



Grade Level: 4
Subject: Social Studies

Grand Ronde Trail of Tears

ESSENTIAL UNDERSTANDINGS

- Since Time Immemorial
- History
- Lifeways
- Treaties with the United States

LEARNING OUTCOMES

- Students will be able to describe the presence and history of Grand Ronde Indians since time immemorial (Pre-European contact).
- Students will be able to give insight as to the timeline of events from Pre-European contact to restoration of Grand Ronde Indians.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to Community
- Preserving and Honoring Cultural History
- Interaction with Others Through Prompts in Presentation

ASSESSMENT - Summative

Students will write a journal entry from one of the perspectives discussed in this lesson:

- A Native American on the Grand Ronde Trail of Tears
- A military officer on the Grand Ronde Trail of Tears
- A Native American once they have arrived to the Grand Ronde Reservation

Overview

Native peoples inhabited western Oregon for thousands of years before European settlers arrived. The Confederated Tribes of Grand Ronde were formed when the U.S. government forced member Tribes to cede their ancestral lands and created the 60,000-acre Grand Ronde Reservation in Oregon's Coast Range. Beginning in February 1857, federal troops forced native people to march from a temporary reservation at Table Rock in southern Oregon 263 miles north across rough terrain to the newly created Grand Ronde Reservation. In this lesson, students will be learning about the Grand Ronde Trail of Tears and life on the new Reservation.

MATERIALS

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

- Grand Ronde Trail of Tears [Presentation](#)
- Student [Timeline](#)
- Journal Entry [Template](#)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

45-60 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, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Oregon Social Sciences Academic Content Standards

Historical Knowledge 4.11 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization.

Historical Knowledge 4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups), and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).

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

<https://www.grandronde.org/history-culture/history/trail-of-tears/>

Native peoples inhabited western Oregon for thousands of years before European settlers arrived. The Confederated Tribes of Grand Ronde are the proud peoples of the Umpqua, Molalla, Rogue River, Kalapuya, Chasta and many other Tribes and Bands whose roots go back thousands of years and whose ancestors represent the blending of many different cultures.

The Confederated Tribes of Grand Ronde were formed when the U.S. government forced member Tribes to cede their ancestral lands and created the 60,000-acre Grand Ronde Reservation in Oregon's Coast Range. Beginning in February 1857, federal troops forced native people to march from a temporary reservation at Table Rock in southern Oregon 263 miles north across rough terrain to the newly created Grand Ronde Reservation.

Thus began Oregon's "Trail of Tears." The Rogue River and Chasta Tribes were the first to be removed from their aboriginal lands. They were joined by members of other Tribes and bands as the march passed other tribal homelands. The journey took 33 days and many died along the way.

George H. Ambrose was the Indian agent charged with carrying out the march. Historian Stephen Dow Beckham edited the agent's 1856 diary "Trail of Tears." He summarizes Ambrose's writing saying the diary "hints at the dimensions of suffering and tragedy endured by the Indians of southwestern Oregon in the 1856 removals to the new reservations. Similar forced marches northward befell the natives of the Umpqua and Willamette valleys as well as several bands brought along the coastal trail from Port Orford to Siletz during the summer. 'It almost makes me shed tears to listen to them as they totter along, observed Lt. E.O.C. Ord who witnessed one of these removals.

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

Trail of Tears 1856 Diary of Indian Agent George Ambrose edited by Stephen Dow Beckham (PDF included in this lesson plan)

*See Grand Ronde Trail of Tears Map included below

VOCABULARY

- **Removal:** the action of taking away or abolishing something unwanted
- **Relocation:** the action of moving to a new place and establishing one's home or business there
- **Reservation:** land held for special use, in this case a place for Indians

Opening

Begin the lesson by having students watch the Rogue River Trail of Tears video linked below:

https://fb.watch/bjKMS0teR_/

Activity

1. Pass out the Student Timeline worksheet OR have students retrieve their Student Timeline worksheet from their desk if used in a previous lesson. Explain to students that they will be updating their timeline throughout this lesson.
2. Begin the presentation:
 - a. **Slide 2:** Review vocabulary words for this lesson. Ask students if they have heard of these words or have heard them used in this context. Ask students if they know where the nearest Indian Reservation is to them. (See Map of 9 Federally Recognized Tribes included at the end of this lesson to aid students in this)
 - b. **Slide 4:** Timeline update. Students will need to add dates (Feb. 23, 1856 and March 25, 1856) and events (Grand Ronde Trail of Tears Began, Grand Ronde Trail of Tears Ended)
 - c. **Slide 6:** Use the link to access Grand Ronde's website interactive tool for Ambrose's Journal Entries. Use the slider to move through the journal. If students have technology devices of their own (i.e. iPads), they can scan the QR code in the top right corner to access the interactive tool and follow along.
Teacher may want to preview this resource and be able to summarize or only read key details as the entries can be lengthy
 - d. **Slide 7:** See Speaker Notes for names
 - e. **Slide 8:** Think and Discuss Questions. Teachers can decide the format for this discussion (whole-group, partners, individual response on paper, etc.)

Closure

Students will be tasked with writing a journal entry from one of the perspectives discussed in this lesson:

- A Native American on the Grand Ronde Trail of Tears
- A military officer on the Grand Ronde Trail of Tears
- A Native American once they have arrived to the Grand Ronde Reservation

The entry should include a date, description of setting, information about the experience, and demonstration of emotions that may be felt.

If time allows, students can share these journal entries to the class, in small groups, or in partners.

Differentiation

- The PowerPoint Presentation can be printed as a handout for students to read, follow along, or take notes.
- Students can work in pairs or small groups to complete the journal entry

Extension

- Students can draw a sketch to accompany their journal entry
- Students can review/flip through *Trail of Tears 1856 Diary of Indian Agent George Ambrose* edited by Stephen Dow Beckham (PDF included in this lesson plan)
- **Large Lesson Extension:** The writing of this journal entry could be formalized to teach the writing process to students (planning (also called prewriting), drafting, revising, editing, and publishing). This would extend the lesson into a small unit and would cross subjects into English Language Arts.

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are completing their worksheet. 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

Grand Ronde Trail of Tears Presentation

<https://docs.google.com/presentation/d/1zpTz7qS5798YFWOu1-VviHqrN1ddcCqOC932XZA1AZU/edit?usp=sharing>

Student Timeline

https://drive.google.com/file/d/17ue_VSmdGkv0GFLfUtDA-ZkQlcMyAZnf/view?usp=sharing

Journal Entry Template

<https://drive.google.com/file/d/1ULPdPE2bjiRaS49z5TqUawpY2-VIGFL7/view?usp=sharing>

Trail of Tears Video

https://fb.watch/bjKMS0teR_/

Trail of Tears Map

https://drive.google.com/file/d/1JHCn_x4hXDSWYaGY8zSITeZ5FAHJ-iwy/view?usp=sharing