



SOCIAL SCIENCES

# The Restoration Movement, 1956–1977

## ESSENTIAL UNDERSTANDINGS

- Tribal Government
- Identity
- Sovereignty
- History
- Genocide, Federal Policy and Laws

## LEARNING OUTCOMES

By the end of the lesson students will be able to:

- Describe the significance of federal recognition for the Siletz Tribe and other Native American Tribes in Oregon.
- Evaluate and discuss primary documents that describe the Siletz Tribe's grassroots campaign to restore its federal recognition and sovereignty.
- Create a visual synthesis to illustrate how the Siletz Tribe persuaded local governments, the Oregon State Legislature, and the U.S. government to support the restoration of its federal recognition and sovereignty.

## ESSENTIAL QUESTION

- How did the Confederated Tribes of Siletz Indians respond to termination and the attempt to assimilate their people and take away their sovereignty?

*(Continued on next page)*

## Overview

The previous lesson in this unit examined the Termination Era—a period of history after World War II in which the U.S. government set a new policy to end its trust responsibility with Native American Tribes. The Western Oregon Termination Act of 1954 (implemented in 1956) was one of a series of laws passed by Congress during this period that ended federal recognition for the Confederated Tribes of Siletz Indians and Confederated Tribes of Grand Ronde.

This lesson looks at the history of the Siletz Tribe over the subsequent two decades. During this time, Tribal members fought a grassroots legal and political battle to regain the Tribe's federally recognized status and the rights and services guaranteed in the original treaties that had been negotiated with the U.S. government. This included the right to self-governance as an independent sovereign nation.

The Siletz Tribe was ultimately successful in restoring its federal recognition as a sovereign nation. It is an inspiring story of an Indigenous community that fought for its rights, held fast to its Tribal identity, and ultimately won a legal battle that would pave the way for its contemporary renaissance.



## LOGISTICS

- Where does the activity take place?  
*Classroom*
- How are the students organized?
  - Whole class    Teams: 4 – 5
  - Pairs    Individually

## TIME REQUIRED

Three hours

*Note: Classroom instruction time can be adjusted by assigning reading and writing as after-school extension activities (homework).*

## STANDARDS

### Oregon social sciences standards<sup>2</sup>

**HS.5** - Evaluate the relationships among governments at the local, state, Tribal, national, and global levels. *(Civics)*

**HS.60** - Analyze the history, culture, Tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States. *(History)*

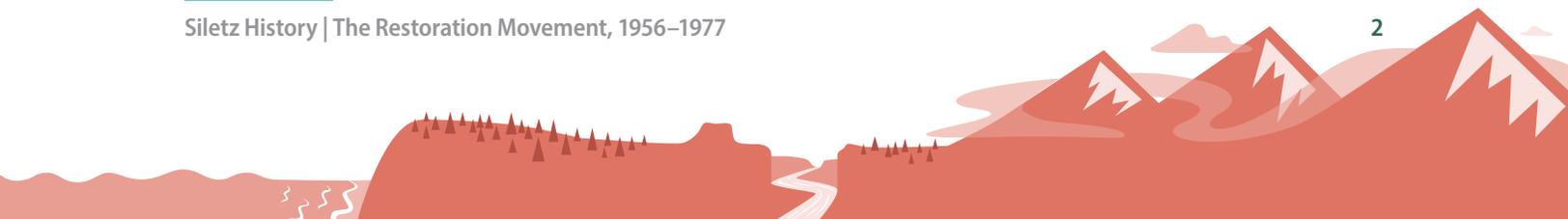
**HS.62** - Identify historical and current events, issues, and problems when national and/or global interests have been in conflict and provide analysis from multiple perspectives. *(History)*

**HS.69** - Create and defend a historical argument utilizing primary and secondary sources as evidence.

This lesson includes three focused learning activities. First, students will explore the meaning of the terms “self-determination” and “grassroots movement” in the context of Native American Tribal restoration efforts. Second, students will complete a jigsaw activity that takes them deeper into the history of the grassroots campaign to restore federal recognition of the Siletz Tribe. This activity focuses on chapter 14 from “The People Are Dancing Again: The History of the Siletz Tribe of Western Oregon.”<sup>1</sup> Finally, to reinforce their learning, students will create a storyboard that shows five key events from the grassroots movement that led to the successful restoration of the Confederated Tribes of Siletz Indians.

