



## LEARNING SEGMENT FRAMEWORK

**Title of Learning Segment (Unit): Klamath Tribes Termination & Restoration**

**Grade Level: 6<sup>th</sup> Grade**

**Class and/or subject/topic: Social Studies**

### LESSON FOCUS- Termination & Restoration

**Essential Understandings:** Identity

Identity defines one's understanding of who he or she is. Native American identities are alive, vibrant, and diverse. There is no singular Native American identity.

### BRIEF SUMMARY OF THE LEARNING SEGMENT

This is a two-part lesson. First, it focuses on the Termination of the Klamath Tribes by the federal government in the 1950s. It then follows the process of Restoration in the 1980s. The lesson reviews both the short- and long-term impacts of Termination and Restoration on the tribe as a political entity as well as at the individual and community level.

### STANDARDS

Historical Knowledge

6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as Termination, sovereignty, and treaties.

Multicultural Studies

6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). (History)

6.14 Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere.

### ESSENTIAL QUESTION

What is it that defines your connection to a group, and can this be taken away?



## GUIDING QUESTION

- Have you ever been forced to make a choice when both options available to you are bad?
- How do you know you are making the best choice?
- How does it feel to have no good choice?

## LEARNING OBJECTIVES

- Students will review the firsthand stories of tribal members and how Termination impacted them at an individual and community level.
- Students will be able to analyze the information tribal members had when deciding if they should withdraw or remain part of a private trust.
- Students will understand the complex process of Termination of the Klamath Tribes.
- Students will be able to describe the impacts of Termination and Restoration on the Klamath Tribes.

## LESSON SEQUENCE

This lesson should take 2-3 class periods and is broken into day 1 Termination and Day 2 Restoration.

The lesson is designed for the PowerPoint to guide the work and be used in conjunction with the worksheets and video. There is no hard stop or start for the second day in the PowerPoint.

Each lesson has a launch designed to make the lessons and the issues the Klamath faced more relatable to the students and grasp their interest. These launches are simulations and understanding and empathy-based in an attempt to understand that which we can never truly understand. The launches can be found in this lesson overview sheet under Launch (simulation) Day 1 & Day 2. Each of the launches has correlating sections on the worksheet. The launch/warm-up for day two is found in the launch section of this outline and on the worksheet under Restoration.

The teacher is encouraged to read the notes section within the PowerPoint.

The video can be done as a standalone exercise and has its own worksheet, but for the age of students, it is recommended that the video be scaffolded by providing the background information in the lesson as well as the extended context found in the lesson.

Day 1:

Warm-Up/Launch Simulation

Vocabulary: per capita, Termination, Restoration (introduced at the beginning of the lesson) trust and trustee (introduced midway through the lesson)



PowerPoint Content -The content in the slide deck is designed to correlate with the student worksheet and be student interactive with questions and images to keep attention. However, some suggested student engagement activities are:

-Additions you may choose to add are having students look at a map in your classroom of the state of Oregon and show the traditional roaming areas then the general reservation line. This helps put the size of their territory and reservation into preexisting knowledge that students already possess.

-Allow think time, elbow partner chats, or table talks in addressing questions in the slides.

**Video:** Midway through the lesson is the *Your Land, My Land, The Klamath Tribes* Video <https://youtu.be/TvP9hyQlbBM>. This is one 40-minute video, but the recommendation is to break it into two sections one focused on the history of the Klamath Tribes and Termination, then to show the second section during lesson 2 regarding Restoration. There is a separate worksheet related to the video that students will complete while watching the video. This is a divided attention task watching the video and recording answers, so it may be difficult for some students. As a scaffold, you may choose to stop the video and give students time to record their response before starting it up again. At around the 21-minute mark, students will do the lesser of 2 evils section of the worksheet based upon Tom McCall's statements in the film. This should take 5-10 minutes to complete. Below is a recommended outline.

Lesson 1 Termination:

- Start at 6:25 minutes (if you have time, you can play the first part of the video)
- Stop the video at 21:38 and have the students do lesser of 2 evils section on the video worksheet.
- Stop the video at 31:10.

Lesson 2 Restoration:

- Finish video 31:10 – 39:00

Under the Restoration section of the lesson, there is a section with several testimonials of tribal members responding to the prompt *What does Restoration mean?* (Slide 32) You can present this information in several ways, just have students watch the videos independently on electronic devices, show some or all the videos to the whole class, or

- Jigsaw the activity – have five small groups set up, each with an electronic device to play the video. Each group will be given a video to watch. They will watch the video and answer the following question on their worksheet.
  - What did you learn from your video?
- When this is completed, each small group can share out one thing they learned in their video to the whole class, and students will record one of the group's responses to answer the question on their worksheet.
  - What was one thing you learned from the group share out?

There is no hard stopping point for day 2 or day 3 of the lesson. The lessons flow in a manner that they can be picked back up and continued. At the completion of the lesson sequence,



students should turn in the completed Termination/Restoration assignment sheet as well as the *Your Land, My Land* video worksheet.

### VOCABULARY:

- Per capita: distribution of tribal property or money to an individual tribal member on a per capita basis.
- Termination: the action of ending something or coming to an end
- Trust- an arrangement where a person or business (a trustee) holds property as its nominal owner for the good of one or more beneficiaries.
- Trustee- an individual person or board given control or powers of administration of property in trust with a legal obligation to administer it solely for the purposes specified.
- Restoration: the action of returning something to a former owner, place, or condition.

