



Grade Level: High School
Subject: U.S. History

Grand Ronde Trail of Tears - Exploring the 1856 Diary of Agent George Ambrose

ESSENTIAL UNDERSTANDINGS

- History
- Identity, Lifeways
- Treaties w/ the US
- Genocide, Federal Policy and Law

LEARNING OUTCOMES

- Students will be able to analyze the journal entries of George Ambrose for clues about the events along the Grand Ronde Trail of Tears
- Students will be able to envision the Native American perspective along the Grand Ronde Trail of Tears
- Students will be able to make a claim and support their claim using evidence

CULTURALLY RESPONSIVE PRACTICES

- Preserving and honoring cultural history
- Proximity
- Students talk, working individually and together

ASSESSMENT

Students will be assessed on their proficient completion of their Trail of Tears Journal Map and their Exit Ticket

Overview

Students will learn about the Oregon “Trail of Tears” and the impacts that it had on the people involved in the march. Students will also learn how the Oregon “Trail of Tears” directly influenced the location and formation of the Confederated Tribes of Grand Ronde.

NOTE: This lesson can be paired with the HS.GOV Federal Indian Policy lesson and the HS.USH. Acts Mini Lessons.

MATERIALS

- [Grand Ronde Trail of Tears Presentation](#)
- [Trail of Tears Map](#)
- [Grand Ronde Trail of Tears Journal Map Worksheet](#)
- Optional: Journal Entries - [Web](#) or [PDF](#)
- [Exit Ticket](#)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

1-2, 50-minute sessions

STANDARDS

Oregon Social Science Academic Content Standards

Civics and Government HS.1 Analyze the positive and negative implications of the US Constitution, Bill of Rights and Amendments, Supreme Court decisions, Federal Laws, and executive orders, for political, legal, economic, and social equality for all, including traditionally marginalized groups.

Civics and Government HS.2 Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context.

Civics and Government HS.7 Evaluate the relationships among governments at the local, state, tribal, national, and global levels.

Historical Knowledge HS.52 Evaluate continuity and change over the course of world and United States history.

Historical Knowledge HS.53 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.

Historical Knowledge HS.59 Analyze and explain the history of the American Indian/Alaska Natives/Native Hawaiians in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present.

Historical Knowledge HS.60 Analyze and explain the historic and contemporary examples of social and political conflicts and compromises including the actions of traditionally marginalized individuals and groups addressing inequities, inequality, power, and justice in the U.S. and the world.

Historical Knowledge HS.61 Analyze and explain the multiple experiences and perspectives of ethnic and traditionally marginalized groups to investigate conflicting interpretations of past and present events of national and/or global interest.

Historical Knowledge HS.62 Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups and individuals in shaping the cultures of Oregon, the United States, and the world.

Historical Knowledge HS.63 Examine the personal and historical development of identity, including concepts of race, ethnicity, gender, sexual orientation, and religion.

Background for Teachers

<https://www.grandronde.org/history-culture/history/trail-of-tears/>

Native peoples inhabited western Oregon for thousands of years before European settlers arrived. The Confederated Tribes of Grand Ronde are the proud peoples of the Umpqua, Molalla, Rogue River, Kalapuya, Chasta and many other Tribes and Bands whose roots go back thousands of years and whose ancestors represent the blending of many different cultures. The Confederated Tribes of Grand Ronde were formed when the U.S. government forced member Tribes to cede their ancestral lands and created the 60,000-acre Grand Ronde Reservation in Oregon's Coast Range. Beginning in February 1857, federal troops forced native people to march from a temporary reservation at Table Rock in southern Oregon 263 miles north across rough terrain to the newly created Grand Ronde Reservation. Thus began Oregon's "Trail of Tears." The Rogue River and Chasta Tribes were the first to be removed from their aboriginal lands. They were joined by members of other Tribes and bands as the march passed other tribal homelands. The journey took 33 days and many died along the way. George H. Ambrose was the Indian agent charged with carrying out the march. Historian Stephen Dow Beckham edited the agent's 1856 diary "Trail of Tears." He summarizes Ambrose's writing saying the diary "hints at the dimensions of suffering and tragedy endured by the Indians of southwestern Oregon in the 1856 removals to the new reservations. Similar forced marches northward befell the natives of the Umpqua and Willamette valleys as well as several bands brought along the coastal trail from Port Orford to Siletz during the summer. 'It almost makes me shed tears to listen to them as they totter along, observed Lt. E.O.C. Ord who witnessed one of these removals.