<sup>1</sup>Wilkinson, C. (2010). *The people are dancing again: The history of the Siletz Tribe of western Oregon*. University of Washington Press.

<sup>2</sup>Oregon is in the process of revising its social sciences standards. This document references the draft 2018 standards for high school.



## Background for teachers<sup>3</sup>

Termination of the Siletz Tribe’s federal recognition meant the withdrawal of federal aid, services, and legal protection, which had a devastating impact on Tribal members. For example, after termination the city of Siletz received the old Tribal headquarters property known as Government Hill from the Siletz Tribe. The city then evicted the 11 Siletz elders who were living in Siletz Elders housing on that land. By the 1970s, nearly two-thirds of the Siletz people living in Lincoln County had left and relocated to Salem or Portland in search of employment.

*With no tribal business to conduct, tribal meetings lapsed and gatherings were now held by families rather than the larger tribal community. There was a lingering sadness, broken hearts, at a life with few dances, songs, and stories—and no land.*

(Wilkinson, 2010, p. 306)

In the 1970s, a group of Siletz families began to discuss how to address the impacts of termination and how to regain the Tribe’s sovereign status. These meetings evolved into a strategic and organized campaign to restore federal recognition of the Confederated Tribes of Siletz Indians. The Siletz Restoration Act was ultimately passed and signed into law on November 18, 1977. The Confederated Tribes of Siletz Indians became the first terminated Tribe in Oregon—and only the second in the nation—to regain federal recognition.

<sup>3</sup>Background information adapted from Wilkinson, C. (2010). *The people are dancing again: The history of the Siletz Tribe of western Oregon*. University of Washington Press.

## MATERIALS

### Activity 1: Vocabulary Routine (30 minutes)

- Restoration PowerPoint slide deck
- Restoration Vocabulary Worksheet

### Activity 2: Restoration Jigsaw Activity (90 minutes)

- Restoration PowerPoint slide deck
- Pages 305–322 of chapter 14 from “The People Are Dancing Again: The History of the Siletz Tribe of Western Oregon” (one copy per student)
- Restoration Jigsaw Worksheet

### Activity 3: Restoration Storyboard (60 minutes)

- Restoration PowerPoint slide deck
- Restoration Vocabulary Worksheet

## VOCABULARY

**Self-determination** – The right of federally recognized Indian Tribes to self-government, including cultural renewal, reservation development, control of local education systems, and equal or controlling input into federal government policies and programs.

**Grassroots movement** – A process of building power by involving a constituency in identifying both the problems they share and the solutions to those problems; identifying the people and organizations that could make those solutions possible; engaging with those stakeholders through negotiation, confrontation, and pressure; and developing the capacity to take on further problems.

Teachers should review all materials, including worksheets, primary documents, and news articles. Teachers should gain a strong understanding of the history and key events surrounding both the termination and restoration of the Confederated Tribes of Siletz Indians. Teachers should also have a solid understanding of the definition and history of grassroots movements to effect changes in our society (e.g., the American Indian movement, the civil rights movement, the women’s rights movement).

For a deeper understanding of U.S. government policy regarding Native Americans in the 20th century, teachers should become familiar with the following legislative acts:

- General Allotment (Dawes) Act (1887)
- Indian Reorganization Act (1934)
- Indian Civil Rights Act (1968)
- Indian Self-Determination and Education Assistance Act (1975)
- Indian Child Welfare Act (1978)
- American Indian Religious Freedom Act (1978)

## Resources

- Wilkinson, C. (2010). *The people are dancing again: The history of the Siletz Tribe of western Oregon*. University of Washington Press.  
[This lesson draws on chapters 13 and 14.]
- **Confederated Tribes of Siletz Indians website:** <http://www.ctsi.nsn.us/>

## ADAPTATIONS FOR DISTANCE LEARNING



The lesson is primarily structured around group discussion and exploration, but much of it can be adapted for distance learning or independent learning purposes. A suggested sequence follows. Be sure all students have either print or electronic access to the materials described.

