understand	Students will understand the complex process of termination of the Klamath Tribes.
Describe	Students will be able to describe the impacts of termination and restoration on the Klamath Tribes.

5

Vocabulary

- Per capita: Distribution of tribal property or money to an individual tribal member on a per capita basis.
- Termination: The action of ending something or coming to an end.
- Restoration: The action of returning something to a former owner, place, or condition.

6

Background

- Native American tribes are sovereign nations equal in their power to states but not quite to foreign nations. They are legally defined as "domestic, dependent nations".
- Per treaty agreements Indian Tribes give up lands in return for services provided by the Federal Government. Such as protection, health care, education, food and other assistance for the general welfare of the people.
- The Federal Government was agreed to always, forever and over take care of and provide for Indian Tribes this was promised in exchange for their land.

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What is Termination of a tribe?

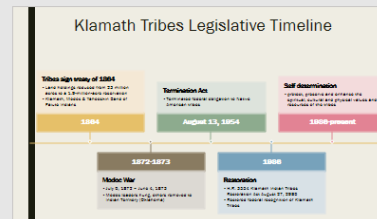
- Breaking of the treaty contracts agreed between the tribe and the Federal government.
- Tribes are considered the law of the land or a sovereign nation.
- Termination ends that contract and all the promises it made because it ends the tribe.

8

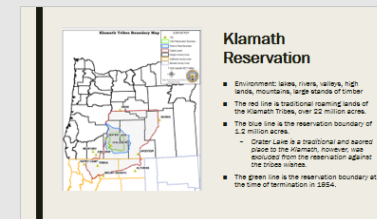
Goals of Termination

End	Stop	Assimilate
End Indian tribes' status as sovereign (power to govern themselves) nations.	Stop federal supervision and trust responsibilities for Indian Tribes.	Assimilate Native Americans (make them like everyone else).

9



10



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Why Terminate Tribes?

The federal government no longer must pay tribes and provide for them like they promised to do if the tribe no longer exists.

If the tribe is no more, then the natural resources that were once theirs could be utilized and enjoyed by all instead of just the tribal members.

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Klamath Tribal Government v U.S. Government

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Klamath Tribal Government

- At the top of the Klamath Tribal Government system is the General Council. General Council is an elected members of the Klamath Tribes over the age of 21.
- The tribal members General Council elect a Tribal Council to help carry out the will of the people. This is a 10-person elected council that includes a Tribal Chairman, Vice Chairman, Secretary, Treasurer, and 6 members at large.
- The form of government is based off of a blending of traditional practices as well as borrowing from US Government practices as part of the Indian Reorganization Act of 1934.

14

Pre-termination the Klamath People were doing very well.

- As a tribe and government had already secured all their resources, they had no need to worry.
- They had an active government that represented the will of the people.
- The Klamath people had a strong sense of pride in their tribe.
- The Klamath people had a strong sense of pride in their tribe.
- The people were happy.

15

CHILOQUIN PRE TERMINATION

THE KLAMATH TRIBES OWNED ONE OF THE LARGEST AREAS OF TIMBER IN THE US. THE TRIBE OWNED AND OPERATED THREE MILLS ON THE RESERVATION. THE PRODUCTION WAS SO HIGH THAT THE RAILROAD STOPPED IN CHILOQUIN TO TAKE ON LOGS.

16

H.C.R. 108 Public Law 587

- In August 1954, Congress passed Public Law 587 terminating the relationship between the Klamath Tribes and the United States.
- Sell all land and belongings.
- Related agencies could no longer be offered such as health clinics and schools.
- Most of the Klamath Indians never voted to accept Termination.
- Tribal members were given the option to withdraw and receive a cash payment from the sale of the resources and operation or remain as a private business corporation.

17

KLAMATH TRIBAL COUNCIL 1955

18



13

Misconceptions

- The Klamath Tribes General Council did NOT want to be terminated (they voted against it twice).
- The only good settlement and "paid out" was the value of the timber not the value of the resources and the land the timber was on.
- The Klamath Tribes were NOT paid a fair market value for their timber.
- Not all the timber was included in the settlement of the treaty; only the "Ponderosa" pine was paid and compensation for riparian resources.
- Many tribes which restored received back their reservations; the Klamath did not.

14

What the return of the Klamath's land would mean

"The Klamath seek return of these lands primarily for the purpose of healing the land and its resources and restoring them to some semblance of the abundance they once reflected. They also seek to restore the spiritual integrity of the land. The culmination of "restoration" in its full sense is the healing of the land, its related resources, and the people, both Indian and non-Indian."

15

Conclusion

In total, 108 Indian tribes were dissolved in the 1950s due to Termination. 62 of those tribes were in Oregon.

- These were tribes in Western Oregon and the Klamath Tribes

In 1975, the federal government recognized the failure of its termination policy and passed the Indian Self-Determination and Education Assistance Act, and later, the Tribal Self-Governance Act.

16

How are the Klamath Tribes Today?

The Klamath Tribes are fully restored and an active national nation, using their sovereignty and culture to guide the next generation into a successful future.

- The tribe has over 2,600 enrolled members, many of whom still call the Klamath basin home.
- To learn more on what is going on with the tribes, you can visit their webpage at TheKlamathTribes.org

— Klamath Modoc Yahoosup

17

AFTER HAVING TERMINATION FORCED UPON THEM, THEN FIGHTING THE LONG BATTLE FOR RESTORATION, THE KLAMATH TRIBES EMERGED STRONGER. THEY VALUE THEIR CONNECTIONS TO ONE ANOTHER AND HAVE DEMONSTRATED STRENGTH AND RESILIENCE AS A PEOPLE. THEY LEARNED FROM THE PAST. TODAY THEY USE DIRECT ACTION COMBINED WITH CULTURAL TRADITION AND GUARANTEES ESTABLISHED THROUGH TREATY RIGHTS TO WORK TOWARDS A BRIGHTER FUTURE FOR ALL.

