

From Trails to Truths

Oklahoma History from a Native American Perspective



DISCLAIMER

Native American Student Services (NASS) would like to make a disclaimer about this booklet. The materials in this booklet were compiled and written by staff of NASS. The writers of this booklet are not historians, we are educators. The Quick Facts and Lessons have been developed and written from six years of teaching this material to students in the classroom. NASS understands that there may be some discrepancies from historians, authors and tribal members who are experts of Oklahoma history and our Oklahoma Tribes. The booklet is a living and breathing document that will continue to be changed and edited. As we learn more information and develop new lessons, we will update and edit the booklet to provide a newer version as we deem necessary. Our main goal for this booklet is to provide our teachers a resource when teaching Oklahoma History.



TABLE OF CONTENTS

Introduction	3
Quick Facts	
Prior to 1830	10
Indian Removal	12
Indian Territory vs Oklahoma Territory	18
Land Openings	20
Statehood & Modern Day	22
“Things you should know”	24
Native American Lessons and Activities	29
Recommended Books	49
Vocabulary	50
Resources, Credits, and Cited Sources	51

PRIMARY OBJECTIVES

1. Develop and understand Oklahoma Native American culture, history, and way of life.
2. Develop and understand Oklahoma Native American Tribes contributing to the development of the state of Oklahoma.
3. Understand tribes have their own accounts of their tribal history often not written in books.
4. Develop an understanding and critically think about WHY removal happened and how tribes must have felt during that time.
5. Develop an understanding and critically think about tribal views of the land openings in Oklahoma history.



As the largest and among the most diverse districts in the state, Oklahoma City Public Schools has a unique opportunity to lead the way on the important and sometimes controversial issues that impact our more than 45,000 students and 4,600 employees.

OKCPS' mission says: "Every day, Oklahoma City Public Schools will ignite a passion for learning in every child, invite families to engage, and inspire respectful and trusting relationships with our diverse community." We take that responsibility seriously, and this new resource is the perfect example of how we are bringing this important work to life.

I'm so proud of Dr. Star Yellowfish and our Native American Student Services team for their leadership to ensure that all students in our great state can gain an understanding of the rich history and heritage of the Native people from Oklahoma.

On behalf of our 2,800 Native American students representing 88 tribes, thank you for taking the time to review this valuable resource so you can carefully and respectfully design your lessons about Oklahoma History and/or Native American culture. Together, we can ensure that all Native American students feel included, supported and welcome in our classrooms.

Dr. Sean McDaniel
Superintendent of Schools
Oklahoma City Public Schools



Oklahoma City Public Schools
P.O. Box 36609, Oklahoma City, OK 73136
Phone: 405-587-1000 | web: www.okcps.org



WELCOME to becoming a Knowledge Carrier for our Native American people in Oklahoma! By showing interest in this booklet, by reading this information and by practicing and incorporating these lessons into the work you do – YOU become a Knowledge Carrier for Oklahoma Native American!

Si-Yo! My name is Star Yellowfish and I am the Director of Native American Student Services (NASS) for Oklahoma City Public Schools (OKCPS). NASS is a department funded by the Office of Indian Education from the US Department of Education and Johnson O'Malley from the Bureau of Indian Education. Through our Title VI and JOM grants, we are able to provide services, support, advocacy, instruction, care and love to over 2,800 Native American students in the OKCPS district. **NASS represents 88 tribes!** We work closely with our students, families, teachers, staff and administrators to ensure that our Native American students feel included, supported and receive a positive educational experience.

This booklet has been a labor of love and a project in the making for over two years. NASS has been teaching this material and doing the classroom projects for six years. We have worked really hard to package this information and the lessons in a way that is teacher friendly. Our goal is to build an army of teachers and students who know our truth as Native people in Oklahoma!

We hope that teachers and educators use this booklet a number of ways:

1. We strongly encourage schools to abandon land run reenactments and instead, utilize this booklet to teach about Oklahoma History.
2. It provides Quick Facts to learn about the progression of our state and the role that Tribes played in our Oklahoma's history.
3. There are lessons you can incorporate into your classroom to complement the Quick Facts.
4. We have included maps and photos to use as visual aids and to generate discussion with your students.
5. A recommended list of books is also included for more exploration.

