

Assimilation



Goal: Students will become familiar with how the tribes of Grand Ronde were assimilated into mainstream society and caused a loss in their culture, life ways, and identity.

Oregon Common Core Standards:

- 6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Oregon Social Studies Academic Content Standards:

- Historical Knowledge 8.1 Evaluate continuity and change over the course of United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, or nations.
- 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.

Objectives:

- Students will be able to analyze a letter written to the Office of Indian Affairs regarding the behavior and actions of the Native Americans on the Grand Ronde Reservation.
- Students will be able to define the term assimilation.
- Students will be able to give examples of how Indians were assimilated into mainstream culture.

LESSON PLAN

Unit: Grand Ronde Tribal History

Lesson Title: Assimilation into Mainstream Society

Rational: Ever since the mid 1800's when tribes were moved to reservations they have been pushed and forced to leave behind their culture and adopt the settler's way of life. Assimilation caused many tribal languages to become extinct and their traditional life ways to become nonexistent. Over time many tribes lost their culture all together, as well as their identity.

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Materials Needed:

- | | |
|---|---------------------|
| ✓ Letter to the Office of Indian Affairs regarding Native American behavior | ✓ Computer/lap top |
| ✓ Assimilation worksheet | ✓ Projector |
| ✓ Vocabulary sheet | ✓ Various magazines |
| | ✓ Scissors |



LESSON PLAN

- ✓ 11x8 paper
- ✓ Glue

- ✓ Writing utensils for drawing and/or decorating

Time: Two 50 minute class periods

Anticipatory Set: Begin the lesson by asking students what the word assimilation means. Read them the sentence: "The goal of Indian education in the 1800's was to assimilate children into mainstream society."

➤ **Lesson Steps: Day 1**

1. Discuss the vocabulary words students will see in this lesson. Students may be given individual copies or a copy can be put on the projector for the class to see.
2. Allow for students to go to the library and use text books and the internet to research how Native Americans were assimilated into mainstream society. Give students 15 minutes.
3. Tell students to look at boarding schools, such as Chemawa.
4. Have students share with the class what they learned through their brief research.
5. Once students have been introduced to the word assimilation and what boarding schools are, read the letter written to the Superintendent of the Grand Ronde School and Agency.
6. Discuss the questions on the worksheet.
7. Allow time for students to write in their answers on the worksheet.

➤ **Lesson Steps: Day 2**

8. In order to resume the lesson, pose the question: What makes up your identity? Is it your hair, your clothes, your possessions, where you live, what you eat, etc? Remind students that they previously learned what the term assimilation means and how Native Americans were stripped away their identity to become more "civilized".
9. Have students make a list of 15 or more characteristics or traits that help make up who they are.
10. Explain to the students they will be making a poster board that will include various images on it that make up their identity.
11. Students will be given magazines to cut images out and glue onto their poster boards. Students may also print pictures from a computer or bring pictures from home. Encourage students to bring in outside materials to put on their boards to make more personal, thoughtful and creative.
12. Once students have finished their poster boards hang them up for everyone to see.



LESSON PLAN

Differentiation: Allow for students to work in groups when filling out the assimilation worksheet.

Research can be done on iPad if they are available to the class.

Assessment:

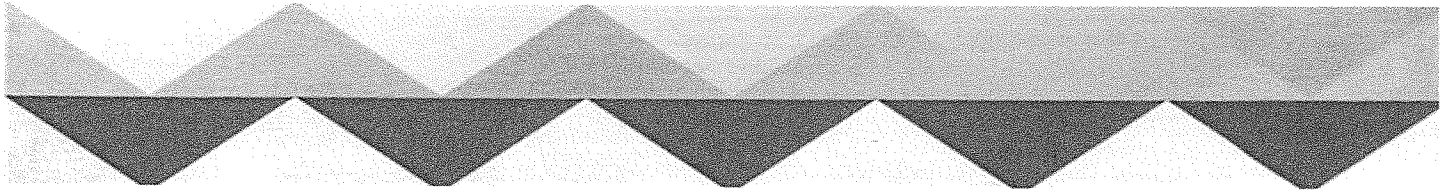
	Yes	No	Notes
Student was able to participate in the assimilation discussion with the whole group respectfully			
Student was able to complete the assimilation worksheet with at least 90% accuracy			
Student was able to complete an identity poster board			

Notes/Other: The discussion of identity can be taken further by asking students who determines what mainstream is? Or what is civilized and what is not? Does the media determine what is mainstream? Are there outside influences that determine their identities? Etc.

