



Grade Level: 4  
Subject: Social Studies

# Treaties & Termination

## ESSENTIAL UNDERSTANDINGS

- History
- Identity
- Treaties with the United States
- Sovereignty

## LEARNING OUTCOMES

- Students will be able to become familiar with the Grand Ronde treaties, their geographic location specific to Oregon, and their effect on CTGR and other Natives.
- Students will be able to become familiar with what termination was and its effects on the Grand Ronde Indians.

## CULTURALLY RESPONSIVE PRACTICES

- Connecting to the Lives of Students
- Preserving and Honoring Cultural History
- Student Talk, Working Together and Individually
- Music

## ASSESSMENT

**Formative Assessment:** Students will be participating in discussion/reflection questions throughout the presentation.

**Summative Assessment:** Students will complete the Treaties & Termination Review Packet which includes true/false questions, multiple choice questions, short-answer questions, and a vocabulary crossword puzzle.

## Overview

As sovereign nations, Tribes and the United States of America have entered into many treaties over the last 250 years. 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. 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 The Reservation was closed in 1956 and services were withdrawn.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 seven treaties, the rights agreed upon within them, and the Termination Act that took it all away. Students will have the opportunity to hear from a Tribal Elder about their experience during the Termination Era and will complete a review worksheet and vocabulary crossword puzzle.

## MATERIALS

- Treaties & Termination [Presentation](#)
- Treaties & Termination [Review Packet](#)
- Student [Timeline](#)

## LOGISTICS

- How are the students organized?

**Whole Class    Individually**

## TIME REQUIRED

45 minutes

## STANDARDS

### Oregon Common Core State Standards: ELA-Literacy

**CCSS.ELA-LITERACY.RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

### Oregon Social Sciences Academic Content Standards

**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.

**Economics 4.4** Examine the consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth.

**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.

### English Language Proficiency Standards

**4-5.1** An ELL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

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

**4-5.8** An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

## 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

- **Treaties:** Treaties are legal agreements between nations. Both nations agree or promise to follow what is written in the agreement.
- **Rights:** freedoms protected by laws and treaties
- **Sovereignty:** the act of having independent power, political, social and economic, or being free
- **Termination:** the immediate withdrawal of all federal aid, services, and protection, as well as the end of reservations
- **Hearings:** meeting or session of a Senate, House, joint, or special committee of Congress
- **Poverty:** not having enough money for basic needs such as food, drinking water, shelter or toiletries
- **Substance Abuse:** a pattern of harmful use of any substance for mood-altering purposes, including alcohol or drugs

## Opening

Write the word “treaty” on the whiteboard. Ask the students if they have seen this word before and/or know what it means. Give definition and discuss (from the Treaties, Termination, & Restoration teacher document reviewed prior to lesson).

## Activity

1. Begin Treaties & Termination Presentation
  - a. **Slide 2:** Review vocabulary with students. If the teacher chooses, students can complete their vocabulary crossword puzzle found in their Treaties & Termination Review packet.
  - b. **Slide 5:** Discussion Question. Can be answered as whole-group, small group, partners, or individually by writing down their response.
  - c. **Slide 7:** Timeline Update - Students will need to add the date (August 13, 1854) and the event (Signing of Western Oregon Termination Act)
  - d. **Slide 8:** Discussion Question - *Why would U.S. history tell everyone that the Tribe’s agreed to termination?* This questions help students begin to think critically about history’s “one-sided” story and the importance of considering events from multiple perspectives.
  - e. **Slide 13:** Have students watch this short video of Margaret Provost, CTGR Tribal Member & Elder.
  - f. **Slide 14:** Reflection Questions - Teacher can decide format for answering these questions (or some of these questions).

## Closure

After the presentation, students will work to complete their Treaties & Termination Review packet. This can be done individually, in small groups, or in partners.

## Differentiation

- Students can fill out the crossword puzzle during the presentation or as a whole class activity during the Vocabulary slide.
- Print out PowerPoint Presentation as a reference for students while working on their review packet.
- Allow students to work together to complete review packet & crossword puzzle

## Extension

- Students can draw a visual depiction of the Termination time period or read The Termination Act.
- Students can explore the treaties on the Grand Ronde website  
<https://www.grandronde.org/history-culture/history/treaties/>
- To expand the lesson, divide the class in half (U.S. Government and Indians) or in groups and have them create a treaty based on certain criteria. Decide what rights they will be given in the treaty, how much land they will have, where they will live, etc. Use the Compare/Contrast chart available in this lesson's Laws and Treaties Handout for teachers. Students can take part in a role play as a simulation of the treaty process.

## 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

T&T Presentation

[https://docs.google.com/presentation/d/1xDTqV1f\\_nutTwca8X6ArG7OBv\\_lcRfHSXj3JuWDiL-w/edit?usp=sharing](https://docs.google.com/presentation/d/1xDTqV1f_nutTwca8X6ArG7OBv_lcRfHSXj3JuWDiL-w/edit?usp=sharing)

T&T Review Packet

<https://drive.google.com/file/d/1cz0Evo5BHxL5JmRYDARGyLLaUEnmMSm7/view?usp=sharing>

Student Timeline

<https://drive.google.com/file/d/17e-PlNpSydtRfQKJ7P5IKsnRtKk4pLQn/view?usp=sharing>

Termination Act

<https://drive.google.com/file/d/1Ydcq22bwmF9gS-DGskvLvxG2W1iSBpk8/view?usp=sharing>

Treaties, Termination, Restoration Background for Teachers

[https://drive.google.com/file/d/1dkUcliiAxZRegi-2Cz4qkT-FELb3\\_4Rs/view?usp=sharing](https://drive.google.com/file/d/1dkUcliiAxZRegi-2Cz4qkT-FELb3_4Rs/view?usp=sharing)