### LAUNCH (simulation) Day 1 & Day 2:

#### Day 1 launch:

##### Let's Make a Deal

This simulation is designed to have students struggle with making a decision that will impact them without all the information needed to make a good decision that is in their best interest. This is similar to what happened to the Klamath people at the time of Termination. The choice of staying a Tribe and keeping things the same as they had been was not an option. Instead, they were forced to make a choice between two unknown options without adequate information about either choice.

In this hypothetical as the teacher, you have to enter the grades in the grading system now rather than at the end of the assignment as you would normally do. (You are trying to total your grades, and you want this assignment to be included even though it isn't completed yet) so you need students to help you out and take one of two options for the grading.

1. Predict what their grade will be on this assignment. If you are wrong or don't get the grade you anticipate, you automatically get a 50%.  
or
2. Take a 70% on the assignment now and not risk getting a lower grade.

Students will write their grade in the upper right-hand corner of the worksheet.

It is anticipated that students will not like this change and will want to ask questions about: Why are we changing things? Why do we have to do this? How can we make a good decision when we do not know what the assignment is?

All of these are valid concerns, but you can't answer them. They just need to choose.



After all the students have written their grade on the worksheet, you can discuss as a class why they did not like the new process. It is quicker, they had two options to choose from. What is wrong they had a choice and input?

How did it feel to have to make a decision without enough information?

How did it feel to be forced to change the way you normally do things in class?

How did it feel to have two bad choices?

How did it feel to have your concerns unaddressed or to not be heard?

### **Day 2 launch:**

If you were given the choice of \$25,000 handed to you today or the chance to invest that money for 10 years and have it become \$100,000, what choice would you choose and why?

This launch is laid out in the worksheet. At the conclusion of the launch students can discuss in small groups or full class why they chose what they did and why.

Comments: Students may find this unrealistic that no one would trust them with the amount of money and just give it to them. This is not all that different from what happened to the Klamath Tribes. It is highly likely that the 6<sup>th</sup>-grade students have more experience interacting and handling money than many of the tribal members did that were just given money with no financial training or education.

One difference in this simulation is that the Klamath Tribal members who choose to remain did not have a guarantee of their investment returning money. They could have lost money or land. Some even saw it as a gamble to try and hold onto their land instead of taking the money that was a sure thing.

Guiding questions:

Did you feel you made a responsible choice?

Did you buy things you needed or wanted?

For those that took the \$25,000 and bought things, what do you think those “things” will look like in 10 years?

For those that waited for the money, how would you feel if during that time something happened, and you really needed that money? (For example, there was an accident, or a good deal came along, or you saw everyone around you buying new things and having fun, and you couldn't participate because you didn't have the money.)

Did anyone decide to work with a friend, and one of you take the money now and agree to split it and then agree to split the money ten years from now? (Some Klamath members did this where they would have certain family members withdraw and others remain.)



## EVIDENCE FOR UNDERSTANDING

Students will demonstrate their understanding through completing the worksheet and reflection assessment. They will also show understanding through small group or full class discussions. It should be emphasized that student's experiences and perspectives, when shared, add value to the class as a whole.

The timing laid out in the learning plan is just a recommendation. As the simulation and student sharing may vary per class, it would be suggested to give this the time needed based upon student/class needs.

## CONTEXT AND BACKGROUND

**Accommodations and Adaptations:** The amount of scaffolding and the pacing of the lesson should be based on the learning level of your individual students. The divided attention tasks of taking notes during lecture and taking notes during the video may be difficult for some students, so it would be recommended to give think time or recording time for these activities. You could also scaffold them with small group or full class discussions.

**Background for teachers:** The United States was coming out of the New Deal era and into WWII. Native Americans were doing the same. The Indian New Deal included the Indian reorganization Act (IRA) that was set up to return Indians to a communal way of life and restructure tribal governments. This was in direct contrast to the Dawes/Allotment Act of 1887. The allotment act broke reservations into small individual-owned allotments. Once the land was allotted to tribal members, the remaining land was termed surplus land and opened to white settlement. This resulted in the loss of 90 million acres of Indian land to whites. During this time, attendance at Indian boarding schools was also compulsory and resulted in a direct attack on Native language and culture.

The Indian New Deal attempted to return Indians to a collective, communal society and away from the forced assimilation of the Dawes Act. However, in doing this, they failed to recognize the Dawes Act had worked. Many Natives did want to hold land communally and a whole generation of children and become disconnected from their culture. With the failure of the Indian New Deal, the money the government was spending on maintaining Indian relations, as well as a need for natural resources, a new era in Indian relations was deemed necessary. Termination of the federal government's special relationship with Indian tribes could serve as a final solution. If the tribes are no more and the Indians are just US citizens, then the government doesn't have to honor treaty promises, and their resources can be distributed among the larger group. Termination was the federal government's idea to getting out of the Indian business for good.

**Prerequisite Skills and Knowledge:** As this is a standalone lesson no prerequisite skills or knowledge are needed.

**Potential Misconceptions or Misunderstandings:**

There is always the possibility when doing a lesson from a diverse approach of underlying prejudices or misconceptions. This lesson's goal is to address historical issues that have present-day ramifications. There is also a segment within the lesson that addresses common misconceptions related to Termination.

**Engagement strategies:**

Having the students reflect upon their own lives, experiences, and values is a key to engagement and greater understanding in this lesson. By reflecting on how they would feel if placed in similar hypothetical situations, it is the hope that engagement will be high, and each experience will be unique to the individual student. Those experiences, when shared through small group or full class discussions, will increase the understanding and empathy for all class members.