18

The Klamath, Modoc, and Yahoosup Mission Statement

"The mission of the Klamath Tribes is to maintain, protect and promote the spiritual, cultural and historic values and traditions of the Klamath, Modoc and Yahoosup Tribes, including the Klamath, Modoc and Yahoosup Tribes' relationship to the land, and to ensure that the Klamath, Modoc and Yahoosup Tribes' relationship to the land is protected and preserved for the benefit of the Klamath, Modoc and Yahoosup Tribes and the people of the Klamath basin."

19

Additional Resources

- This is a primary resource completed at the time of Klamath termination. This type of documentary was in its infancy, but it provides great perspective from the people who were experiencing termination. Read both Klamath Indians and community members of Colvoco and Klamath Falls. <https://www.klamathtribes.org/Portals/0/1954%20Klamath%20Indians.pdf>
- Q&A in the News: Klamath Indians - 1968 (2 min) <https://www.klamathtribes.org/Portals/0/1968%20Klamath%20Indians%20Q%26A.mp4>
- <https://www.klamathtribes.org/Portals/0/Klamath%20Tribal%20Chairman%20Dan%20Gearty%202%20minutes.mp4>
- Termination and Resurgence: Oregon <https://www.klamathtribes.org/Portals/0/Termination%20and%20Resurgence%20Oregon.pdf>
- Special Resources: <http://www.klamathtribes.org/Portals/0/2017%20Klamath%20Tribes%20Annual%20Report.pdf>

20

21

What happens when you refuse to be terminated?

Edson Chiloquin refused to accept the termination payment and began a long fight to get back his land.

He was the first individual that ever refused to get the government to give back his land. In 1988 the US Congress passed the first legislation known as the "Chiloquin Act."

The Chiloquin Act was the first step in the process of restoring the Klamath Tribes' relationship to the land along the Klamath River.

VICTORY — Edson Chiloquin received Forest Service permit to build traditional Indian village along Sprague River

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LEARNING SEGMENT FRAMEWORK

Title of Learning Segment (Unit): Klamath Tribes Termination & Restoration

Grade Level: 6th Grade

Class and/or subject/topic: Social Studies

LESSON FOCUS- Termination & Restoration

Essential Understandings: Identity

Identity defines one's understanding of who he or she is. Native American identities are alive, vibrant, and diverse. There is no singular Native American identity.

BRIEF SUMMARY OF THE LEARNING SEGMENT

This is a two-part lesson. First, it focuses on the Termination of the Klamath Tribes by the federal government in the 1950s. It then follows the process of Restoration in the 1980s. The lesson reviews both the short- and long-term impacts of Termination and Restoration on the tribe as a political entity as well as at the individual and community level.

STANDARDS

Historical Knowledge

6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as Termination, sovereignty, and treaties.

Multicultural Studies

6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other

traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). (History)

6.14 Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere.

ESSENTIAL QUESTION

What is it that defines your connection to a group, and can this be taken away?

GUIDING QUESTION

- Have you ever been forced to make a choice when both options available to you are bad?
- How do you know you are making the best choice?
- How does it feel to have no good choice?

LEARNING OBJECTIVES

- Students will review the firsthand stories of tribal members and how Termination impacted them at an individual and community level.
- Students will be able to analyze the information tribal members had when deciding if they should withdraw or remain part of a private trust.
- Students will understand the complex process of Termination of the Klamath Tribes.
- Students will be able to describe the impacts of Termination and Restoration on the Klamath Tribes.

LESSON SEQUENCE

This lesson should take 2-3 class periods and is broken into day 1 Termination and Day 2 Restoration.

The lesson is designed for the PowerPoint to guide the work and be used in conjunction with the worksheets and video. There is no hard stop or start for the second day in the PowerPoint.

Each lesson has a launch designed to make the lessons and the issues the Klamath faced more relatable to the students and grasp their interest. These launches are simulations and understanding and empathy-based in an attempt to understand that which we can never truly understand. The launches can be found in this lesson overview sheet under Launch (simulation) Day 1 & Day 2. Each of the launches has correlating sections on the worksheet. The launch/warm-up for day two is found in the launch section of this outline and on the worksheet under Restoration.

The teacher is encouraged to read the notes section within the PowerPoint.

The video can be done as a standalone exercise and has its own worksheet, but for the age of students, it is recommended that the video be scaffolded by providing the background information in the lesson as well as the extended context found in the lesson.

Day 1:

Warm-Up/Launch Simulation

Vocabulary: per capita, Termination, Restoration (introduced at the beginning of the lesson) trust and trustee (introduced midway through the lesson)

PowerPoint Content -The content in the slide deck is designed to correlate with the student worksheet and be student interactive with questions and images to keep attention. However, some suggested student engagement activities are:

-Additions you may choose to add are having students look at a map in your classroom of the state of Oregon and show the traditional roaming areas then the general reservation line. This helps put the size of their territory and reservation into preexisting knowledge that students already possess.

-Allow think time, elbow partner chats, or table talks in addressing questions in the slides.

Video: Midway through the lesson is the *Your Land, My Land, The Klamath Tribes* Video <https://youtu.be/TvP9hyQIbBM>. This is one 40-minute video, but the recommendation is to break it into two sections one focused on the history of the Klamath Tribes and Termination, then to show the second section during lesson 2 regarding Restoration. There is a separate worksheet related to the video that students will complete while watching the video. This is a divided attention task watching the video and recording answers, so it may be difficult for some students. As a scaffold, you may choose to stop the video and give students time to record their response before starting it up again. At around the 21-minute mark, students will do the lesser of 2 evils section of the worksheet based upon Tom McCall's statements in the film. This should take 5-10 minutes to complete. Below is a recommended outline.

Lesson 1 Termination:

- Start at 6:25 minutes (if you have time, you can play the first part of the video)
- Stop the video at 21:38 and have the students do lesser of 2 evils section on the video worksheet.
- Stop the video at 31:10.

