



Grade Level: 4
Subject: ELA

Restoration Fundraising

ESSENTIAL UNDERSTANDINGS

- History
- Identity
- Lifeways

LEARNING OUTCOMES

- Students will be able to become familiar with the Tribe's Restoration and its effects on the Grand Ronde Indians.
- Students will be able to become familiar with the concept of fundraising and the various types of fundraisers
- Students will be able to solve story problems relating to real-life situations for people of both the past and present

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Connecting to students' personal families and family members
- Preserving and honoring cultural history
- Music

ASSESSMENT

Formative: Students will be formatively assessed on their participation in solving Whole Group story problems.

Summative: Students will be summatively assessed on their proficiency at solving story problems independently.

Overview

Life was extremely difficult for many of the tribal people during the Termination Era and when word began to spread about other tribes achieving restoration, or federal recognition once more, the Grand Ronde Tribal People set out with one goal in mind. In the early 1970s, efforts began to reverse termination. This goal would require a substantial amount of funds, of which the Grand Ronde people did not have. To fund this mission, the people of Grand Ronde held and participated in many fundraisers including bake sales, frybread sales, jam sales, garage sales, car washes, and bottle drives. These funds were used to support travel costs, shipping/ mailing costs, etc.

MATERIALS

What materials are needed for students to engage in this activity?

- Restoration Fundraising [Presentation](#)
- Restoration Fundraising [Worksheet](#)
- Manipulatives (optional)

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 Common Core State Standards: Math

4.OA.A.3 Solve multistep problems in authentic contexts using whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted.

4.GM.B.4 Know relative sizes of measurement units and express measurements in a larger unit in terms of a smaller unit.

4.GM.B.5 Apply knowledge of the four operations and relative size of measurement units to solve problems in authentic contexts that include familiar fractions or decimals.

Civics & Government 4.1 Investigate how the establishment, organization, and function of the Oregon government, its Constitution and its laws enforced and/or violated democratic conceptions of equity and justice for individuals and groups including Native Americans, African-Americans, Asian-Americans, and other immigrant groups.

Geography 4.10 Identify political, economic, cultural and physical conflicts, including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon's different geographical areas and people groups who lived in those areas.

Geography 4.11 Understand the impact and legacy of colonialism on marginalized communities and describe the decisions made to shape the human (e.g., tribal, cultural, agricultural, industrial, etc.) and physical geography (dams, wind turbines, climate change, transportation, etc.) and its effect on Oregon's environmental sustainability.

Historical Knowledge 4.13 Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon.

English Language Proficiency Standards

ELP Standard 4-5.7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing

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=zbUg6-l2GOU>- This is the video shown to the students. Teachers may use the entire video as a background resource prior to the lesson.

<https://weblink.grandronde.org/WebLink/DocView.aspx?id=34027&dbid=0&repo=Grand-Ronde-Restoration> 30th Anniversary Edition of Smoke Signals (also included as PDF)

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

Senate Bill 13 Tribal History/Shared History:

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

VOCABULARY

- **Fundraising:** efforts made by the Grand Ronde people to raise money to work toward
- **Restoration:** included things like frybread sales, bake sales, jam sales, and powwows
- **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
- **Restoration:** to give back or to bring back to a former or original state. The tribal government was restored by the United States government.

Opening

Begin by having students watch a short clip from The Confederated Tribes of Grand Ronde Restoration video: (15:30-18:45)

[Restoration, Confederated Tribes of Grand Ronde.](#)

Discuss with students the key points in the video:

- *What were they talking about in this video? (Fundraising for Restoration efforts)*
- *What is fundraising?*
- *Why were they fundraising?*
- *What types of fundraisers did they have?*
- *Have you ever participated in one of these types of fundraisers?*

Activity

1. Begin Fundraising presentation

Work with students to solve sample fundraising story problems using the “I do, We do, You do” teaching practice.

- Slide 2:** “I do” - have students follow along as you solve this story problem
- Slide 3:** “We do” - have students work with you to solve this story problem
- Slide 4:** “You do” - allow students independent work time before you solve the story problem together

2. Pass out Restoration Fundraising worksheet for students to complete independently or in partners/small groups

Closure

Have students create their own story problem based on a fundraiser they would hold to raise money for something they feel is important.

Differentiation

- The teacher may choose to work through all story problems as a whole group

Extension

- Students can learn more about The Confederated Tribes of Grand Ronde Restoration efforts by watching more of the video
- Students can create more than one story problem during “wrap-up”

Notes/Other

- This lesson can be taught in conjunction with [4.SS.5 Restoration](#)
- Teachers may use the student-created story problems in the Wrap-Up to compile another story problem worksheet that students can work on at a later time
- 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

Restoration Video

<https://www.youtube.com/watch?v=zbUg6-l2GOU>

Restoration Fundraising Presentation

https://docs.google.com/presentation/d/1yluuu_OuZQ-wsVow4jKeLkkhGMc8wWQx0lzSeq5BeJE/edit?usp=sharing

Restoration Fundraising Worksheet

https://drive.google.com/file/d/1iXZleYXICITOKLQkLxHr_LJlsp11Mdz-/view?usp=sharing