**Extension Activities:**

The last slide in the PowerPoint can be used as an extension activity. It includes two short primary source videos.

- An extension activity assessment would be writing a reflective response to the following prompt.
- What did Edison Chiloquin do? Do you agree or disagree with his actions, why? What were the risks and rewards of his actions?

**MATERIALS NEEDED:**

Teaching the lesson requires a computer and projector system to play a video and display a PowerPoint presentation. Printed worksheets or worksheets launched through an online education platform.

The students will need to have a writing utensil, and printed worksheet, or an electronic device for a paperless or online learning environment.

If you choose to jigsaw “What does restoration mean?” one student in each small group will need to be able to play the short video on an electronic device for the group.



## LEARNING PLAN

	Teacher is doing...	Students are doing...	Timing
<b>Intro to lesson &amp; Launch</b>	<p>Welcome students to class (Have PowerPoint going)</p> <p>Pass out worksheets or launch via an online platform.</p> <p>Read and discuss the essential question and guiding questions.</p> <p>Read launch scenario to students. Let's make a deal! There should be back and forth dialogue here, clarifying questions. It should be clear they only have the two options. If the launch works as intended, you should here:</p> <ul style="list-style-type: none"> <li>- This isn't fair.</li> <li>- Both options are bad.</li> <li>- We don't have enough information to make a good decision.</li> </ul> <p>Ask students how that process felt to them, how did it feel to be forced out of what was normal and treated unfairly? How did it feel to not have a good option to choose from? How did it feel to have your concerns unheard and unaddressed?</p>	<p>Students take a seat.</p> <p>Small group or full class discussions</p> <p>Students write the anticipated grade in the upper right-hand corner of the assignment. (Back and forth dialogue regarding this new and unfair process)</p> <p>Teacher student dialogue or small group discussions with full class share out.</p>	5-10 min
<b>Transition</b>	This is how the people in our lesson today felt when they were forced to make a decision.		
<b>Learning Objective &amp; Vocab</b>	<p>Read through learning objectives (slide 5)</p> <p>Vocabulary (slide 6) Per-capita, Termination, Restoration.</p>	Independent work time while student's complete vocabulary section on the worksheet	5 min





<b>Transition</b>	What is sovereignty	Complete section on worksheet	3 min
<b>Tribal Government</b>	<p>Lecture format Proceed through the PowerPoint.</p> <p>Watch short 24 second video of Klamath Tribes Animated Land Loss <a href="https://youtu.be/h1AcN9da8i8">https://youtu.be/h1AcN9da8i8</a></p>	<p>Listen, reflect and record answers on worksheet.</p> <p>Students can do a share out on what form of government they would prefer and why.</p>	10 min
<b>Transition</b>	You can lead students to why they think the Klamath were chosen for Termination and see if they come up with the relationship between natural resources and those tribes selected for Termination.		3 min
<b>Termination</b>	<p>Continue with lecture reading notes in PowerPoint.</p> <p>How Termination worked and the choices tribal members had.</p> <p>Go over vocabulary of trust and trustee.</p> <p>Have students get out their video worksheet. Video link <a href="https://youtu.be/TvP9hyQIbBM">https://youtu.be/TvP9hyQIbBM</a> (You may choose to change the time you play the video to best fit your classes needs or break up the video into different sections.) Play first part of video for students. Stop video at 21 minutes for lesser of two evils activity.</p>	<p>Students listen to lecture.</p> <p>Students switch over to video worksheet.</p> <p>Students complete lesser of two evils section of the worksheet and share out answers.</p>	20-30 min
<b>Closing</b>	Answer any questions and have students share out.	Work on worksheets & class discussion	3 min
<b>Day 2 Restoration</b>	<p>Review essential question, guiding questions, learning objectives, and vocabulary.</p> <p>Warm up/Launch (see details above in launch section)</p>	<p>Students make sure work from yesterday is complete.</p> <p>Students fill in worksheet simulation.</p>	10 min



	<p>Students choose \$25,000 handed to you today or the chance to invest that money for 10 years and have it become \$100,000.</p> <p>Guiding questions:          Did you feel you made a responsible choice?          Did you buy things you needed or wanted?          For those that took the \$25,000 and bought things, what do you think those "things" will look like in 10 years?          For those that waited for the money, how would you feel if during that time something happened, and you really needed that money? (For example, there was an accident, or a good deal came along, or you saw everyone around you buying new things and having fun, and you couldn't participate because you didn't have the money.)          Did anyone decide to work with a friend, and one of you take the money now and agree to split it and then agree to split the money 10 years from now? (Some Klamath members did this where they would have certain family members withdraw and others remain.)</p>	Class discussion	
<b>Transition</b>	Have students get out the video worksheet to complete	Students get out video worksheet	2 min
<b>Video</b>	Play remainder of 31:10 – 39:00	Students complete video worksheet	10 min
<b>Transition</b>	Have students turn in video worksheets or hold and turn in both worksheets at once. Transition back to PowerPoint and lesson worksheet.	Students get out lesson worksheet	3 min
<b>Restoration</b>	Continue with lecture reading notes in PowerPoint	Students listen and take notes on worksheet	10 min
<b>Transition</b>	Break students into 5 small groups	Students join breakout groups	3 min
<b>Mini Video Jigsaw</b>	Each group will be given a video to watch. They will watch the video and answer the following question on their worksheet.	Each student group watches a short video and records answer on worksheet.	10-15 min