Lesson 2 Restoration:

- Finish video 31:10 – 39:00

Under the Restoration section of the lesson, there is a section with several testimonials of tribal members responding to the prompt *What does Restoration mean?* (Slide 32) You can present this information in several ways, just have students watch the videos independently on electronic devices, show some or all the videos to the whole class, or

- Jigsaw the activity – have five small groups set up, each with an electronic device to play the video. Each group will be given a video to watch. They will watch the video and answer the following question on their worksheet.
 - What did you learn from your video?
- When this is completed, each small group can share out one thing they learned in their video to the whole class, and students will record one of the group's responses to answer the question on their worksheet.
 - What was one thing you learned from the group share out?

There is no hard stopping point for day 2 or day 3 of the lesson. The lessons flow in a manner that they can be picked back up and continued. At the completion of the lesson sequence, students should turn in the completed Termination/Restoration assignment sheet as well as the *Your Land, My Land* video worksheet.

VOCABULARY:

- Per capita: distribution of tribal property or money to an individual tribal member on a per capita basis.
- Termination: the action of ending something or coming to an end
- Trust- an arrangement where a person or business (a trustee) holds property as its nominal owner for the good of one or more beneficiaries.
- Trustee- an individual person or board given control or powers of administration of property in trust with a legal obligation to administer it solely for the purposes specified.
- Restoration: the action of returning something to a former owner, place, or condition.

LAUNCH (simulation) Day 1 & Day 2:

Day 1 launch:

Let's Make a Deal

This simulation is designed to have students struggle with making a decision that will impact them without all the information needed to make a good decision that is in their best interest. This is similar to what happened to the Klamath people at the time of Termination. The choice of staying a Tribe and keeping things the same as they had been was not an option. Instead, they were forced to make a choice between two unknown options without adequate information about either choice.

In this hypothetical as the teacher, you have to enter the grades in the grading system now rather than at the end of the assignment as you would normally do. (You are trying to total your grades, and you want this assignment to be included even though it isn't completed yet) so you need students to help you out and take one of two options for the grading.

3. Predict what their grade will be on this assignment. If you are wrong or don't get the grade you anticipate, you automatically get a 50%.

or

4. Take a 70% on the assignment now and not risk getting a lower grade.

Students will write their grade in the upper right-hand corner of the worksheet.

It is anticipated that students will not like this change and will want to ask questions about: Why are we changing things? Why do we have to do this? How can we make a good decision when we do not know what the assignment is?

All of these are valid concerns, but you can't answer them. They just need to choose.

After all the students have written their grade on the worksheet, you can discuss as a class why they did not like the new process. It is quicker, they had two options to choose from. What is wrong they had a choice and input?

How did it feel to have to make a decision without enough information?

How did it feel to be forced to change the way you normally do things in class?

How did it feel to have two bad choices?

How did it feel to have your concerns unaddressed or to not be heard?

Day 2 launch:

If you were given the choice of \$25,000 handed to you today or the chance to invest that money for 10 years and have it become \$100,000, what choice would you choose and why?

This launch is laid out in the worksheet. At the conclusion of the launch students can discuss in small groups or full class why they chose what they did and why.

Comments: Students may find this unrealistic that no one would trust them with the amount of money and just give it to them. This is not all that different from what happened to the Klamath Tribes. It is highly likely that the 6th-grade students have more experience interacting

and handling money than many of the tribal members did that were just given money with no financial training or education.

One difference in this simulation is that the Klamath Tribal members who choose to remain did not have a guarantee of their investment returning money. They could have lost money or land. Some even saw it as a gamble to try and hold onto their land instead of taking the money that was a sure thing.

Guiding questions:

Did you feel you made a responsible choice?

Did you buy things you needed or wanted?

For those that took the \$25,000 and bought things, what do you think those “things” will look like in 10 years?

For those that waited for the money, how would you feel if during that time something happened, and you really needed that money? (For example, there was an accident, or a good deal came along, or you saw everyone around you buying new things and having fun, and you couldn't participate because you didn't have the money.)

Did anyone decide to work with a friend, and one of you take the money now and agree to split it and then agree to split the money ten years from now? (Some Klamath members did this where they would have certain family members withdraw and others remain.)

EVIDENCE FOR UNDERSTANDING

Students will demonstrate their understanding through completing the worksheet and reflection assessment. They will also show understanding through small group or full class discussions. It should be emphasized that student’s experiences and perspectives, when shared, add value to the class as a whole.

The timing laid out in the learning plan is just a recommendation. As the simulation and student sharing may vary per class, it would be suggested to give this the time needed based upon student/class needs.

CONTEXT AND BACKGROUND

Accommodations and Adaptations: The amount of scaffolding and the pacing of the lesson should be based on the learning level of your individual students. The divided attention tasks of taking notes during lecture and taking notes during the video may be difficult for some students, so it would be recommended to give think time or recording time for these activities. You could also scaffold them with small group or full class discussions.

Background for teachers: The United States was coming out of the New Deal era and into WWII. Native Americans were doing the same. The Indian New Deal included the Indian reorganization Act (IRA) that was set up to return Indians to a communal way of life and restructure tribal governments. This was in direct contrast to the Dawes/Allotment Act of 1887. The allotment act broke reservations into small individual-owned allotments. Once the land was allotted to tribal members, the remaining land was termed surplus land and opened to white settlement. This resulted in the loss of 90 million acres of Indian land to whites. During this time, attendance at Indian boarding schools was also compulsory and resulted in a direct attack on Native language and culture.

The Indian New Deal attempted to return Indians to a collective, communal society and away from the forced assimilation of the Dawes Act. However, in doing this, they failed to recognize the Dawes Act had worked. Many Natives did want to hold land communally and a whole generation of children and become disconnected from their culture. With the failure of the Indian New Deal, the money the government was spending on maintaining Indian relations, as well as a need for natural resources, a new era in Indian relations was deemed necessary. Termination of the federal government's special relationship with Indian tribes could serve as a final solution. If the tribes are no more and the Indians are just US citizens, then the government doesn't have to honor treaty promises, and their resources can be distributed among the larger group. Termination was the federal government's idea to getting out of the Indian business for good.

Prerequisite Skills and Knowledge: As this is a standalone lesson no prerequisite skills or knowledge are needed.