### Activity 1. Vocabulary Routine

- Provide the Restoration Vocabulary Sheet. Students can either complete the sheet electronically or print out a copy to complete.
- Present the slides in a virtual meeting platform. Assign small groups to breakout rooms for the interactive portions of the activity. If breakout rooms are not possible, facilitate this activity as a whole group.
- Students may work together to complete the vocabulary sheet or work independently.
- Ask students to copy and paste related images from the internet into this section of the worksheet.

### Activity 2. Restoration Jigsaw Activity

- Distribute materials to students prior to the lesson.
- Present the slides in a virtual format.
- Assign students to breakout rooms for the home group and expert group portion of the lesson. If breakout rooms are not possible, assign each student one segment of chapter 14 from “The People Are Dancing Again: The History of the Siletz Tribe of Western Oregon” and facilitate a whole-group discussion in which students share key ideas from their segment with the whole class. All students are responsible for completing notes on each segment.

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- Cooper, L. (2016). *Native American activism: 1960s to present*. Zinn Education Project. <https://www.zinnedproject.org/materials/native-american-activism-1960s-to-present/>

## Considerations for teachers

### Assessment

Students should be assessed both formatively and summative.

- The *formative assessment* will be teacher observation of student participation in class discussion. Teachers will also review the completion of a group jigsaw activity in which students will collaborate and become experts on text from primary documents.
- The *summative assessment* will include the teacher review of each student’s storyboard synthesizing key events/actions of the Siletz Tribe’s restoration movement. This visual storyboard will show individual understanding of primary documents describing the Siletz Tribe’s successful effort to restore federal recognition.

### Practices

- *Small-group work* – The second activity includes the opportunity for students to work in small groups. If you have not yet used collaborative work groups, be sure to set the stage by explaining the norms and expectations for group dynamics. As necessary, group students heterogeneously to allow for multiple

## ADAPTATIONS FOR DISTANCE LEARNING

(Continued)



### Activity 3. Restoration Storyboard

- Provide each student with a copy of the “Restoration Storyboard Template” and the “Restoration Storyboard Rubric.”
- Review directions and key expectations for the storyboard project.
- Once students have completed their storyboards, either assign students to virtual breakout rooms to share their storyboards or ask individual students to share with the whole class.

strengths in each group. Anticipate any students who may have difficulty with group work and match them with other students who will help them be successful.

- *Individual work* – The second activity also relies heavily on students completing work independently.
- *Storyboarding* – Teachers should become familiar with storyboarding as a strategy that helps students synthesize key events/actions and supporting details of an historical time period. Storyboarding can be used when texts are read aloud or when students read independently. Checking the thoroughness and accuracy of students’ storyboards is an effective way for you to evaluate reading comprehension before moving on to more analytical tasks.

### Learning targets

- I can understand the importance of federal recognition to Tribes.
- I can evaluate primary documents that describe the Siletz Tribe’s grass-roots campaign to restore its federal recognition and sovereignty.
- I can synthesize in a storyboard the complicated ways in which the Siletz Tribe influenced local governments, the Oregon State Legislature, and the U.S. government to restore its federal recognition and sovereignty.

## Options/extensions

1. Instruct students to expand their final storyboard by creating a multimedia or digital story, using software and a laptop, photographs, historic information, music, and quotes about the restoration of the Confederated Tribes of Siletz Indians. Reference the following resources for more information on digital storytelling:

- How to Use Digital Storytelling in Your Classroom—Edutopia  
<https://www.edutopia.org/digital-storytelling-classroom>
- The Power of Digital Story—Edutopia  
<https://www.edutopia.org/blog/the-power-of-digital-story-bob-dillon>

2. Ask students to research the Alcatraz Proclamation and the Alcatraz Occupation of 1969. Ask students to review the following documents and then prepare a presentation for the class.<sup>4</sup>

**Alcatraz Proclamation – [http://foundsf.org/index.php?title=ALCATRAZ\\_Proclamation](http://foundsf.org/index.php?title=ALCATRAZ_Proclamation)**

**Alcatraz, Indian Land from *Native Peoples* magazine – [http://siouxme.com/lodge/alcatraz\\_np.html](http://siouxme.com/lodge/alcatraz_np.html)**

Students presentations should address two or three of the following questions:

- To whom was the proclamation directed?
- Why did the Indians of All Tribes group occupy Alcatraz island?
- What were their demands?
- How would students describe the tone of the proclamation? Is it confrontational? Does it include elements of humor?
- The proclamation refers to several historical and contemporary Native American issues that are important in understanding the inspiration behind the occupation of Alcatraz.