	<p>-What did you learn from your video?</p> <p>When this is completed, each small group can share out one thing they learned in their video with the whole class, and students will record one of the group's responses to answer the question on their worksheet.</p> <p>-What was one thing you learned from the group share out?</p> <p>Complete lecture</p> <p>Slide 13- 5 minutes video <i>We're Still Here the Termination and Restoration of the Klamath Tribes</i> <a href="https://youtu.be/A8Ey27Ih86E">https://youtu.be/A8Ey27Ih86E</a></p> <p>Slide 15- <i>Optional 5 minute video on Klamath Tribes land back</i> <a href="https://youtu.be/YxAYk2hYKXI">https://youtu.be/YxAYk2hYKXI</a></p> <p>*Extension Activity on the last slide of powerpoint.</p> <p>Students can review primary source videos and complete reflective response to the following prompt.</p> <p>What did Edison Chiloquin do? Do you agree or disagree with his actions, why? What were the risks and rewards of his actions?</p>	<p>Student groups share out one thing they learned from the video and record answer from classmates on their worksheet.</p> <p>Student complete worksheet</p>	
<b>Closing</b>	Answer any questions and have student share outs.	Turn in worksheets (lesson and video)	3 min

**Enclosures:**

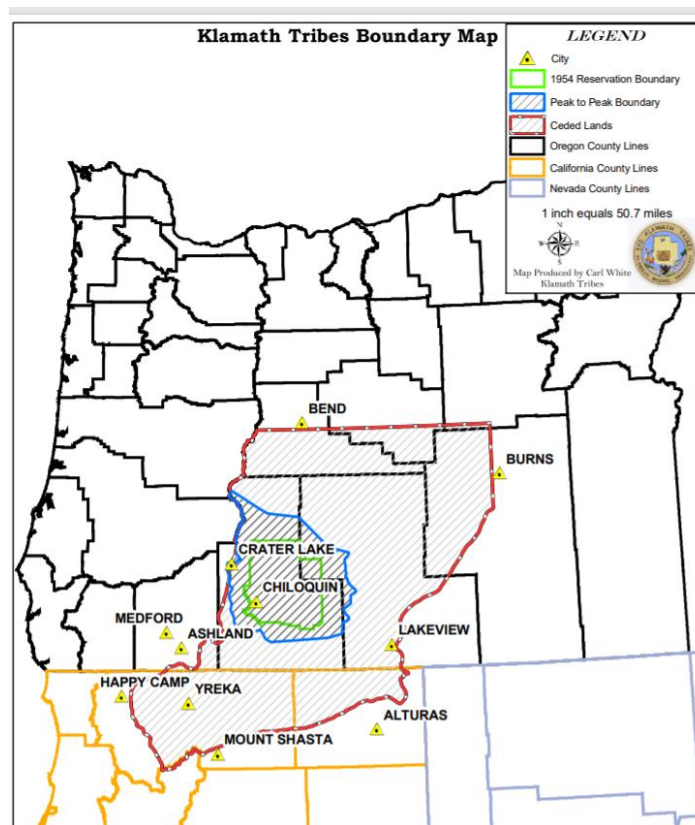
- Klamath Termination/Restoration Worksheet (also as separate word doc and PDF file)
- Klamath Termination/Restoration Worksheet Answer Key (as separate PDF file)
- *Your Land, My Land, The Klamath Tribes* Video Worksheet (as separate PDF file)
- *Your Land, My Land, The Klamath Tribes* Video Worksheet Answer Key (as separate PDF file)
- Klamath Tribes Land Acknowledgment
- Additional Resources/Work Sited
- Klamath Termination & Restoration Lesson PowerPoint Part I & Part II (Images only download as a separate file, if you download as a PDF you cannot view speaker notes that have content within them.) PDF or PowerPoint.



## Land Acknowledgment for Klamath Tribes

**Purpose of a land acknowledgment:** To acknowledge someone is to say, "I see you. You are significant." The purpose of a land acknowledgment is to recognize and pay respect to the original inhabitants of a specific region. It is an opportunity to express gratitude and appreciation to those whose territory you exist in.

**Land Acknowledgment:** We want to acknowledge the original stewards of the land. The Klamath basin is the traditional territory of the Klamath, Modoc, and Yahooskin Band of Paiute Indians. We honor these tribal members' past, present, and future, as they are the stewards of this land. Oral traditions of the tribes maintain that they were created here and have existed here since time immemorial. In the face of forced removal and cultural genocide, the tribes secured their sovereignty and cultural practices through treaty rights and continual perseverance. We would like to thank and acknowledge the original occupants as well as their descendants for honoring and caring for this pristine environment.





**Additional Resources:**

[Public Law 587 Klamath Tribes Termination.pdf](#)

[Public Law 588 Oregon Tribes Termination.pdf](#)

[HR 3554 Restoration.pdf](#)

[Termination article 6-20-05.pdf](#)

[Long Struggle Home Klamath Tribes copy\[1544\].pdf](#)

[Restoration Act 1986.pdf](#)

[Termination and Restoration in Oregon \(oregonencyclopedia.org\)](#)

[Klamath Termination: Water, Timber and Sovereign Rights – QUARTUX](#)

[\(ndnhistoryresearch.com\)](#)

[Klamath Tribal Termination – QUARTUX \(ndnhistoryresearch.com\)](#)

[The Klamath's Path after Termination \(umt.edu\)](#)



## Work Cited

### Interviews:

Bagley, Linda  
Bettles, Robert Sr.  
Brewer, Kyley  
Chocktoot, Perry  
Cole, Cheryl  
Cole, Robert (Klinker)  
Craig, Lyalle May  
DeLorme, Camille  
Dumont, Clayton Sr.  
Engle, Bruce  
Frost, Roberta  
Garcia, Lorraine  
Hall, Lawrence  
Hall, Lloyd  
Jackson, Jane  
Johnson, Eva  
Kirk, Buzz  
Kirk, Freida  
Lugo, Carol  
Mitchel, Jeff  
Stanton, Ilene  
Tupper, Taylor  
Weiser, Mex  
Wilson, Coquise  
Wiseman, Jacky

### Books:

Stern, T. (1965) *The Klamath Tribe: A People and Their Reservation*. Theodore Stern. London.

