



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

Grand Ronde Termination

ESSENTIAL UNDERSTANDINGS

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

LEARNING OUTCOMES

- Students will be able to explain the 1954 Western Oregon Termination Act
- Students will be able to explain the effects that the 1954 Western Oregon Termination Act had on Native Peoples in Oregon.

CULTURALLY RESPONSIVE PRACTICES

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

ASSESSMENT

Students will be assessed on their proficient completion of the Termination Comprehension and Reflection Questions.

Overview

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. As a result of this act being signed into law, the Tribe lost all its treaty rights and land. The Reservation was closed in 1956 and services were withdrawn. Some Tribal members scattered throughout the country while others remained in the area and battled through a difficult life.

In this lesson, students will be learning about the Termination Act, which took the rights and identities away from many Native peoples. Students will have the opportunity to hear from a Tribal Elder about their experience during the Termination Era and will complete comprehension and reflection questions.

MATERIALS

- [Termination Presentation](#)
- [Termination 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

50 minutes

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 Indians of the Western Oregon, parts of Northern California, and Southern Washington negotiated treaties with Anson Dart and the Willamette Valley Treaty Commission in 1851 that would have created reservations in their ancestral lands. During these negotiations Chief Alquema told the Commissioners:

"We understand fully what you mean and that it may be better for us, but our minds are made up." Placing his finger on the place on the map which designated the fork in the Santiam River, he said "We wish to reserve this piece of land. We do not wish to leave this. We would rather be shot on it than be removed."

These Treaties were not ratified by Congress and a new Indian Agent named Joel Palmer was sent to renegotiate the treaties. Between 1853 and 1855 seven new treaties were negotiated and signed by Tribes in western Oregon and ratified by Congress ceding their title to the land from the Coast Range to the Cascade Range and relocating them to a future but as yet unestablished Reservation. 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. On August 13, 1954, Public Law 588, Western Oregon Termination Act was signed into law by President Dwight D. Eisenhower. During Termination many Tribal members were unaware of the exact nature of the Act. Additionally many were not allowed to vote on the Termination or were misled about its actual intention. This Act effectively terminated the Tribe's federal recognition and removed all obligations that had been negotiated through treaties between the United States government and the Confederated Tribes of Grand Ronde. During the next few years the Confederated Tribe of Grand Ronde was required to submit Termination rolls. Simultaneously, the Bureau of Indian Affairs was terminating its services to the Tribe. This Act was firmly established by proclamation by the Secretary of Interior Fred A. Seaton on August 13, 1956. The Tribe was left with only the 2.5-acre Tribal Cemetery in holding, which eventually became the land base used to seek restoration.

*See the Termination Act PDF attached to this lesson

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

Websites:

<https://www.grandronde.org/history-culture/history/treaties/>

<https://www.grandronde.org/history-culture/history/termination-restoration/>

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>

VOCABULARY

- **Termination** - the immediate withdrawal of all federal aid, services, and protection, as well as the end of reservations. Individual members of terminated tribes were to become full United States citizens and have the benefits and obligations of any other United States citizens.
- **Reservation**- an area of land managed by a Native American tribe under the U.S. Bureau of Indian Affairs.
- **Assimilated** - the process whereby individuals or groups of differing ethnic heritage are absorbed into the dominant culture of a society.
- **Sovereignty** - the right of American Indians and Alaska Natives to govern themselves
- **Treaties** - a formally concluded and ratified agreement between two sovereign nations

Opening

Without providing any context or background, present this paragraph to students from the writings of David G. Lewis,

“Tribal members who stayed in contact with their relatives maintained some cultural traditions and kinship relations, but many people lost all connection with their extended families and cultures. The resulting generations of descendants became disassociated from their culture and extended family members. Native families who left the reservation formed new family groups and cultural nodes that began traditions of diaspora settlements inside and outside of their traditional homelands of western Oregon. This pattern existed for several generations. For Grand Ronde, many families settled or resettled in Eugene, Roseburg, Portland, Salem, Washington State, California, or even Michigan.”

Have students brainstorm what event this could be discussing.

Activity

1. Present to students the Termination Presentation. See Speaker Notes for additional resources, answers to questions, and further information.

Closure

After viewing the Termination Presentation, students will then complete a series of comprehension and critical thinking questions.

Differentiation

- Students can complete the comprehension and reflection questions with a partner or in small groups.

Extension

- Have students research the effects of termination on 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

Termination Presentation:

https://docs.google.com/presentation/d/1FtwoxyHBYNPCsuJ4PM8N935TaeEMITk7wDVVcb5qI_l/e/dit?usp=sharing

Termination Comprehension & Reflection Questions:

https://drive.google.com/file/d/1DkR04N1X3mpgfbqbb9986w0MpShyj_Nj/view?usp=sharing

1954 Western Oregon Termination Act:

<https://www.govinfo.gov/content/pkg/STATUTE-68/pdf/STATUTE-68-Pg724.pdf#page=5>

Treaties, Termination, Restoration Background for Teachers PDF:

<https://drive.google.com/file/d/1qp7Buw0WskEjZnXTpa7QrTRKL9bjfAbx/view?usp=sharing>