<sup>4</sup>Teaching for Tolerance. (n.d.). *The Alcatraz Proclamation: A primary document activity*. [Lesson plan, grades 6–8, 9–12]. <https://www.tolerance.org/classroom-resources/tolerance-lessons/the-alcatraz-proclamation-a-primary-document-activity>

3. Students can work in groups or independently to research and create a themed timeline or storyboard that provides an overview of one of the following pieces of legislation from the self-determination era:

- Indian Civil Rights Act
- Indian Education Act
- Indian Self-Determination and Education Assistance Act
- American Indian Religious Freedom Act
- Santa Clara v. Martinez
- Indian Mineral Development Act
- Seminole Tribe v. Butterworth
- California v. Cabazon
- Indian Gaming Regulatory Act
- Native American Languages Act
- NAGPRA-Native American Graves Protection and Repatriation Act

## Reflection/closure

Teachers can use an exit ticket that asks students to provide a written response to the essential question: *How did the Confederated Tribes of Siletz Indians respond to termination and the attempt to assimilate their people and take away their sovereignty?*

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## Activity 1

# Vocabulary Routine

Time: 30 minutes

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This activity introduces students to the key vocabulary of the lesson through vocabulary routines, imagery, and student interaction.

### Step 1

Make sure each student has a copy of the “Restoration Vocabulary Sheet.”

### Step 2

Introduce the slide deck to students. Show slides 1 and 2.

#### Say:

*On your vocabulary handout you have two key terms that are essential to understanding this lesson. I'll give you a definition, some example pictures, and a bit of an explanation about them. You will have the opportunity to research the etymology (history of the word) and to write a meaningful paragraph using each new vocabulary term.*

*In addition, you will create a simple drawing of the concept of the word, not the definition. For example, a picture of the definition of “pedestrian” is a person walking. A picture of the concept could be a foot. The concept is that deeper meaning.*

### Step 3

Show slide 3.

#### Say:

*Self-determination is a powerful term. Self-determination is the right of federally recognized Indian Tribes to self-government, including cultural renewal, reservation development, control of local education systems, and equal or controlling input into federal government policies and programs.*

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## Activity 1 *(Continued)*

### Step 4

Have students research with a partner or team the etymology of “self-determination” and then work independently to create a picture of the concept and use the term in a brief, meaningful paragraph.

### Step 5

Show slide 4.

#### **Say:**

*A grassroots movement is the process of building power by involving a group of people or a constituency in identifying both the problems they share and the solutions to those problems. This process involves identifying the people and organizations that could make those solutions possible; engaging with those stakeholders through negotiation, confrontation, and pressure; and developing the capacity to take on further problems.*

### Step 6

Show slide 5–6.

#### **Say:**

*When I think about the history of grassroots movements in the United States, what comes to mind are the large, historical movements, such as the civil rights movement, the women’s suffrage movement, the United Farmworkers movement, and the American Indian movement. But there have also been—and are now—thousands of small, local grassroots movements taking place in communities across the United States.*

### Step 7

Ask students to turn to a partner and brainstorm additional grassroots movements.

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## Activity 1 *(Continued)*

### Step 8

Have them research with a partner or team the etymology of “grassroots” and then work independently to create a picture of the concept and use the term in a brief, meaningful paragraph.

### Step 9

Ask for three to five volunteers to share their definition and/or drawing with the whole class.

### Say:

*In this lesson, we will have the opportunity to learn about the specific grassroots movement to restore federal recognition of the Confederated Tribes of Siletz Indians. In our next activity, we will begin to examine the key events, strategies, and leaders of this inspirational movement.*

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## Activity 2

# Restoration Jigsaw Activity

Time: 90 minutes

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### Step 1

Show slide 8 and share with students that you are going to provide them with a brief review of the termination era and an overview of the subsequent restoration of the Confederated Tribes of Siletz Indians. This brief teacher presentation will support students as they begin to examine primary documents related to the restoration era.

### Step 2

Show slide 9.

#### Say:

*In 1954 Congress passed the Western Oregon Termination Act with the intention of ending all relations between the federal government and Native American Tribes in Western Oregon.*

### Step 3

Show slides 10 and 11.