Treuer, D. (2020). *The heartbeat of Wounded Knee: Native America from 1890 to the present*. Corsair.

Treuer, D. (2013). *Rez Life: an Indian's journey through reservation life*. Grove Press.

### Articles and Webpages:

11/5/74 Briefing Paper on Klamaths (reprinted 2/12/93)



Klamath Termination: Water, Timber and Sovereign Rights – QUARTUX

([ndnhistoryresearch.com](http://ndnhistoryresearch.com))

Letter to the Honorable Wayne Morse from Clinton P. Anderson, New Mexico Chairman dated February 7, 1961

Letter to President Eisenhower, From Fred A. Seaton, Secretary of the Interior Letter January 13, 1958

*The Long Struggle Home... The Klamath Tribes of Oregon Treaty of 1864* written by Native American Rights Fund on behalf of the Klamath Tribes

[Restoration Act 1986.pdf](#)

[Termination article 6-20-05.pdf](#) *A tribe vanishes Proverbial stroke of pen terminates the Klamath Indian Tribe* (Jun 20, 2005)

[HR 3554 Restoration.pdf](#)

[Public Law 588 Oregon Tribes Termination.pdf](#)

[Public Law 587 Klamath Tribes Termination.pdf](#)

[Klamath Termination: Water, Timber and Sovereign Rights – QUARTUX \(ndnhistoryresearch.com\)](#)

[Klamath Tribal Termination – QUARTUX \(ndnhistoryresearch.com\)](#)

[The Klamath's Path after Termination \(umt.edu\)](#) (2008)

[Restoring the past, protecting the future | News | heraldandnews.com](#) (Aug 27, 2017)

[Last of the Klamath Indians Collect \\$49-Million for Tribal Lands - The New York Times \(nytimes.com\)](#) (Dec. 5. 1974)

[Klamath Indians' Land to Be Auctioned - The New York Times \(nytimes.com\)](#) (Jun. 28, 1970)

# Termination & Restoration PowerPoint Part I

## TERMINATION & RESTORATION PART I

Tribal History/Shared History  
Klamath Tribes

1

## ESSENTIAL QUESTION

What is it that defines your connection to a group, and can this be taken away?

2

### GUIDING QUESTIONS

The hard thing is not making a decision. It's thinking about the results of what you have decided.

- Have you ever been forced to make a choice when both options available to you are bad?
- How do you know your making the best choice?
- How does it feel to have no good choice?

3

### Grade for this assignment

This assignment will be graded differently, as we want to enter the grades now, we need to know what you think you will get on the assignment.

Please write your grade up by your name on the worksheet.

- Predict what your grade will be on this assignment if your wrong & don't get the grade you anticipate you automatically get a 50%.
- or
- Take a 70% on the assignment now and not risk getting a lower grade.

4

### Learning Objectives

Review	Students will review the firsthand stories of tribal members and how Termination impacted them at an individual and community level.
Analyze	Students will be able to analyze the information tribal members tell when deciding if the should withdraw or remain part of a private trust.
Understand	Students will understand the complex process of termination of the Klamath Tribes.
Describe	Students will be able to describe the impacts of termination and restoration on the Klamath Tribes.

5

### Vocabulary

The **ceded**: Distribution of tribal property or money to an individual tribal member on a per capita basis.

**Termination**: The action of ending something or coming to an end.

**Restoration**: The action of returning something to a former owner, place, or condition.

6

### Background

- Native American tribes are sovereign nations equal in their power to states but not quite to foreign nations. They are legally defined as "domestic, dependent nations".
- Per treaty agreements Indian Tribes gave up lands in return for services provided by the Federal Government. Such as protection, health care, education, food and other assistance for the general welfare of the people.
- The Federal Government has agreed to always honor and enter into care of and provide for Indian tribes this was promised in exchange for their land.

7

### What is Termination of a tribe?

- Breaking of the treaty conditions agreed between the tribe and the federal government.
- Tribes are considered "the law of the land" or a sovereign obligation.
- Termination ends that contract and all the promises it entails because it ends the tribe.

8

### Goals of Termination

End	Stop	Assimilate
• End Indian tribes' status as sovereign (power to govern themselves) nations.	• Stop federal supervision and trust responsibilities for Indian Tribes.	• Assimilate Native Americans (make them like everyone else).

9

### Klamath Tribes Legislative Timeline

<b>1904</b> Tribes sign treaty of 1904 Land ceding reservation land to federal government & relinquish traditional tribal practices.	<b>August 13, 1954</b> Termination Act Congress passes legislation to terminate tribal status and transfer land to private ownership.	<b>1950 present</b> Self-determination Congress passes legislation to restore tribal status and support tribal self-governance.
<b>1972-1973</b> Molokini Bill July 6, 1972 - June 4, 1973 Congress passes legislation to restore tribal status and support tribal self-governance.	<b>1988</b> Restoration July 6, 1988 - June 4, 1989 Congress passes legislation to restore tribal status and support tribal self-governance.	

