

## Termination (1954)



**Goals:** Students will become familiar with the term termination and how it affected the people of Grand Ronde.

### Oregon Common Core Standards:

- 6-8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes.
- 8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Oregon Social Sciences Academic Content Standards:

- Historical Knowledge 8.4 Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of the time.
- Civics and Government 8.16 Compare and contrast how European government and the United States government interacted with Native American peoples.
- Civics and Government 8.18 Examine and analyze important documents, including (but not limited to) the Constitution, Bill of Rights, 13<sup>th</sup>-15<sup>th</sup> Amendments.
- Social Science Analysis 8.27 Examine the various characteristics, causes, and the effects of an event, issue, or problem.

### Objectives:

- Students will be able to define the vocabulary word termination.
- Students will be able to explain how termination affected the tribal members of Grand Ronde.
- Students will be able to summarize the 1954 Western Oregon Termination Act.
- Students will be able to discuss the effects of termination on the people of Grand Ronde in groups and/or in teacher-led discussions.
- Students will be able to explain in writing how the government interacted with the Native American people.

# LESSON PLAN

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**Unit:** Grand Ronde Tribal History

**Lesson Title:** Termination

**Rational:** This lesson will introduce students with the term termination and how it affected the Grand Ronde Tribe. Students will be given nonfiction text in order to help convey the effects of termination and the struggles it caused many people.

**Goals:** Students will become familiar with the term termination and how it affected the people of Grand Ronde.

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# LESSON PLAN

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## Materials Needed:

- ✓ Document camera/ overhead projector
- ✓ Computer (desktop or laptop)
- ✓ PowerPoint
- ✓ Vocabulary sheet
- ✓ Copy of the 1954 Western Oregon Termination Act

**Time:** 50 minutes

**Anticipatory Set:** Begin the lesson by reading the students this sentence:

In 1954 the Western Oregon tribes were terminated and many tribal members had to start all over and look for new places to live, as well as new employment.

Ask students what they think the word terminated means based on the sentence.

### ➤ Lesson Steps:

1. Tell students they will be learning about termination and how it affected the Confederated Tribes of Grand Ronde.
2. Review the vocabulary words with students by either placing the vocabulary sheet on a document camera or passing out individual copies.
3. Begin the PowerPoint presentation.
4. As the PowerPoint presentation continues, periodically stop and engage in class discussions. With questions such as: What do you think it would be like to be told you are no longer Indian or White, or Hispanic, etc. Why do you think the Federal government terminated the Tribes and did not think about the impact it would have on the Indians?
5. Once the PowerPoint presentation is over, explain to the students they will be participating in a role play to demonstrate the discrimination Indians endured before and after termination.
6. This role play will be similar to the blue eye brown eye simulation done by Jane Elliot.
7. Split the class into two groups. You can split the class up using eye color, hair color, long sleeved versus short sleeved shirts, etc.
8. Tell one group of students that they do not have to change anything about themselves or their routines.
9. Explain to the other group that they are no longer considered Americans. They can no longer speak English (their native language) and they are not allowed to leave the room for any reason. Explain to this group of students that they may only sit in certain spots of the room, and are not allowed in other areas of the room.
10. Allow for the group who retained their identities to take a five minute break during class, but tell the other group of students they do not get a break.



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11. Allow for the role play to go on for about ten minutes and then switch each group's role.
12. Have a whole class discussion after each group has experienced each role.
13. Questions to ask students about the role play are:
  - a. How did it feel to be told you could no longer be who you are?
  - b. Did you feel like part of your identity was taken away?
  - c. How did you feel towards the other group who didn't lose any part of themselves?
  - d. What exactly did the role play simulate?
  - e. Explain how this role play relates to what was being done to the tribes who were terminated.
  - f. What did the role play tell the students about how termination affected the people of Grand Ronde.
  - g. How did the people of Grand Ronde lose their identity through termination?
14. When discussing the questions above talk about prejudice, what it means to be superior or inferior, and if any of the treatment was fair.
15. Have students complete a writing activity where they explain how the government interacted with the tribe when the tribe was terminated. Have students explain in writing what termination meant for the tribe, as well as how their lives changed as a cause of termination.

**Differentiation:** Students can be given individual printed copies of the PowerPoint in order to take notes. The experiment could also be adjusted to two full class periods so that each group gets the full experience of their roles.

**Early Finisher Activity:** Students may complete the Termination Word Search if they have finished the activity early.

**Assessment:**

	Yes	No	Notes
Student was able to participate in the whole class discussion in a respectful manner.			
Student was able to complete the writing activity.			



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Student was able to participate in the role play with good sportsmanship, as well as in a respectful manner.			
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**Notes/Other:** To make the role play seem more real or to create more emotion teachers can place signs in the classroom, such as "People wearing short sleeved shirts may not read in this corner."