Potential Misconceptions or Misunderstandings:

There is always the possibility when doing a lesson from a diverse approach of underlying prejudices or misconceptions. This lesson's goal is to address historical issues that have present-day ramifications. There is also a segment within the lesson that addresses common misconceptions related to Termination.

Engagement strategies:

Having the students reflect upon their own lives, experiences, and values is a key to engagement and greater understanding in this lesson. By reflecting on how they would feel if placed in similar hypothetical situations, it is the hope that engagement will be high, and each

experience will be unique to the individual student. Those experiences, when shared through small group or full class discussions, will increase the understanding and empathy for all class members.

Extension Activities:

The last slide in the PowerPoint can be used as an extension activity. It includes two short primary source videos.

- An extension activity assessment would be writing a reflective response to the following prompt.
- What did Edison Chiloquin do? Do you agree or disagree with his actions, why? What were the risks and rewards of his actions?

MATERIALS NEEDED:

Teaching the lesson requires a computer and projector system to play a video and display a PowerPoint presentation. Printed worksheets or worksheets launched through an online education platform.

The students will need to have a writing utensil, and printed worksheet, or an electronic device for a paperless or online learning environment.

If you choose to jigsaw “What does restoration mean?” one student in each small group will need to be able to play the short video on an electronic device for the group.

LEARNING PLAN

	Teacher is doing...	Students are doing...	Timing
Intro to lesson & Launch	<p>Welcome students to class (Have PowerPoint going)</p> <p>Pass out worksheets or launch via an online platform.</p> <p>Read and discuss the essential question and guiding questions.</p> <p>Read launch scenario to students. Let's make a deal!</p> <p>There should be back and forth dialogue here, clarifying questions. It should be clear they only have the two options. If the launch works as intended, you should here:</p> <ul style="list-style-type: none"> - This isn't fair. - Both options are bad. - We don't have enough information to make a good decision. <p>Ask students how that process felt to them, how did it feel to be forced out of what was normal and treated unfairly? How did it feel to not have a good option to choose from? How did it feel to have your concerns unheard and unaddressed?</p>	<p>Students take a seat.</p> <p>Small group or full class discussions</p> <p>Students write the anticipated grade in the upper right-hand corner of the assignment. (Back and forth dialogue regarding this new and unfair process)</p> <p>Teacher student dialogue or small group discussions with full class share out.</p>	5-10 min
Transition	This is how the people in our lesson today felt when they were forced to make a decision.		
Learning Objective	Read through learning objectives (slide 5)		

& Vocab	Vocabulary (slide 6) Per-capita, Termination, Restoration.	Independent work time while student's complete vocabulary section on the worksheet	5 min
Transition	What is sovereignty	Complete section on worksheet	3 min
Tribal Government	Lecture format Proceed through the PowerPoint. Watch short 24 second video of Klamath Tribes Animated Land Loss https://youtu.be/h1AcN9da8i8	Listen, reflect and record answers on worksheet. Students can do a share out on what form of government they would prefer and why.	10 min
Transition	You can lead students to why they think the Klamath were chosen for Termination and see if they come up with the relationship between natural resources and those tribes selected for Termination.		3 min
Termination	Continue with lecture reading notes in PowerPoint. How Termination worked and the choices tribal members had. Go over vocabulary of trust and trustee. Have students get out their video worksheet. Video link https://youtu.be/TvP9hyQIbBM (You may choose to change the time you play the video to best fit your classes needs or break up the video into different sections.) Play first part of video for students. Stop video at 21 minutes for lesser of two evils activity.	Students listen to lecture. Students switch over to video worksheet. Students complete lesser of two evils section of the worksheet and share out answers.	20-30 min
Closing	Answer any questions and have students share out.	Work on worksheets & class discussion	3 min

<p>Day 2 Restoration</p>	<p>Review essential question, guiding questions, learning objectives, and vocabulary.</p> <p>Warm up/Launch (see details above in launch section) Students choose \$25,000 handed to you today or the chance to invest that money for 10 years and have it become \$100,000.</p> <p>Guiding questions: Did you feel you made a responsible choice? Did you buy things you needed or wanted? For those that took the \$25,000 and bought things, what do you think those "things" will look like in 10 years? For those that waited for the money, how would you feel if during that time something happened, and you really needed that money? (For example, there was an accident, or a good deal came along, or you saw everyone around you buying new things and having fun, and you couldn't participate because you didn't have the money.) Did anyone decide to work with a friend, and one of you take the money now and agree to split it and then agree to split the money 10 years from now? (Some Klamath members did this where they would have certain family members withdraw and others remain.)</p>	<p>Students make sure work from yesterday is complete.</p> <p>Students fill in worksheet simulation.</p> <p>Class discussion</p>	<p>10 min</p>
<p>Transition</p>	<p>Have students get out the video worksheet to complete</p>	<p>Students get out video worksheet</p>	<p>2 min</p>
<p>Video</p>	<p>Play remainder of 31:10 – 39:00</p>	<p>Students complete video worksheet</p>	<p>10 min</p>
<p>Transition</p>	<p>Have students turn in video worksheets or hold and turn in both worksheets at once. Transition back to PowerPoint and lesson worksheet.</p>	<p>Students get out lesson worksheet</p>	<p>3 min</p>
<p>Restoration</p>	<p>Continue with lecture reading notes in PowerPoint</p>	<p>Students listen and take notes on worksheet</p>	<p>10 min</p>