10

### Klamath Reservation

- Environment: lakes, rivers, valleys, high lands, mountains, large stands of timber
- The red line is traditional gaming lands of the Klamath Tribes, over 22 million acres.
- The black line is the reservation boundary of 2 million acres.
- Order came is a traditional and agreed upon by the reservation, founded upon excluded from the reservation against the tribe's wishes.
- The green line is the reservation boundary at the time of termination in 1954.

11

### Why Terminate Tribes?

The federal government no longer must pay tribes and provide for them like they promised to do if the tribe no longer exists.

If the tribe is no more, then the natural resources that were once theirs could be utilized and enjoyed by all instead of just the tribal members.

12

### Klamath Tribal Government v U.S. Government

13

### Klamath Tribal Government

At the top of the Klamath Tribal Government System is the General Council. General Council is an elected members of the Klamath Tribes over the age of 21.

The tribal members/General Council elect a Tribal Council to help carry out the will of the people.

This is a 10-person elected council that includes a Tribal Chairman, Vice Chairman, Secretary, Treasurer, and 6 Members at large.

The form of government is based off of a blending of traditional practices as well as borrowing from US government practices as part of the Indian Reorganization Act of 1934.

14

### Pre-termination the Klamath People were doing very well.

- As a tribe and government had strong security and high economic growth.
- They had an active government that represented the will of the people.
- They managed Tribes was one of the wealthiest tribes in the nation.
- The Klamath people had a strong sense of pride in their land and people.
- The tribe had an agreement with the federal government to provide for the tribe's needs.
- The people were happy.

15

### CHILOQUIN PRE TERMINATION

THE KLAMATH TRIBES DIVIDED ONE OF THE LARGEST AREAS OF TRIBES IN THE US. THE TRIBE CIVILIAN OPERATED THREE MILLS ON THE RESERVATION. THE PRODUCTION WAS SO HIGH THAT THE RAILROAD STOPPED IN CHILOQUIN TO TAKE ON LOGS.

16

### H.C.R. 108 Public Law 587

- In August 1954, Congress passed Public Law 587 terminating the relationship between the Klamath Tribes and the United States.
- Sell all land and belongings.
- Reserve one-half of the proceeds to be offered such as health clinics and schools.
- Most of the Klamath Indians never voted to accept Termination.
- Tribal members were given the option to withdraw and receive a cash payment from the sale of the proceeds and reparation or remain as a private business cooperation.

17

### KLAMATH TRIBAL COUNCIL 1955

18



### Why did Tribal Council finally vote to accept Termination?

- The logic to end Termination as the habits and ways of living were changing rapidly from the federal government.
- The federal government put a hold on all reimbursements and per capita payments to the Klamath people.
  - The Klamath people resented and depended on this money.
  - It was a power move by the federal government to force the Tribal Council to vote for Termination.
- To this day, it is highly debated among tribal members whether the Tribal Council had the authority to vote for Termination without the consent of the majority of General Council, even if the tribe was being accepted.
- General Council had never been clarified by requesting Termination in two separate votes.

19

### Timber & Termination

- The Klamath signed their timber into a government owned trust.
  - The total 1,337,488 acres generated 26% of Klamath County's timber.
  - Annual timber revenue from timber was \$2.5 million.
    - This money was used to fund other services as well as to pay royalties to tribal members.
  - The Klamath Base drew 40 percent of its revenues, mostly from timber.
- During termination, 70% of tribal members voted to withdraw and accept the cash payment. The sale of Klamath timber lands was a way to fund the service. Officials were used to sell 1.9 billion feet of logs and finished the timber market. They were shipping the value of timber for the terminated tribe as well as for the Klamath Base and Klamath.

20

### What happens when so much timber is sold all at once?

- The market becomes "flooded" (more timber than demand for timber) and the price of the timber is lower than it would normally be.
- It was this impact on the timber market and economy in general that led to opposition to Termination from non-Indian community leaders.
- However, even with opposition from the Tribe and local community, termination legislation still passed.

21

### DECISIONS & OUTCOMES

- 01 Remaining a tribe was not an option. Many individuals and families got a piece of a private trust.
- 02 If you failed to vote you would remain a member of the trust.
- 03 Parents felt a heavy weight in having to decide the future of their children.
- 04 Termination caused huge emotions and brought the tribe both as the time and as the means to come.
- 05 The wounds of termination still run deep within the tribe to this day.

22

### Did the government think the individual Indians would be successful?

A report was requested by the Secretary of the Interior to see if the Klamath Tribes were ready for Termination.

Researches at Stanford University found that the **Tribe was not ready** for Termination and that the results would be disastrous and not in the best interests of the tribe.

The Government ignored the report and its recommendations and continued with Termination.

23

### HOW TERMINATION WORKED

- 01 Each tribe member voted to withdraw or stay in the tribe. At the time of the vote, one vote was worth 100 shares of timber and the remaining would be...
- 02 The vote was held on April 8, 1954. If you chose to withdraw you would be the recipient of the trust to be dissolved and liquidated (cash).
- 03 Payments in the amount of \$43,000 were paid to the 1,440 withdrawn members on April 1, 1954.
- 04 The Klamath Tribe was a political entity no longer exists.

24

### What is a trust and trustee?

- Trust is an arrangement where a person or business (a trustee) holds property as a trustee for the benefit of one or more beneficiaries.
- Trustee: an individual person or board given control or powers of administration of property in trust with a legal obligation to administer it solely for the purposes specified.

