



Grade Level: 8
Subject: Social Studies

Civil Rights: Kathryn Harrison Aids in the Fight for Restoration

ESSENTIAL UNDERSTANDINGS

- History
- Identity
- Language
- Genocide, Federal Policy, & Laws

LEARNING OUTCOMES

- Students will be able to discuss the speech given by Kathryn Harrison in a whole group discussion.
- Students will be able to identify and explain what is not directly stated in the text by drawing inferences.
- Students will be able to deconstruct the speech to identify the main idea of the text
- Students will be able to give examples of the text to support their answers
- Students will be able to discuss as a whole group what Restoration meant for The Confederated Tribes of Grand Ronde.

CULTURALLY RESPONSIVE PRACTICES

- Interaction with others through whole class discussion
- Preserving and honoring cultural history

ASSESSMENT

Students will be assessed on their participation in group discussions and their proficient completion of the writing activity

Overview

Many students are familiar with the iconic African American civil rights leaders in United States history, such as Martin Luther King Jr. and Rosa Parks, but a majority of students are unfamiliar with civil rights leaders from other cultures and ethnicities. In 1956, The Confederated Tribes of Grand Ronde was terminated and was no longer federally recognized as a tribe. It was a difficult many years for the members of this tribe and after 27 long years, the Tribe's federal recognition status was restored. The restoration process was long and full of obstacles but through the work of many individuals, the Tribe achieved restoration on November 22, 1983. In this lesson, students will learn about one of the many individuals who emerged as a civil rights leader during this time and help to restore The Confederated Tribes of Grand Ronde.

MATERIALS

- [PDF of Civil Rights Leaders Images](#)
- [Kathryn Harrison's speech](#)
- [Fight for Restoration Read Aloud](#)
- [Karen Harrison's speech](#) (optional)
- Paper & Pencil

LOGISTICS

- Where does this activity take place?
Classroom
- How are the students organized?

Whole Class Individually

TIME REQUIRED

Two 50 minute periods

STANDARDS

Oregon Common Core State Standards: ELA-Literacy

6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.

6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

8.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Oregon Social Sciences Academic Content Standards

Civics and Government 8.5 Examine and analyze significant documents establishing civil rights in the United States and Oregon, including (but not limited to) the Constitution, Bill of Rights, 13th -15th Amendments and Oregon Constitution.

Civics and Government 8.7 Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level.

Civics and Government 8.9 Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker's rights) for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.

Historical Knowledge 8.22 Evaluate continuity and change over the course of United States history by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives.

English Language Proficiency Standards

6-8.1 An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

6-8.2 An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Background for Teachers

"The Grand Ronde Reservation was established by treaty arrangements and an Executive Order of June 30, 1857. However, on August 13, 1954, Congress passed the Western Oregon Indian Termination Act which severed the trust relationship between the federal government and the Tribe. In the early 1970s, efforts began to reverse the tide of termination. On November 22, 1983, with the signing of Public Law 98-165, the Grand Ronde Restoration Act, the task was accomplished."

Websites:

<https://www.grandronde.org/history-culture/history/termination-restoration/>

<https://www.youtube.com/watch?v=zbUq6-l2GOU>

<https://weblink.grandronde.org/WebLink/DocView.aspx?id=34027&dbid=0&repo=Grand-Ronde>- Restoration

30th Anniversary Edition of Smoke Signals

<https://www.congress.gov/bill/98th-congress/house-bill/3885>- Summary of Grand Ronde Restoration Act

*See Treaties, Termination, Restoration Background for Teachers PDF attached to this lesson

VOCABULARY

- **Restoration:** to return something to its former condition
- **Termination:** the end of conclusion of - this is in reference to the policy of the United States to terminate all of the tribes; also referred to as liquidation
- **Western Oregon Termination Act:** refers to a Congressional Act of August 13, 1954, Publish Law 588 Western Oregon Indian Termination Bill - a bill by which the federal government no longer recognized the western Oregon tribes and their treaties and liquidated the reservations in western Oregon
- **Grand Ronde Trail of Tears:** Native peoples from southern Oregon and northern California were gathered up near Fort Lane, at the base of Table Rock (present day Medford) and forced to march during the winter months (Feb. 23-March 25, 1856) to the Grand Ronde Indian Reservation

Opening

Show students the photos of Civil Rights Leaders (included as a PDF in this lesson) and ask the students if they can identify each individual. Ask who they are and what they did.

Show students the image of Kathryn Harrison and ask the students if they can identify who she is and what she did.

Activity

1. Display Kathryn Harrison's speech for the students to see. Read through the speech as a whole group.
 - a. After reading the first page ask students what they think the speech is about and what text supports their answers.
2. Read the fifth English-written paragraph (the first paragraph on the second page) and ask students again what they think the speech is about. Ask them to give examples from the text to support their answer.
3. Finish reading the speech to the students.
4. Discuss the speech with the students. Ask critical thinking questions such as:
 - a. *Who do you think Kathryn is speaking to? Who is her main audience? How do you know?*
 - b. *Do you think by speaking in Kathryn's native language at the beginning and end of the speech it makes it more effective? Why or why not?*
 - c. *What does Kathryn mean when she says, "We are speaking up for our right to exist" and "[we] have been statistically dead for twenty-nine years"?*
 - d. *Are there any words or phrases in this speech that stand out to you? What words/phrases and why?*
 - e. *Does this speech raise any questions for you? If so, what?*
 - f. *What was Kathryn trying to convey when she says, "...my Indianess remained as strong as ever."?*
 - g. *Would this speech have been effective had it been written down for the audience to read themselves? Or to watch through video? Was the speech more powerful given in person? Why or why not?*
 - h. *Based on the usage of the word termination in the text, what do you think termination means?*
 - i. *What do you think restoration meant for the community of Grand Ronde?*
5. After discussing the speech, read the page on Kathryn Harrison.
6. Proceed to the writing activity. Writing activity: Have students write their own speech starting with the prompt, "We are speaking up today for our right to_____".

Closure

Have students share their speech with another student in the classroom.

Differentiation

- Instead of reading Kathryn Harrison's speech aloud to the class, have students each read the speech individually or in pairs. Have students practice close reading and then discuss the critical thinking questions as a group afterwards.

Extension

- If students finish early, they may doodle or write down three concepts they learned from this lesson.
- The teacher may show students a CTGR Restoration video: <https://youtu.be/zbUq6-l2GOU>, https://fb.watch/akmRA5Pn_Y/
- Have students read Kathryn Harrison's daughter's speech and answer the question: How do you think Karen Harrison's speech affected Congress's decision to restore the tribe? Do you think being only 16 years old had an impact on Congress? Why or why not?

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

PDF of Civil Rights Leaders Images:

<https://drive.google.com/file/d/1kvkFvj4ThvijOVU7mFQDJPf7pPqgLqx/view?usp=sharing>

Kathryn Harrison's speech:

<https://drive.google.com/file/d/1DkNlnXho2iTciGzPVUBt1TBpmWl5g0hd/view?usp=sharing>

Fight for Restoration Read Aloud:

https://drive.google.com/file/d/1S4AYn5227eL4ebF84zVr1KGbTKTbZ_5x/view?usp=sharing

Karen Harrison's speech (optional):

<https://drive.google.com/file/d/1O7Xt4ccfApmDfYcITJbPr-RD3u9Dn1-/view?usp=sharing>

Treaties, Termination, and Restoration Background for Teachers:

<https://drive.google.com/file/d/1JUMyfl-fOrRWkxVLEjp-j-f7Plv5vnAa/view?usp=sharing>