Transition	Break students into 5 small groups	Students join breakout groups	3 min
Mini Video Jigsaw	<p>Each group will be given a video to watch. They will watch the video and answer the following question on their worksheet.</p> <p>-What did you learn from your video?</p> <p>When this is completed, each small group can share out one thing they learned in their video with the whole class, and students will record one of the group's responses to answer the question on their worksheet.</p> <p>-What was one thing you learned from the group share out?</p> <p>Complete lecture</p> <p>Slide 13- 5 minutes video <i>We're Still Here the Termination and Restoration of the Klamath Tribes</i> https://youtu.be/A8Ey27Ih86E</p> <p>Slide 15- <i>Optional 5 minute video on Klamath Tribes land back</i> https://youtu.be/YxAYk2hYKXI</p> <p>*Extension Activity on the last slide of powerpoint.</p> <p>Students can review primary source videos and complete reflective response to the following prompt.</p> <p>What did Edison Chiloquin do? Do you agree or disagree with his actions, why? What were the risks and rewards of his actions?</p>	<p>Each student group watches a short video and records answer on worksheet.</p> <p>Student groups share out one thing they learned from the video and record answer from classmates on their worksheet.</p> <p>Student complete worksheet</p>	10-15 min
Closing	Answer any questions and have student share outs.	Turn in worksheets (lesson and video)	3 min

Enclosures:

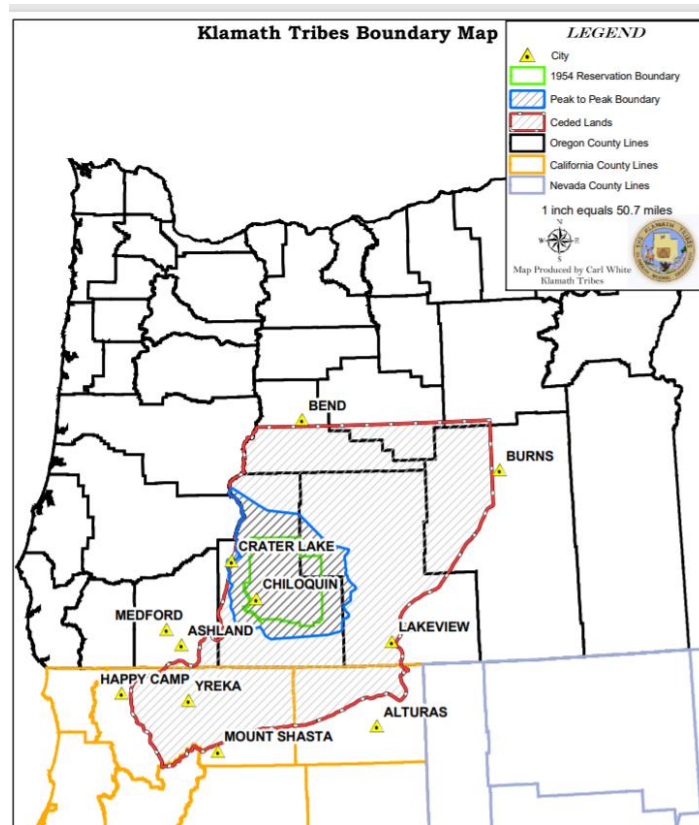
- Klamath Termination/Restoration Worksheet (also as separate word doc and PDF file)
- Klamath Termination/Restoration Worksheet Answer Key (as separate PDF file)
- *Your Land, My Land, The Klamath Tribes* Video Worksheet (as separate PDF file)

- *Your Land, My Land, The Klamath Tribes* Video Worksheet Answer Key (as separate PDF file)
- Klamath Tribes Land Acknowledgment
- Additional Resources/Work Sited
- Klamath Termination & Restoration Lesson PowerPoint Part I & Part II (Images only download as a separate file, if you download as a PDF you cannot view speaker notes that have content within them.) PDF or PowerPoint.

Land Acknowledgment for Klamath Tribes

Purpose of a land acknowledgment: To acknowledge someone is to say, "I see you. You are significant." The purpose of a land acknowledgment is to recognize and pay respect to the original inhabitants of a specific region. It is an opportunity to express gratitude and appreciation to those whose territory you exist in.

Land Acknowledgment: We want to acknowledge the original stewards of the land. The Klamath basin is the traditional territory of the Klamath, Modoc, and Yahooskin Band of Paiute Indians. We honor these tribal members' past, present, and future, as they are the stewards of this land. Oral traditions of the tribes maintain that they were created here and have existed here since time immemorial. In the face of forced removal and cultural genocide, the tribes secured their sovereignty and cultural practices through treaty rights and continual perseverance. We would like to thank and acknowledge the original occupants as well as their descendants for honoring and caring for this pristine environment.



Additional Resources:

[Treaty of 1864 https://klamathtribes.org/history/historical-documents/](https://klamathtribes.org/history/historical-documents/)

[Termination and Restoration in Oregon \(oregonencyclopedia.org\)](http://oregonencyclopedia.org)

[Klamath Termination: Water, Timber and Sovereign Rights – QUARTUX \(ndnhistoryresearch.com\)](http://ndnhistoryresearch.com)

[Klamath Tribal Termination – QUARTUX \(ndnhistoryresearch.com\)](http://ndnhistoryresearch.com)

[The Klamath's Path after Termination \(umt.edu\)](http://umt.edu)

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Letter to President Eisenhower, From Fred A. Seaton, Secretary of the Interior Letter January 13, 1958

The Long Struggle Home... The Klamath Tribes of Oregon Treaty of 1864 written by Native American Rights Fund on behalf of the Klamath Tribes

Restoration Act 1986

Termination Article 6/20/2005 *A tribe vanishes Proverbial stroke of pen terminates the Klamath Indian Tribe* (Jun 20, 2005)

HR 3553 Restoration

Public Law 588 Oregon Tribes Termination

Public Law 587 Klamath Tribes Termination

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[Restoring the past, protecting the future | News | heraldandnews.com](#) (Aug 27, 2017)

[Last of the Klamath Indians Collect \\$49-Million for Tribal Lands - The New York Times \(nytimes.com\)](#) (Dec. 5, 1974)

[Klamath Indians' Land to Be Auctioned - The New York Times \(nytimes.com\)](#) (Jun. 28, 1970)

Termination & Restoration PowerPoint Part I

TERMINATION & RESTORATION PART I

Tribal History/Shared History
Klamath Tribes

1

ESSENTIAL QUESTION

What is it that defines your connection to a group, and can this be taken away?

2

The hard thing is not making a decision. It's thinking about the results of what you have decided.