25

### Your Land, My Land, the Klamath Tribes

(40 Minutes) <https://youtu.be/7P9uYQ5B1>

26

### Loss of Land

- Upon Termination, the Klamath lost their reservation of 1.9 million acres.
- It has yet to be returned.

27

### Remaining Members

- The remaining 423 members became a private trust owned by the conservative US National Bank of Oregon.
- The members you had to pay taxes on their 443,000 acres of landholdings as the land was no longer trust in Federal trust.
- The Forest group as the remaining members and cutting of the timber, and a deal that the tribe for the timber trust was far ahead this did not happen.

28

### Almost immediately there was issues with the management of the trust

- The members did not like having to ask for their money and having requests denied by the conservator.
- They were also being charged high administration fees by the conservator. The administration fee started at \$60,000 a year.
- This was later increased to \$150,000 a year.
- These high administration fees were paid while the individual tax payments in comparison were paid \$1,000 to \$3,000 a year depending on the income.

Modoc Tribal member, Taylor Tipper recalls when as a 15th grader, her father, Reason Tipper and another, went to the US Bank (now Citicorp) to get \$300 (for their own money) for Christmas Shopping. The US Bank Trust Officer reviewed their request and then charged them a fee for the transaction.

29

### In response to issues such as this the remaining members wanted a new trustee. This did not happen instead the trust was ended.

- Remaining members were spending more money to have the trust managed than the they personally were making off the investment.
- These fees in addition to how the Indians were being denied their own money led to the need for a new trustee. However instead of this happening as was intended the trust was abolished and the remaining members paid out.
- The remaining members voted 54% in favor and 46% opposed to establish the trust with the United States National Bank of Oregon.

30

### Forest Group

Front Row: (seated left to right: 1st Man in Glasses Center (Dibbon Cook), unknown, 15th Bank Trust Officer)

Back Row: (standing left to right: 1st Man in Glasses Center (Dibbon Cook), unknown, 15th Bank Trust Officer)

31

### The New York Times reported on June 27, 1970

**KLAMATH FALLS, Ore., June 27—** "It's a tragedy, and that's the only way to describe it," says Raymond H. Lung, the man who is reluctantly preparing to break up the last land holdings of the Klamath Indians and sell the parcels piece meal to the highest bidder.

**"We're robbing our own children—what kind of people are we?"** Asked an anguished Indian leader who would like to halt Mr. Lung's action but so far has been unable to develop an alternative to the sale. The breakup will reduce a heritage of 145,000 acres of pine forest, mountain pasture and ranchland to cold short-lived cash.

32

### Final Payout December 5, 1974

Many remaining members were about going to collect the last payout. They were classified by the New York Times as "youngsters" and "youngsters" who were in the line of people who would be paid after the Federal Government disbursed \$42 million.

Modoc Tribal member as the one described it as:

- "Shaky" said Cool Bessie, a young Indian, as he walked into the bank to get his money.
- "I know what we had to get up to get the money," Cool Bessie said.

33

### Klamath Termination Act, 1954

Before Termination	After Termination (1955-1960)
More than 7,000 members in public education	30% of the Klamath people died by the age of 25, and 52% died by the age of 40.
5,000 members received one 1/3 of their annual per capita payments	40% of all lands were distributed.
1,500 potential jobs, per capita payments from timber sales, medical services, land for houses, and schooling lands	Later members were 1.5 times the Oregon average, and 70 percent of adults did not complete high school.
Research tribes were one of the wealthiest tribes in the state.	Like poorer tribes were three times that of their own Indian population.

34

### IT BECAME CLEAR TERMINATION WAS NOT SUCCESSFUL FOR THE KLAMATH PEOPLE, OR COMMUNITY, AND CHANGES NEEDED TO BE MADE.

35

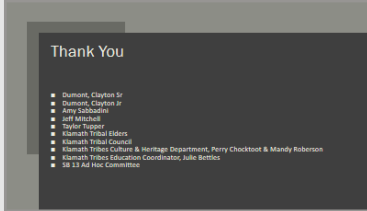
### Looking ahead to next lesson:

- Road to Restoration
- Restoration
- Restoring the past, protecting the future.

