



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

The Journey to Restoration

ESSENTIAL UNDERSTANDINGS

- Time Immemorial
- Sovereignty
- History
- Treaties w/ the US
- Genocide, Federal Policy and Law

LEARNING OUTCOMES

- Students will be able to explain the history of restoration for the Confederated Tribes of Grand Ronde.
- Students will be able to reflect upon the personal and political outcomes to the Grand Ronde peoples as a result of Restoration.

CULTURALLY RESPONSIVE PRACTICES

- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their proficient completion of comprehension and reflection questions.

Overview

The Confederated Tribes of Grand Ronde regained their federal recognition on November 22, 1983 after eleven years of effort from many Native and non-Native individuals. In this lesson, students will learn about the events leading up to Restoration and the effects of the Grand Ronde Restoration Act.

MATERIALS

- [Restoration Presentation](#)
- [Restoration Comprehension & Reflection Questions](#)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

2, 50-minute periods

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

“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 first video shown to the students. They will only watch approx. ½ of the video but teachers may use the entire video as a background resource prior to the lesson.

Grand-Ronde - Restoration 30th Anniversary Edition of Smoke Signals (also included as PDF):

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

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

Oregon 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>

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

VOCABULARY

- **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.
- **Sovereignty:** the act of having independent power, political, social and economic, or being free
- **Testimony:** a formal written or spoken statement – one given in a court of law

Opening

Show students the video Legacy, Approx. 3 minutes (<https://youtu.be/LL0PsS22ael>)

Ask students:

- *What is restoration?*
- *What have you heard or what do you know about Grand Ronde Restoration?*

Activity

1. Present the Restoration Presentation to students.
2. Teachers can choose to show the Grand Ronde Restoration video (<https://youtu.be/zbUg6-l2GOU>) on the last slide prior to the presentation or afterwards. The video contains much of the information within the PowerPoint but tells the story of Restoration through the voices of those who lived through it.

Closure

After viewing the Restoration Presentation and the Grand Ronde Restoration Video, students will then complete a series of comprehension and critical thinking questions.

Differentiation

- Teachers can present the Restoration Presentation in conjunction with the Grand Ronde Restoration Video. (i.e. present information on 1-2 slides, watch part of the video, present information on 1-2 slides, etc.)
- Students can complete the comprehension and reflection questions with a partner or in small groups.

Extension

- Have students research the restoration process for another tribe in Oregon (examples include Confederated Tribes of Siletz Indians of Oregon, the Cow Creek Band of the Umpqua Tribe, the Coos, Lower Umpqua, and Siuslaw, Klamath, and Coquille). Compare and contrast their termination and restoration experiences to those of the Confederated Tribes of Grand Ronde.

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

Legacy Video: <https://youtu.be/LL0PsS22ael>

Grand Ronde Restoration Video: <https://youtu.be/zbUg6-l2GOU>

Restoration Presentation:
<https://docs.google.com/presentation/d/1EQRH8sqou4gumt81g7iDRnl2xebn7U3qsNtAeM19uuA/edit?usp=sharing>

Grand Ronde Restoration Comprehension and Reflection Questions:
https://drive.google.com/file/d/1C6OfQpcBd8aerkdrL_oJTv5eowFbJXNN/view?usp=sharing

Treaties, Termination, Restoration Background for Teachers PDF:
<https://drive.google.com/file/d/15RK4zVogQXCrihJYUlcSlssK1FtbkJ-u/view?usp=sharing>