



The Confederated Tribes of Grand Ronde (CTGR) Restoration

ESSENTIAL UNDERSTANDINGS

- History
- Tribal Government
- Identity
- Lifeways
- Genocide, Federal Policy, & Laws

LEARNING OUTCOMES

- Students will be able to explain what termination meant for the Confederated Tribes of Grand Ronde.
- Students will be able to explain what restoration meant for the Confederated Tribes of Grand Ronde.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students should be assessed during this lesson through observations done by the teacher during the lesson. Students should also be assessed using the summary worksheet and exit ticket for this lesson.

Overview

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

- [Termination & Restoration Read Aloud](#)
- [Restoration Presentation](#)
- [Summary Worksheet](#)
- [Exit Ticket](#)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs Individually

TIME REQUIRED

45 minutes

STANDARDS

Oregon Social Studies Academic Content Standards

Civics and Government 5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.

Civics and Government 5.2 Examine and critique how colonial and new states' governments established, limited or denied rights and responsibilities of specific groups and individuals with particular attention to, citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes.

Civics and Government 5.5 Describe how the national government affects local, state, and Oregon tribal governments.

Geography 5.10 Identify and analyze the implications and cultural ramifications for Native American Tribes of the movement of people, goods, ideas, and cultural patterns to what became the United States, considering past, present, and future trends.

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](#) and the [Smoke Signals Article](#) attached to this lesson

*Prior to the lesson, print the Termination & Restoration read aloud sheet. Cut up the four sections.

VOCABULARY

- **Termination-** the action of something coming to an end.
- **Restoration-** the action of returning something to its former condition.
- **Reservation-** a place that land is held for special use – for tribes, land held in trust by the federal government for Native American tribes to live on or provide resources to fund their activities.

Opening

Begin the lesson by asking students:

- *What holidays do you celebrate in your family?*
- *Why do you celebrate these holidays?*

Activity

1. Begin the Restoration Presentation. Teachers should preview the slide deck prior to the lesson. There are written suggestions of what to say in the Speaker's Notes section of each slide.
 - a. Slide 2: Ask students what they think it means to be a nation
 - b. Slide 3: Point out that each of these logos represents a tribal nation in Oregon. Explain to students that each one of the tribes is a nation and has a government to government relationship with the state of Oregon and the federal government and that this is key when differentiating Native Americans from other groups of people in the United States.
 - c. Slide 4: Ask for 4 students to volunteer. Give each student a section of the read aloud of Termination and Restoration. Ask volunteer number 1 to read section number 1 out loud to the class.
 - d. Slide 5: Ask student number 2 to read section number 2 out loud to the class.
 - e. Slide 6: Ask volunteer number 3 to read section number 3 to the class. Afterwards, explain to students that being terminated meant that the federal government no longer recognized the tribe or people as being Indian. It also meant that all of the reservation land was taken away and didn't exist anymore. Any of the programs and help that the government was giving to tribal people all went away too. Tribal members no longer had access to education or health care. If a tribal member couldn't buy the land their house was on on the reservation then they had to move and find new housing and employment somewhere else. Ask students what they think happened to the land. Explain to students that the government sold off the land and made money off of it. Many indian people were treated poorly during this time. Some families were denied jobs and housing because they were Indian.
 - f. Slide 8: Explain to students that restoration means being recognized by the federal government and restored back to its original state. Additional video that talks about restoration <https://www.youtube.com/watch?v=ykHt2SHWli8>
 - g. Slide 9: Elders fundraised through bake sells and sold baskets and other handmade goods to help raise money for elders to travel back and forth to DC to testify and support the bill. After the tribe was terminated the only land they had left was a 1 acre cemetery and that is where they would gather and meet to make a plan.
 - h. Slide 10: Explain the table to students. Ask them if they notice anything. Two of the tribes were never terminated. What do they notice about them and those tribes reservations. Explain to students that restoration policy doesn't include restoring reservation land. Grand Ronde and Siletz were two of the tribes who were able to secure and re-establish small reservations as part of their restoration act that was passed by Congress.
 - i. Slide 11: Explain to students that today the tribe now provides for itself and provides health care and education opportunity for tribal members. The tribe now owes Spirit Mountain Casino and has a tribal court, health and wellness clinic, education department, police department and offers housing.

Activity

1. Once the Restoration Presentation is finished, pass out the Restoration Smoke Signals Article document to students. Because this document is a longer one, teachers may choose to have students work in groups or pairs to complete the activity.
2. Assign each student/pair/group a section of the document to become experts on.
3. Have students/pairs/groups complete a summary for their section.
4. When students have finished have students jigsaw and share the information with other students/pairs/groups until every student has heard and learned about each section.

Closure

To close the lesson, ask students what impacts termination had on the tribe. Then pass out the exit ticket to students. Students will complete the exit ticket individually using what they learned through their own research and the information that was gathered by their peers.

Differentiation

- Create a task list or task card that lists out the different steps of this lesson. This will help students follow the lesson and know what to expect.
- Assign preferred or specific seating to keep students on task and minimize distractions. If students are partnered or put in groups, be intentional about who students are paired with so students will benefit from working with each other.

Extension

- **Restoration Video:** You can accompany this lesson with the CTGR Restoration DVD that can be acquired through the Curriculum Specialist for Grand Ronde or online at [Restoration, Confederated Tribes of Grand Ronde](#).
- **Journal/ Reflection:** Have student's journal and reflect on what they have learned. Ask them guided questions for their writing.
 - *How might termination and restoration affected Grand Ronde tribal members?*
 - *How is life today affected by those decisions?*

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

- Termination & Restoration Read Aloud: <https://drive.google.com/file/d/1pqUyFqRXFinel5Abkx-vkdn-Mju0SEs3/view?usp=sharing>
- Restoration Presentation: https://docs.google.com/presentation/d/1_BwM9I3IufBE7WnXVJ7GNo5aAc-kCMxvtUrhRU5cdAg/edit?usp=sharing
- Summary Worksheet: <https://drive.google.com/file/d/18rMQ5PQKXzFb2hmDY4J8Gw9GWFqj0GVQ/view?usp=sharing>
- Exit Ticket: <https://drive.google.com/file/d/1am0jMWMsky5nKe2zpmheGJujo7wOOEU5/view?usp=sharing>