GUIDING QUESTIONS

- Have you ever been forced to make a choice when both options available to you are bad?
- How do you know your making the best choice?
- How does it feel to have no good choice?


3

Grade for this assignment

This assignment will be graded differently, as we want to enter the grades now, we need to know what you think you will get on the assignment.

Please write your grade up by your name on the worksheet.

- Predict what your grade will be on this assignment if you wrong & don't get the grade you anticipate you automatically get a 50%.
- Take a 70% on the assignment now and not risk getting a lower grade.



4

Learning Objectives

Review	Students will review the firsthand stories of tribal members and how Termination impacted them as an individual and community.
Analyze	Students will be able to analyze the information, tribal members had when deciding if they should withdraw or remain part of a private trust.
Understand	Students will understand the complex process of termination of the Klamath Tribes.
Describe	Students will be able to describe the impacts of termination and restoration on the Klamath Tribes.

5

Vocabulary

Per capita: Distribution of tribal property or money to an individual tribal member on a per capita basis.

Termination: The action of ending something or coming to an end.

Restoration: The action of returning something to a former owner, place, or condition.


6

Background

- Native American tribes are sovereign nations equal in their power to states but not quite to foreign nations. They are legally defined as "domestic, dependent nations".
- For treaty agreements notes: Tribes gave up lands in return for services provided by the Federal Government. Such as protection, health care, education, food and other assistance for the general welfare of the people.
- The Federal Government has agreed to always remember and every time same of and provide for Indian tribes this was promised in exchange for their land.

7

What is Termination of a tribe?



- Breaking of the treaty contracts signed between the Tribe and the Federal Government.
- Tribes are considered "the less of the best" or a "second option".
- Termination ends that contract and all the promises it made, because it ends the tribe.

8

Goals of Termination

End	Stop	Assimilate
End Indian tribes' status as sovereign (power to govern themselves) nations.	Stop federal supervision and trust responsibilities for Indian Tribes.	Assimilate Native Americans (make them like everyone else).


9

Klamath Tribes Legislative Timeline

Tribes sign treaty of 1864 Land was given to the tribe for 22 million acres in a 100-year leasehold agreement. The tribe received 22 million acres of land.	Termination Act Congress passed the Termination Act in August 13, 1954.	Self-determination Tribes, states and citizens are given the right to self-determination and control over their own affairs.
1864	1872-1873 Modoc War July 6, 1872 - June 1, 1873 Tribes were forced to leave their land.	1954 Restoration July 9, 1954 - June 1, 1955 Restoration of the Klamath Tribes.

10

Klamath Reservation



- Environment: lakes, rivers, valleys, high lands, mountains, large stands of timber.
- The red line is a traditional meaning area of the Klamath Tribes, over 22 million acres.
- The blue line is the reservation boundary of 4.2 million acres.
- Order late in a traditional and agreed upon to the Klamath, however, was excluded from the reservation against the tribes wishes.
- The green line is the reservation boundary at the time of termination in 1954.

11


Why Terminate Tribes?

The federal government no longer must pay tribes and provide for them like they promised to do if the tribe no longer exists.

If the tribe is no more, then the natural resources that were once theirs could be utilized and enjoyed by all instead of just the tribal members.

12

Klamath Tribal Government v U.S. Government




13

Klamath Tribal Government

- At the top of the Klamath Tribal Government System is the General Council. General Council is an elected members of the Klamath Tribes over the age of 21.
- The tribal members General Council elect a Tribal Council to help carry out the will of the people. This is a 10-person elected council that includes a Tribal Chairman, Vice Chairman, Secretary, Treasurer, and 6 members at large.
- This form of government is based off of a blending of traditional practices as well as learning from US government practices as part of the Indian Reorganization Act of 1934.

14

Pre-Termination the Klamath People were doing very well.

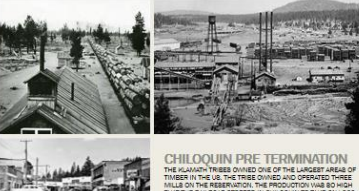


- As is that the Klamath had excellent ability to take full advantage of their natural resources.
- The Klamath people lived in peace and harmony with the other tribes in the region.
- The Klamath had an advanced knowledge, skills, and happy and strong.
- The Klamath people lived in peace and harmony with the other tribes in the region.
- The people were happy.

15

CHILQUIN PRE TERMINATION

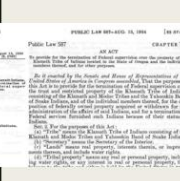
THE KLAMATH TRIBES OWNED ONE OF THE LARGEST AREAS OF TIMBER IN THE US. THE TRIBES OWNED AND OPERATED THREE MILLS ON THE RESERVATION. THE PRODUCTION WAS SO HIGH THAT THE RAILROAD STOPPED IN CHILQUIN TO TAKE ON LOGS.



16

H.C.R. 108 Public Law 587

- In August 1954, Congress passed Public Law 587 terminating the relationship between the Klamath Tribes and the United States.
- Sell all land and belongings.
- Federal services would no longer be offered such as health clinics and schools.
- Most of the Klamath Indians never voted to accept Termination.
- Tribal members were given the option to withdraw and receive a cash payment from the sale of the Reservations and maintain or remain as a private business cooperation.



17

KLAMATH TRIBAL COUNCIL 1955



18


Why did Tribal Council finally vote to accept Termination?

- They began to see Termination as inevitable and were receiving immense pressure from the federal government.
- The federal government put a hold on all reimbursements and per capita payments to the Klamath people.
 - The Klamath people needed and depended on this money.
 - It was a power move by the federal government to force the Tribal Council to vote for Termination.
- Timber sales is a highly debated among the members of the Tribal Council. Had the authority to vote for Termination remained, the majority of General Council would have voted to terminate.
 - General Council had deep their feelings about rejecting Termination in two successive votes.