36

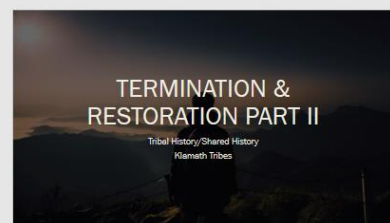


37



38

## Termination & Restoration PowerPoint Part II



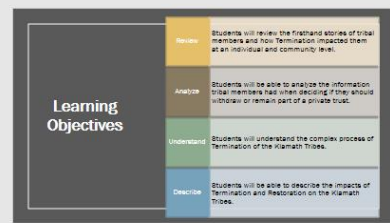
1



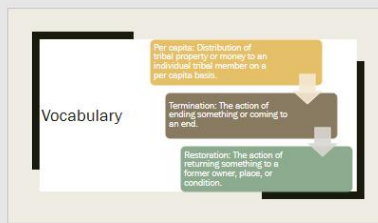
2



3



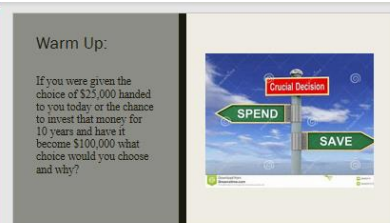
4



5



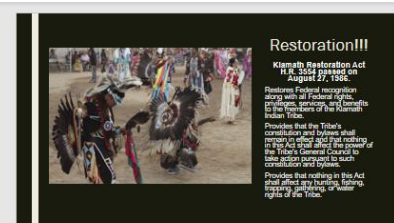
6



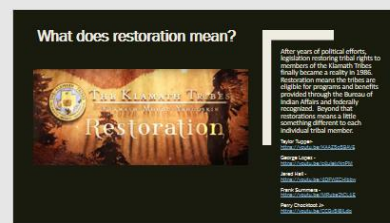
7



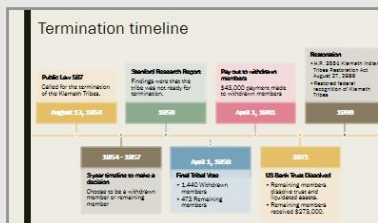
8



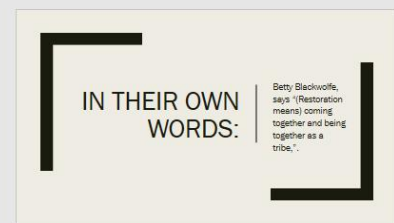
9



10



11



12

**WE'RE STILL HERE**  
The Termination & Restoration of the Klamath Tribes

5 minutes video <https://youtu.be/5A56C9C788E>

13

### Misconceptions

The Klamath Tribes General Council did <b>NOT</b> want to be terminated (they voted against it twice).	The Klamath Tribes were <b>NEVER</b> paid a fair market value for their land. The federal government was paid for the land and the timber was sold on the open market. The timber was never paid for the other tribes.	The Klamath Tribes were <b>NEVER</b> paid a fair market value for their timber.
The only asset assessed and "paid out" was the value of the timber on the land and the timber was on.	Not all the timber was included in the assessment of the assets only the <b>Forced Sale</b> of the timber was never paid for the other tribes.	Many tribes when historical records back their reservations, the Klamath did not.

14

### What the return of the Klamath's land would mean

"The Klamath seek return of these lands primarily for the purpose of healing the land and its resources and restoring them to some semblance of the abundance they once reflected. They also seek to restore the spiritual integrity of the land. The culmination of "restoration" in its full sense is the healing of the land, its related resources, and the people, both Indian and non-Indian."

15

### Conclusion

In total, 208 Indian tribes were dissolved in the 1950s due to Termination. 62 of those tribes were in Oregon.

- These were tribes in Western Oregon and the Klamath Tribes

In 1975, the federal government recognized the failure of its termination policy and passed the Indian Self-Determination and Education Assistance Act, and later, the Tribal Self-Governance Act.

16

### How are the Klamath Tribes Today?

The Klamath Tribes are fully restored and an active political nation, using their sovereignty and culture to guide the next generation into a successful future.

The tribe has over 5,000 enrolled members many of whom still call the Klamath basin home.

To learn more on what is going on with the tribes you can visit their webpage at [TheKlamathTribe.com](http://TheKlamathTribe.com)

17

AFTER HAVING TERMINATION FORCED UPON THEM, THEN FIGHTING THE LONG BATTLE FOR RESTORATION, THE KLAMATH TRIBES EMERGED STRONGER. THEY VALUE THEIR CONNECTIONS TO ONE ANOTHER AND HAVE DEMONSTRATED STRENGTH AND RESILIENCE AS A PEOPLE. THEY LEARNED FROM THE PAST. TODAY THEY USE DIRECT ACTION COMBINED WITH CULTURAL TRADITION AND GUARANTEES ESTABLISHED THROUGH TREATY RIGHTS TO WORK TOWARDS A BRIGHTER FUTURE FOR ALL.

18

### The Klamath, Modoc, and Yahooskin Mission Statement

"The mission of the Klamath Tribes is to preserve, protect, and promote the traditional, cultural and spiritual values and practices of the Klamath, Modoc, and Yahooskin Tribes, and to ensure the well-being and future of the Klamath Tribes. We are committed to the preservation and protection of our land, water, and natural resources, and to the promotion of the economic and social well-being of our people. We are committed to the preservation and protection of our language and traditions, and to the promotion of the well-being of our people. We are committed to the preservation and protection of our land, water, and natural resources, and to the promotion of the economic and social well-being of our people. We are committed to the preservation and protection of our language and traditions, and to the promotion of the well-being of our people."

19

### Additional Resources

- This is a primary resource completed at the time of Klamath termination. This type of documentary was in its infancy, but it provides great perspective from the people who were experiencing government dissolution from Klamath Indians and government members of Oregon and Klamath Falls. <https://www.klamathtribes.com/Portals/0/Assets/1988%20Final%20Report.pdf>
- OSU in The News: Klamath Indians - 1988 (2 min) <https://www.youtube.com/watch?v=1988>
- OSU in The News: Klamath Indians - 1988 (2 min) <https://www.youtube.com/watch?v=1988>
- Interview and Remarks by Oregon Tribal Chairman, Don Gearty (2 minutes) <https://www.klamathtribes.com/Portals/0/Assets/Don%20Gearty%20Interview.pdf>
- OSU in The News: Klamath Indians - 1988 (2 min) <https://www.youtube.com/watch?v=1988>

20

21

### What happens when you refuse to be terminated?

Edison Chiboupin refused to accept the termination payment and began a long fight to get back his rights.

He took the traditional route available to get the government to give back the land, to restore the US-Confederate treaty that gave Klamath Tribes as the "Domestic Act."

Edison's refusal to accept the termination payment led to the formation of the Klamath Tribes along the Rogue River.

**VICTORY** — Edison Chiboupin received Forest Service permit to build traditional Indian village along Springuee River

22