Attachments:

- ✓ Letter to the Office of Indian Affairs regarding Native American behavior
- ✓ Assimilation worksheet
- ✓ Assimilation worksheet answer key
- ✓ Vocabulary sheet





Vocabulary

Assimilation

Assimilation	Custom
Mainstream	Reservation
Boarding school	Suppression
Identity	Cultural

Definitions:

Assimilation– The process Natives went through when having to adapt to mainstream society.

Mainstream– Ideas, values, behaviors and social norms that are accepted by the majority of people.

Boarding school- A school where Native children were sent that was away from the reservation. The native children were forcibly sent to the boarding school and the children lived at the school throughout the year and they only came home on vacations. The children were made to wear clothes like European people and eat food like them as well. They were also not allowed to speak their Native language. In fact, they were punished if they spoke it.

Identity– Who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that define you.

Cultural– The way a group of people lives; the customs and life ways a group of people exhibit.

Custom- A traditional practice or usual way of doing something followed by a social group or people.

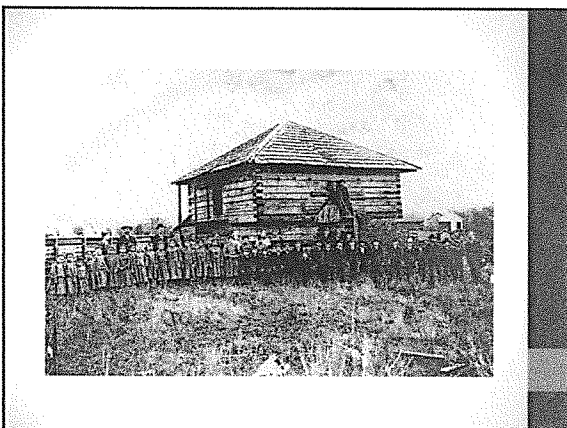
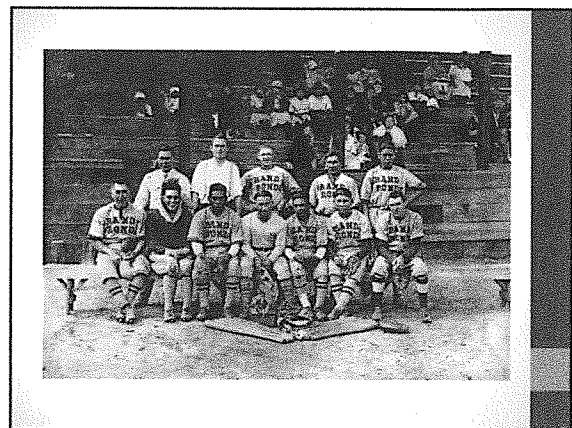
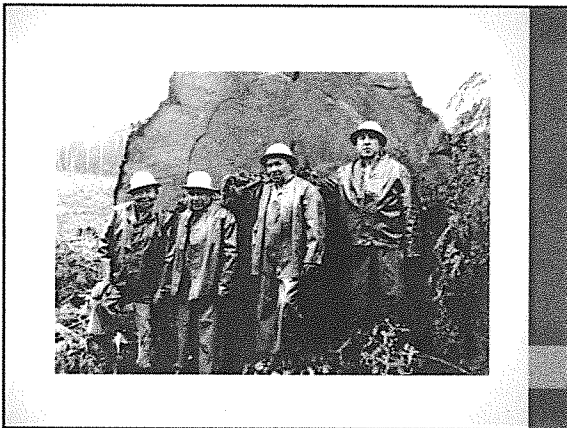
Reservation– A place that land is held for special use – for tribes, land held in trust by the federal government for Native American tribes to live on or provide resources to fund their activities.

Suppression– The act of keeping something from happening.