19

Timber & Termination

- The Klamath's timber sales on associated wild lands.
 - The timber's 1,307,246 acres generated 26% of Klamath County's timber.
 - Annual timber revenue from timber was \$2.5 million.
 - This money was used to fund tribal operations as well as to pay per capita to tribal members.
 - The Klamath River drew 40 percent of its economic wealth from timber.
- During termination, 7% of wild lands were sold to settle and accept the cash payment. The sale of Klamath timber was the only way to pay the \$2.5 million. The sale of \$2.5 million was not enough to pay the \$2.5 million. Therefore, dropping the value of the timber for the terminated tribe as well for the Klamath River and Nation.



20

What happens when so much timber is sold all at once?

- The market becomes "flooded" (more timber than demand for timber) and the price of the timber is lower than it would normally be.
- It was this impact on the timber market and economy in general that led to opposition to Termination from non-Indian community leaders.
- However, even with opposition from the Tribe and local community, termination legislation still passed.

21

DECISIONS & OUTCOMES

- 01** Terminating a trust means that all benefits, income, and per capita payments go to the trust or individual members of a private trust.
- 02** If you failed to vote you would remain a member of the trust.
- 03** Parents felt a heavy weight in having to decide the future of their children.
- 04** Termination caused huge economic and social impacts on the time and in the years to come.
- 05** The sounds of termination still ring deep within the tribe to this day.

22

Did the government think the individual Indians would be successful?

A report was requested by the Secretary of the Interior to see if the Klamath Tribes were ready for Termination.

Researches at Stanford University found that the Tribe **was not ready** for Termination and that the results would be disastrous and not in the best interests of the tribe.

The Government ignored the report and its recommendations and continued with Termination.

23

HOW TERMINATION WORKED

- 01** Each tribe member voted to terminate or to remain in a private trust. At the time of the vote, one vote was worth one dollar. The payment would be \$100,000.
- 02** The vote was held on April 2, 1954. If you chose to terminate you would be paid the amount of the vote to be terminated and liquidated funds.
- 03** Payments in the amount of \$43,000 were paid from 1,440 individual members on April 1, 1954.
- 04** The Klamath Tribe as a political entity no longer exists.

24

What is a trust and trustee?

- Trust:** An arrangement where a person or business (a trustee) holds property as the beneficial owner for the good of one or more beneficiaries.
- Trustee:** An individual person or board given control or powers of administration of property in trust with a legal obligation to administer it solely for the purposes specified.

25

Your Land, My Land, the Klamath Tribes

(40 Minutes) <https://youtu.be/7iR9yQ38E>



26

Loss of Land

- Upon Termination, the Klamath lost their reservation of 1.9 million acres.
- It has yet to be returned.



27

Remaining Members

- The remaining 473 members became a private trust overseen by the conservative US National Bank of Oregon.
- The members you had to pay taxes on their 445,000 acres of land as if the land was no longer part of the trust.
- The Forest group as the remaining members were spending more money to have the trust managed than the they personally were making off the investment.



28

Almost immediately there was issues with the management of the trust

- The members did not like having to ask for their money and having requests denied by the conservator.
- They were also being charged high administration fees by the conservator. The administration fee started at \$60,000 a year. This was later increased to \$350,000 a year. These high administration fees were paid by the individual trust members in comparison were paid \$1,000 to \$3,000 a year depending on the estate.
- Native Tribal member, Taylor Tipper recalls when as a 15th grader, her father, Reason Tipper and mother, went to the US Bank Trust Office to get \$300 (for their own money) for Christmas Shopping. The US Bank Trust Office refused their request and then charged them a fee for the transaction.


29

In response to issues such as this the remaining members wanted a new trustee. This did not happen instead the trust was ended.

- These fees in addition to how the Indians were being denied their own money led to the need for a new trustee. However instead of this happening as was intended the trust was abolished and the remaining members paid out.
- The remaining members voted 54% in favor and 46% against to abolish the trust with the United States National Bank of Oregon.

30

Forest Group



Front Row Seated Left to Right: 1st Man in Orange Suit (Bill Dorn, Campaigner), 2nd Man with Stripes (Bill Dorn), 3rd Man with Stripes (Bill Dorn), 4th Man with Stripes (Bill Dorn), 5th Man with Stripes (Bill Dorn), 6th Man with Stripes (Bill Dorn), 7th Man with Stripes (Bill Dorn), 8th Man with Stripes (Bill Dorn), 9th Man with Stripes (Bill Dorn), 10th Man with Stripes (Bill Dorn)

31

The New York Times reported on June 27, 1970

"We're robbing our own children—what kind of people are we?" Asked an anguished Indian leader who would like to halt Mr. Lung's action but so far has been unable to develop an alternative to the sale. The breakup will reduce a heritage of 445,000 acres of pine forest, mountain pasture and ranchland to cold short-lived cash.

"It's a tragedy, and that's the only way to describe it," says Raymond H. Lung, the man who is reluctantly preparing to break up the last land holdings of the Klamath Indians and sell the parcels piece meal to the highest bidder.

32

Final Payout December 5, 1974

Many remaining members were still going to collect the sale proceeds. They were described by the New York Times as "burning the money" as they would have had to pay for the money. The Klamath Trust members as the one described it.

"They" said Carl Beata, a young Indian as he walked into the bank to get his money.

"I know what we had to give up to get the money," Carl Beata said.



33

Klamath Termination Act, 1954

Before Termination	After Termination (1955-1960)
More than 7 tribal members in public education	30% of the Klamath people died by the age of 25, and 37% died by the age of 40.
Tribal member income was 50% of the national average	90% of all babies were malnourished.
There provided jobs, per capita payments from timber sales, medical services, land for houses, and revolving loans	Later members were 1.5 times the Oregon statewide average, and 70 percent of adults did not complete high school.
Research shows were one of the wealthiest tribes in the nation	Tribal poverty levels were three times that of their own Indian population.

34

IT BECAME CLEAR TERMINATION WAS NOT SUCCESSFUL FOR THE KLAMATH PEOPLE, OR COMMUNITY, AND CHANGES NEEDED TO BE MADE.

35

Looking ahead to next lesson:

- Road to Restoration
- Restoration
- Restoring the past, protecting the future.