#### Say:

*In 1956, the Bureau of Indian Affairs ended formal recognition of the Confederated Tribes of Siletz Indians. This resulted in the selling or deeding of the remaining parcels of Siletz reservation land to non-Native people. As a result of termination, the Siletz people not only lost their land, but also faced economic deprivation due to the removal of federal aid and services to which they were legally entitled, as set out in the original treaties they signed with the U.S. government. Despite this hardship, Tribal members never gave up and never stopped fighting for the restoration of their federal recognition and their legal rights.*

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## Activity 2 (Continued)

*With no tribal business to conduct, tribal meetings lapsed and gatherings were now held by families rather than the larger tribal community. There was a lingering sadness, broken hearts, at a life with few dances, songs, and stories—and no land.*

*(Wilkinson, 2010, p. 306)*

*This quote captures the deep and tragic loss of Tribal community.*

### Step 4

Show slide 12.

### Say:

*In the 1970s, several Siletz families began meeting to discuss how to organize a campaign to restore federal recognition of the Confederated Tribes of Siletz Indians. Ultimately, the Tribe succeeded, and the Siletz Restoration Act was passed and signed into law on November 18, 1977.*

*In the next activity, you will work in groups to become experts on specific events, people, and grassroots strategies that led to the passage of the Siletz Restoration Act.*

### Step 5

Distribute one copy per student of pages 305–322 from chapter 14 of “The People Are Dancing Again: The History of the Siletz Tribe of Western Oregon.”

### Step 6

Show slide 13 and distribute one copy per student of the “Restoration Jigsaw Worksheet.” Review with the whole class the directions for completing the restoration jigsaw activity.

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## Activity 2 *(Continued)*

### Restoration jigsaw directions:

- Teacher assigns students to groups of four. These groups will be the home groups of the jigsaw.
- Tell students that they are going to be responsible for teaching one segment of chapter 14 from “The People Are Dancing Again: The History of the Siletz Tribe of Western Oregon” to their home group. This chapter describes the grassroots efforts of the Siletz Tribe to restore federal recognition.
- Ask students to leave their home group to sit with a group of students assigned to the same reading segment or selection. This is their expert group.
- Ask students to begin reading to themselves or have them take turns reading aloud. When students are finished reading, the group should discuss their segment, fill out the “Restoration Jigsaw Worksheet,” and decide what and how they should present to their home groups.
- Have students rejoin their home groups. Each student is responsible for teaching their reading segment about restoration to the home group. All students are responsible for completing each section of the “Restoration Jigsaw Worksheet” and for learning all the material.

### Step 7

Facilitate a classroom discussion on the following questions:

- How did events of the 1960s shape the Siletz Tribe’s restoration movement?
- What were key challenges of the Siletz Tribe’s restoration movement?
- How were these challenges overcome?

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### Activity 3

## Restoration Storyboard

Time: 60 minutes

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### Say:

*The Confederated Tribes of Siletz Indians became the first Tribe in Oregon—and the second in the nation—to regain its federal recognition. The first Tribe to do so was the Menominee Tribe of Wisconsin in 1973.*

*We have learned about the monumental efforts involved in this historic achievement. In this next activity, you will work independently to create a storyboard that will visually tell the story of the Siletz Tribe’s restoration movement.*

### Step 1

Distribute one copy per student of the “Restoration Storyboard Template” and the “Restoration Storyboard Rubric.”

### Step 2

Instruct students to use the following resources to complete their storyboard:

- Completed “Restoration Jigsaw Worksheet.”
- Chapter 14 from “The People Are Dancing Again: The History of the Siletz Tribe of Western Oregon.”
- (If computers and internet are available) Confederated Tribes of Siletz Indians website: <http://ctsi.nsn.us/>

### Step 3

Review directions and key expectations for the storyboard project.

- Students should draw a minimum of five key events that describe the Siletz Tribe’s grassroots restoration movement. What actions in this campaign were essential to the successful outcome?
- Events/actions should follow the actual timeline of the restoration movement. Label visuals with dates when possible.

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### Activity 3 *(Continued)*

- Each drawing should have a short caption explaining what is represented in the picture.
- Use relevant quotations as captions.

#### Step 4

When students have completed their storyboard, ask them to return to their jigsaw expert group and share their storyboard with the group.