Assimilation and Loss of Identity

How reservation life affected the Native Americans of Grand Ronde

- Tribes were relocated to the Grand Ronde Indian Reservation.
- A reservation is land held for special use, in this case a place for Indians.
- There were few jobs at the Reservation; Indians were paid 1/2 wages.
- Many people left the Reservation to work in agriculture.
- Many men worked in logging.
- Others worked in hops and bean fields.
- Others worked in canneries.



Refer in reply to the following:

Finance

Department of the Interior,

OFFICE OF INDIAN AFFAIRS,

WASHINGTON, January 11, 1902.

The Superintendent,
Grande Ronde School & Agency,
Oregon.

Sir;

This Office desires to call your attention to a few customs among the Indians which, it is believed, should be modified or discontinued.

The wearing of long hair by the male population of your agency is not in keeping with the advancement they are making, or will soon be expected to make, in civilization. The wearing of short hair by the males will be a great step in advance and will certainly hasten their progress towards civilization. The returned male student far too frequently goes back to the reservation and falls into the old custom of letting his hair grow long. He also paints profusely and adopts all the old habits and customs which his education in our industrial schools has tried to eradicate. The fault does not lie so much with the schools as with the conditions found on the reservations. These conditions are very often due to the policy of the Government toward the Indian and are often perpetuated by the Superintendent's not caring to take the initiative in fastening any new policy on his administration of the affairs of the agency.

On many of the reservations the Indians of both sexes paint,

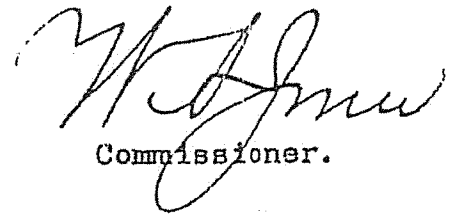
Supt., Grande Ronde.

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In many cases these dances and feasts are simply subterfuges to cover degrading acts and to disguise immoral purposes. You are directed to use your best efforts in the suppression of these evils.

On or before June 30, 1902, you will report to this Office the progress you have made in carrying out the above orders and instructions.

Very respectfully,


Commissioner.

WL(W)

RECEIVED
JUN 25 1902
U.S. DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS

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JUN 25 1902
U.S. DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS

Name: _____

DEPARTMENT OF THE INTERIOR

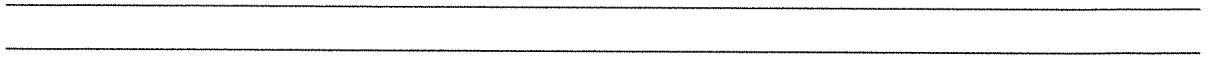
OFFICE OF INDIAN AFFAIRS

1. The introductory paragraph of the letter leads you to believe the letter is about what?

2. What behaviors or customs of Indians are being scrutinized?

3. What is the suggested punishment or penalty for Indians who do not comply with the orders being made by the Office of Indian Affairs?

4. Based on this letter, who is the one deciding what civilization or mainstream means? Do you think they have the right to determine how the Native Americans should dress, dance or paint? Explain why or why not.



Name: _____

DEPARTMENT OF THE INTERIOR

OFFICE OF INDIAN AFFAIRS

1. The introductory paragraph of the letter leads you to believe the letter is about what?

Individual response.

2. What behaviors or customs of Indians are being scrutinized?

The Indians were being scrutinized over the men having long hair. Both genders were painting and they were still wearing their traditional dress, instead of the Europeans idea of civilized dress. Natives were also still performing their traditional songs and dances. In the eyes of the Europeans they thought the dances and songs were evil.

3. What is the suggested punishment or penalty for Indians who do not comply with the orders being made by the Office of Indian Affairs?

If Natives were not complying with the demands being made of them to assimilate into mainstream society the employers of Native people was to discharge the native employee. Or if Natives withdrew rations or supplies, employees were to withhold the rations and supplies in order to get the Natives to comply.

4. Based on this letter, who is the one deciding what civilization or mainstream means? Do you think they have the right to determine how the Native Americans should dress, dance or paint? Explain why or why not.

Individual response.