**Attachments:**

- ✓ PowerPoint
- ✓ Vocabulary sheet
- ✓ Copy of the 1954 Western Oregon Termination Act
- ✓ Termination word search
- ✓ Termination word search answer key







# Vocabulary

## Termination

**Elders**

**Termination**

**Termination Act**

**Treaty**

**Assimilated**

**Indian Agent**

### Definitions

**Elders-** Tribal member(s) of older age valued for his or her wisdom.


**Termination-** the end or conclusion of- this is in reference to the policy of the United States to terminate all of the tribes; also referred to as liquidation.

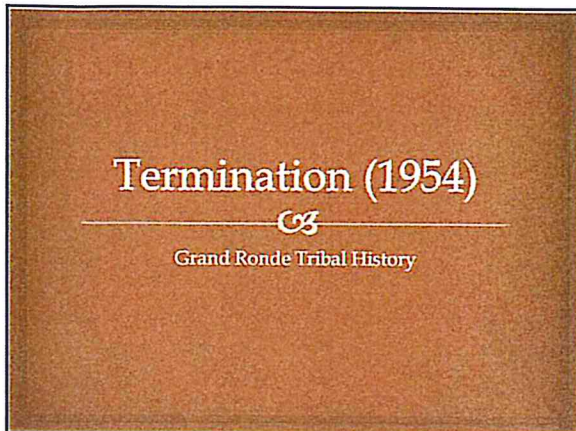
**Termination Act-** refers to a Congressional Act of August 13, 1954, Public Law 588 Western Oregon Indian Termination Act- a bill by which the federal government no longer recognized the Western Oregon Tribes and their treaties and liquidated the reservations in western Oregon.

**Treaty-** legal agreement(s) between two or more sovereign nations. Treaties may be ratified or unratified, meaning, confirmed and binding by all parties to the agreement, or not confirmed. Treaties are normally negotiated between the Federal government and one or more tribes. Under the U.S. Constitution treaties are considered part of the supreme law of the land.

**Assimilated-** to cause (a person or group) to become part of a different society, country, etc.

**Indian Agent-** an individual who interacted with the tribes on behalf of the United States government.





## 1954 Western Oregon Termination Act

☞ August 13<sup>th</sup>, 1954 Public Law 588, Western Oregon Termination Act was signed into law by President Eisenhower.

### The beginning of termination

- ☞ In 1944, the federal government began its effort to liquidate or terminate federal responsibilities under treaty agreements for all tribes in the United States.
- ☞ The Bureau of Indian Affairs conducted inventory of the Grand Ronde reservation and reported positive social conditions and that most of the members were employed.
- ☞ In 1974, Congress concluded that the people on the Grand Ronde reservation were assimilated and no longer needed support from the government.

### True or False: Western Oregon Tribes agreed to termination

- ☞ **False!**
- ☞ Common histories state that Western Oregon Tribes agreed to termination, when they in fact, **did not** agree!

### Termination without consent

- ☞ Oral accounts from Grand Ronde Elders stated that the Tribe did not give consent for termination.
- ☞ In 1952, the tribe agreed to the first draft termination bill, which called for an early termination of western Oregon Indians.
- ☞ The first bill allowed for the tribe to keep the land they had been allotted and to manage their own timberlands.

### Termination without consent continued

- ☞ In 1953 a second termination bill was submitted to the tribes.
- ☞ This bill stated that along with termination, tribal members had to purchase their land.
- ☞ The tribe refused to approve the bill.
- ☞ Tribal Elders stated that they had no knowledge of hearings regarding Termination in Washington, D.C.

## Termination without consent continued

- ☞ In March of 1954, Indian Superintendent E. Morgan Pryse submitted the second bill to Congress, stating that the tribes had agreed, which in fact was not true.
- ☞ Congress approved the bill.
- ☞ Later, Indian Superintendent E. Morgan Pryse admitted there were voices in opposition and no vote about the termination draft ever occurred.

## What did termination mean for the Tribes of Grand Ronde?

- ☞ Terminated the Tribes' federal recognition.
- ☞ The tribe lost all its treaty rights and land
- ☞ Removed all obligations that had been negotiated through treaties between the United States Government and the Tribes of Grand Ronde.
- ☞ More tribes were terminated in Oregon than in any other region in the United States.
- ☞ A total of 63 tribes were terminated.

## Termination

- ☞ Many tribal members had to move because they could not afford to buy their land.
- ☞ Some tribal members were able to buy their land and stay in the Grand Ronde area.
- ☞ Many cultural traditions were lost.
- ☞ The Tribe had the cemetery that remained community property. They had administrative rights over that property.
- ☞ Tribal members retained fishing and hunting rights during termination, because neither the treaties nor termination expressly addressed fishing and hunting rights.

## Termination

- ☞ "It changed our lives. Things weren't the same after that."
- ☞ "At the stroke of a pen they wiped us away."
  - ☞ - Margaret Provost,  
Grand Ronde Tribal Elder



## Post termination

- ☞ The Grand Ronde reservation was officially closed in 1956.
- ☞ The Grand Ronde Tribes were left without any services in health care, education or welfare.
- ☞ Terminated Indians were highly comparable to new immigrants to American, with no resources, no savings, and little help from the government.

## Video on Termination

<http://www.youtube.com/watch?v=QyvKAjKBlOk>