



Grade Level: 4  
Subject: Social Studies

# Restoration

## ESSENTIAL UNDERSTANDINGS

- History
- Identity
- Genocide, Federal Policy, & Laws
- Sovereignty

## LEARNING OUTCOMES

- Students will be able to become familiar with the Tribe's Restoration and its effects on the Grand Ronde Indians.

## CULTURALLY RESPONSIVE PRACTICES

- Goal Setting
- Preserving and Honoring Cultural History

## ASSESSMENT

Formative: Students will complete a “follow-along” notes page during the two videos.

Summative: Students will be completing reflection questions after the videos. The teacher can decide how many of the reflection questions need to be answered.

## Overview

Life was extremely difficult for many of the tribal people during the Termination Era and when word began to get out about other tribes achieving restoration, or federal recognition once more, the Grand Ronde Tribal People set out with one goal in mind. In the early 1970s, efforts began to reverse the tide of termination. Tribal people, with the help of a few select politicians on the state and federal level, worked for nearly 11 years to regain their status as a Federally Recognized Tribes. On November 22, 1983, with the signing of Public Law 98-165, the Grand Ronde Restoration Act, the task was accomplished.

In this lesson, students will watch two short videos about the Restoration process, which includes many first and second-hand accounts of what occurred during those eleven years.

## MATERIALS

What materials are needed for students to engage in this activity?

- Restoration [Presentation](#)
- Restoration Video Notes [Document](#)
- Student [Timeline](#)

## LOGISTICS

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

**Whole Class** Teams: 3-5

Pairs **Individually**

## TIME REQUIRED

45 minutes

## STANDARDS

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

**CCSS.ELA-LITERACY.W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

### 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.

**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.

**Historical Knowledge 4.13** Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon.

### 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 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=zbUq6-l2GOU> - This is the first video shown to the students. They will only watch approx. 1/2 of the video but teachers may use the entire video as a background resource prior to the lesson.

<https://weblink.grandronde.org/WebLink/DocView.aspx?id=34027&dbid=0&repo=Grand-Ronde> - Restoration 30th Anniversary Edition of Smoke Signals (also included as PDF)

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

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

- **Fundraising:** efforts made by the Grand Ronde people to raise money to work toward Restoration – included things like frybread sales, bake sales, jam sales, and powwows
- **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

Ask the class if anyone knows what Restoration is or means. Define “Restoration” and what it meant for tribes.

## Activity

1. Pass out the Restoration Notes page to students.
2. Begin first Restoration video found in Restoration presentation. The link in the presentation should start and end at the appropriate times but if this does not work, see speaker notes on presentation.
3. Students will complete their notes page as the video plays.
4. Begin second Restoration video found in Restoration presentation.
5. Students will complete their second page of notes as the video plays.
6. After both videos are finished, students will be asked to answer the reflection questions at the bottom of their page. This can be done in a written document or verbally (individually, partners, or small groups)

## Closure

Students will need to update their Timelines with two new events:

- **1972** - Restoration efforts began
- **Nov. 22, 1983** - Grand Ronde Restoration Act was signed into law

## Differentiation

- Teachers may decide to stop the video each time a notes “question” is answered to assist students and give time to write.
- Students may answer reflection questions by videoing themselves, as those who were interviewed in the first video

## Extension

- Students can complete the Restoration Word Search found in their packets
- Students can view an additional Restoration video:  
<http://www.youtube.com/watch?v=J7vJ7Cwlefo>
- Students read and look at the images in the 30th Anniversary Restoration news article (see Background for Teachers above for article)

## 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

Restoration Presentation

[https://docs.google.com/presentation/d/1WwP6sfWIsG6NaEjKf0QWk1Aoe\\_2KhdPOmUExAFG6o8/edit?usp=sharing](https://docs.google.com/presentation/d/1WwP6sfWIsG6NaEjKf0QWk1Aoe_2KhdPOmUExAFG6o8/edit?usp=sharing)

Restoration Video Notes, Reflection Questions, & Word Search Document

[https://drive.google.com/file/d/150XlXmz\\_1cA8Vc4toCxrIh3hU38JJJR/view?usp=sharing](https://drive.google.com/file/d/150XlXmz_1cA8Vc4toCxrIh3hU38JJJR/view?usp=sharing)

Student Timeline

[https://drive.google.com/file/d/1ArM\\_IJxfo09kXyR-hXzxyM\\_BEDDRkTMo/view?usp=sharing](https://drive.google.com/file/d/1ArM_IJxfo09kXyR-hXzxyM_BEDDRkTMo/view?usp=sharing)

Restoration Video #1

<https://youtu.be/zbUg6-l2GOU>

Restoration Video #2

<https://www.facebook.com/watch/?v=1112471305834681>

Treaties, Termination, Restoration Background for Teachers

<https://drive.google.com/file/d/1ZSTzXRS8tjqFDiXazgUKN8YjTzSMVD4V/view?usp=sharing>