36

Predicted grade on the assignment. _____

Klamath Tribal Termination & Restoration Lesson Worksheet

Power Point

Vocabulary:

1. Write a sentence using termination. _____

2. Write a sentence using restoration. _____

Tribal Government

3. Tribal sovereignty is most similar to (circle the best answer):

- a. A city run government.
- b. A foreign nation like Mexico or Canada.
- c. A state-run government like Oregon.
- d. Tribal sovereignty is uniquely defined as “domestic, dependent, nations”.

4. Who or what is at the top of the Klamath Tribal government system, and why do you think this

is? _____

5. Who or what is the top of the US Government system, and why do you think this is? _____

6. What governmental system would you prefer and why? _____

Termination

7. Why do you think the Klamath Tribes were selected for termination? _____

8. What was the Tribes largest asset that was sold to pay off withdrawing members? _____

Restoration (Part II of PowerPoint)

9. Warm Up: If you were given the choice of \$25,000 handed to you today or the chance to invest that money for 10 years and had it become \$100,000, what choice would you choose and why?

Fill in whatever box fits your choice (you should only fill in one):

\$25,000 cash payout today
Why did you choose this option?
<ul style="list-style-type: none">• _____• _____• _____
What would you buy?
<ul style="list-style-type: none">• _____• _____• _____
Do you have any regrets about not waiting for more money? YES NO
Why? _____

\$100,000 cash payout 10 years from now
Why did you choose this option?
<ul style="list-style-type: none">• _____• _____• _____
What possible opportunities did you miss out on, or what did you do without because you decided to wait for the money?
<ul style="list-style-type: none">• _____• _____• _____
What would you buy?
<ul style="list-style-type: none">• _____• _____• _____

10. Was it easy or hard for you to make this choice, why? _____

11. When were the Klamath Tribes restored and federally recognized again? _____

12. What does restoration mean to Klamath Tribal members?

What did you learn from your video? _____

What was one thing you learned from the group share out? _____

13. Did the Klamath Tribes receive back their land? _____

14. If you were in the position of the Klamath Tribes, would you want your land restored to you?

Why or why not? _____

Your Land, My Land Video Guide

Video time 40 minutes, video link- <https://youtu.be/TvP9hyQIbBM>

1. What were the two options given to existing tribal members?

1. _____

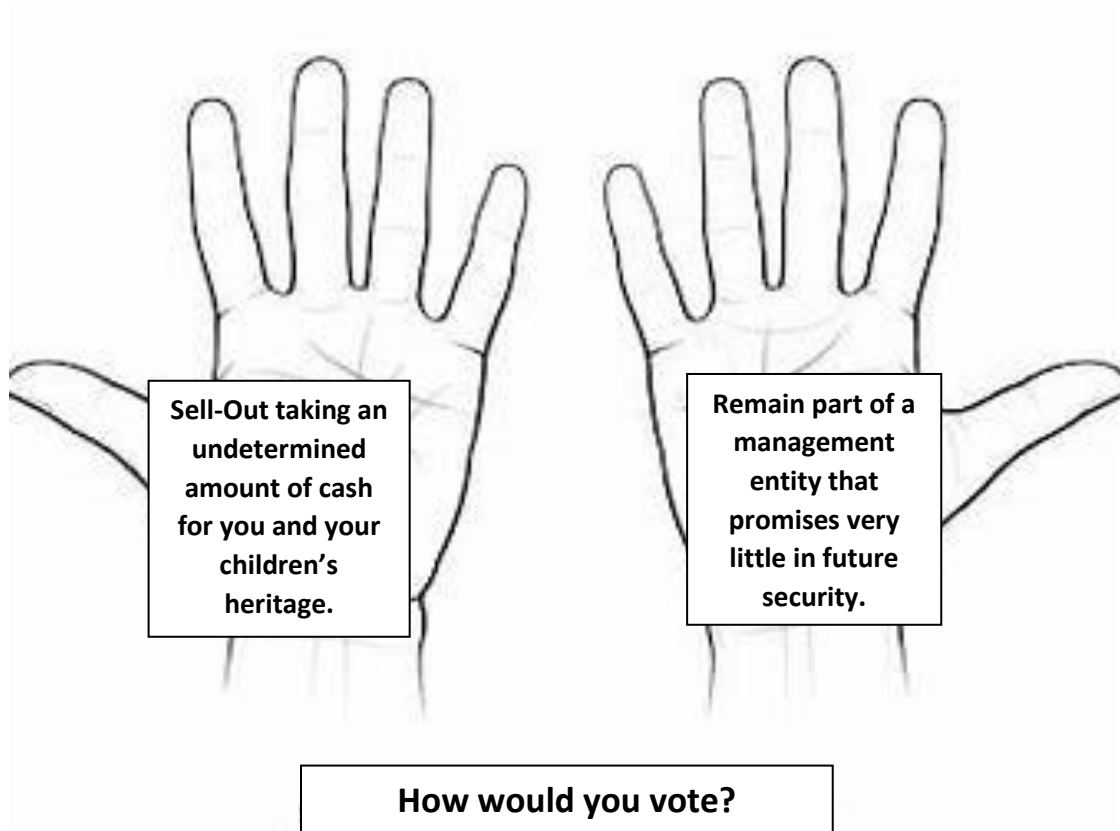
2. _____

2. Why was it important for the management specialist to know what the reservation land and resources were worth? _____

3. What was the concern with putting all the tribe's timber on the market? _____

“Lesser of 2 Evils”

What would you do? Write pros and cons for each choice in the fingers then decide how you would vote and circle that hand.



4. Why did you choose the hand you did? _____

5. Did you feel you had enough information to make a good decision, why or why not? _____

6. How did it feel having to make a decision that impacted not just yourself but future generations?

7. What was restoration? _____

- Why was it important for the tribal community? _____

- Why was it important for the individual member or person? _____

8. Why is the return of the land so important for the tribe? _____

9. Do you think something like termination could happen to tribes again in the present or future?

Why or why not? _____

10. Can a legislative act take away one's identity and with it your sense of self? _____