Trail of Tears 1856 Diary of Indian Agent George Ambrose edited by Stephen Dow Beckham (PDF included in this lesson plan)

[Video: The Oregon Trail of Tears and Other Hidden Native Histories](#)

*See Grand Ronde Trail of Tears Map included below

VOCABULARY

- **Forced removal-** Moving people from their homes against their will.
- **Ancestral homelands-** The place of origin of one's extended family, particularly the home owned and preserved by the same family for several generations.
- **Reservation-** a legal designation for an area of land managed by a federally recognized Native American tribe under the U.S. Bureau of Indian Affairs.
- **Executive Order-** An executive order is a signed, written, and published directive from the President of the United States that manages operations of the federal government.

Opening

Begin the lesson by displaying the following journal entry to the class (prompt included in presentation slides):

“The weather still continues pleasant. It was found necessary to have more teams than at first contemplated. I accordingly proceeded to Jacksonville for that purpose, and also to provide some articles, such as clothing and blankets to add to the comfort of the Indians, although the weather is set down as pleasant. It certainly would be regarded as such, especially at this season of the year, however the nights are quite frosty and the mornings cool, sufficiently so, to render it necessary that they should be provided with Tents, Blankets, shoes & such necessities as would tend to promote their comfort while on their journey which being procured the day was spent in distributing the articles among them. Also two additional teams were secured to convey the sick, aged, and infirm. Our teams now number eight which I fear will not be sufficient. Thirty four Indians are disabled from traveling by reason of Sickness aside from the aged and infirm, who will as a matter of course have to be hauled.”

Without providing students with any other information, ask the following questions:

- *Who do you think is writing this journal entry?*
- *What event do you think he is writing about?*
- *What are some of the key words/phrases in this entry that provide us with context?*

Activity

Begin the Grand Ronde Trail of Tears presentation. Teachers should refer to the “Speaker’s Notes” for additional information and discussion prompts.

For assessment, students will be creating a Journal Map. This map will appear similar to the provided Trail of Tears map but will substitute Ambrose’s journal entries for student-created journal entries from the Native American perspective. Teachers can choose to use the Journal Map Worksheet as a guide for students or have students create the map entirely on their own.

Closure

Exit Ticket: Students will need to answer one (or all) of the following questions on their Exit Ticket and support their claim using evidence learned during this lesson.

- Do you think the Federal Government had the right to remove the Native peoples from their homelands and place them onto reservations?
- Why do you think the United States Federal Government moved the Native peoples from the Table Rock Reservation to the Grand Ronde Reservation?

Differentiation

- To give students a better idea of the distance traveled, provide an example of equal travel starting with the location of their school/town. As the diary entries move along and share mileage, move along the “modern map” you create. This may help students better visualize and comprehend the number of miles traveled.

Extension

- See slide 16 of the presentation: Explore Ambrose’s Journal Entries
- The Cherokee Trail of Tears occurred in the 1830s and resulted in the removal of nearly 15,000+ Native Peoples from their homelands. Have students research this event and compare/contrast with the Grand Ronde Trail of Tears.
- Optional Video: [Day One \(Introduction\) for the Trail of Tears](#)

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

Grand Ronde Trail of Tears Presentation:

https://docs.google.com/presentation/d/1A9COTRAU4dbbYA1l--H_q9g1dPPYMqLSjG5JD-0PtGM/e/dit?usp=sharing

Trail of Tears Map:

https://drive.google.com/file/d/1JHCn_x4hXDSWYaGY8zSITeZ5FAHJ-iwy/view?usp=sharing

Grand Ronde Trail of Tears Journal Map Worksheet:

<https://drive.google.com/file/d/19sEizhpq5USxZiUbZBeR13B8HRdALkjb/view?usp=sharing>

Optional: Journal Entries - Web or PDF

- Web:
<https://ndnhistoryresearch.com/2017/09/16/we-are-willing-to-remove-anywhere-where-we-can-obtain-peace-removal-of-the-rogue-river-tribes-to-the-grand-ronde-reservation/>
- PDF:
https://drive.google.com/file/d/1nHip_tN58dKDxqZKa9HkCPGKQBkSgEZY/view?usp=sharing

Exit Ticket:

<https://drive.google.com/file/d/1ptLwA7h5dbEzi8c7OqFge0wUplkNu8o5/view?usp=sharing>

Additional Resources for Research:

- Fort Lane: https://www.oregonencyclopedia.org/articles/fort_lane/#.Yfw8VurMK70
- We Are Willing to Remove Anywhere, Where We Can Obtain Peace: Removal of the Rogue River Tribes To the Grand Ronde Reservation:
<https://ndnhistoryresearch.com/2017/09/16/we-are-willing-to-remove-anywhere-where-we-can-obtain-peace-removal-of-the-rogue-river-tribes-to-the-grand-ronde-reservation/>