I want to personally thank Rochell "Ro" Werito for doing the majority of the work on this amazing and ground-breaking lesson plan booklet! Ro Werito is the Cultural Program Coordinator for NASS and is responsible for organizing, researching and writing much of the material in this booklet. A big Thank You also needs to go out to Cholakocee (Cho) Werito for her work on helping us with our learning goals, aligning lessons to our state standards and contributing some of her classroom lessons. Cho Werito has been a teacher in our OKCPS district for nine years and has taught grades Kindergarten and 1st grade. OKCPS is lucky and blessed to have this dynamic sister duo to work as educators for all our students and

Oklahoma City Public Schools

P.O. Box 36609, Oklahoma City, OK 73136

Phone: 405-587-1000 | web: www.okcps.org



to be advocates and representatives of our Native people. Ro and Cho are proud women from the Mvskoke Creek Nation and Navajo Nation!

To our Knowledge Carriers (Teachers) ... This booklet is designed for you! It was made, designed and written with teachers in mind so that you would have a place to begin when designing your lessons about Oklahoma History and/or Native American culture. We appreciate our teachers and all they do for all students! We hope that teachers near and far use this booklet as a jumping off point to stir their soul, creativity and skills to teach ALL children the truth about the history of Oklahoma!

Respectfully,

Dr. Star Yellowfish

Keetoowah Cherokee
Director of Native American Student Services
Oklahoma City Public Schools



Oklahoma City Public Schools

2500 NE 30th Street, Oklahoma City, OK 73111

Phone: 405-587-1000 | web: www.okcps.org



Hesci! Estonko? Rochell Werito cv hocefkvtos. Vmvlketv Ecovlket, vmetvlwv Weogufke tos. Hello, My name is Rochell Werito. I am from the Mvskoke and Navajo Nations. I am Deer Clan. I belong to the Muddy Waters Tribal Town and Greenleaf Ceremonial Grounds. I am the Cultural Program Coordinator for the Oklahoma City Public Schools Native American Student Services Department (NASS). As the Cultural Program Coordinator, one of my responsibilities is to develop tools to facilitate culturally appropriate and accurate tribal history lessons. NASS has taken the responsibility to hopefully ensure all OKCPS students, teachers, and families are taught the Native American perspective in our history.

It is my honor to introduce you to our newest booklet; ***From Trails to Truth: Oklahoma History from a Native Perspective!*** The *From Trails to Truth* booklet has been in development for over two years, and I'm thrilled to share it with you. The content is centered around the growth and formation of Oklahoma. It includes distinct time eras from tribal facts prior to 1830 to Modern day facts. Oklahoma is filled with rich tribal cultures, and we believe there should be a heavy focus on the impact tribes have made in our state. *From Trials to Truth* is a starting point to a greater vision. We have a vision to continue implementing more voices, histories, and knowledge from our tribes. This resource was designed for our teachers to utilize. It was made to lighten teacher load, provide accurate facts and visuals, provide culturally appropriate hands-on activities, and recommend books and resources.

I would like to say Thank You to our contributing authors; Yonavea, Sydna, Star, and Cho. This project would not be possible without your help, guidance, and input. Also, a huge shout out to our contributing artists; Alyssa and Avery Underwood. The Underwood sisters contributed amazing art pieces for the booklet. We strive to provide opportunities for our students and are excited to incorporate their work in our booklet.

I hope you enjoy the first version of *From Trails to Truth*, and that it provides insight into our state's history from a Native perspective. We would LOVE to see how you use *From Trials to Truth*!! Please share your lessons, projects, and pictures by using our social media tags!
#NASSOKCPS #StudentSupportServicesOKCPS

Enjoy!!
Mvto

Rochell "Ro" Werito

Mvskoke/ Navajo
Cultural Program Coordinator

Oklahoma City Public Schools
P.O. Box 36609, Oklahoma City, OK 73136
Phone: 405-587-1000 | web: www.okcps.org



CONTRIBUTING AUTHORS



CHOLAKOCEE WERITO is Mvskoke and Navajo. She is a Kindergarten teacher at Eugene Fields Elementary School in the Oklahoma City Public Schools (OKCPS) district. She currently serves as the Teacher Representative for the OKCPS Native American Student Services Program. She is a graduate of Northwest Classen High School (OKCPS) and received her Bachelor's Degree in Early Childhood Education at Oklahoma State University- Stillwater. She is in her 9th year of teaching and has taught Kindergarten and First Grade.



YONAVEA HAWKINS (Caddo/Delaware) participates in and leads Caddo traditional dances, teaches beading workshops, does cultural presentations, and makes traditional regalia. She enjoys dancing at inter-tribal powwows and has served as head lady dancer at powwows, has assisted as tabulator and contest judge. She is an artist who paints and draws but does Bead work and Cultural Items for art competitions at Red Earth Festival, South Eastern Art Show and Market (SEASAM), Artesian Art Market, Creek Nation Festival, Eiteljorg Indian Art Market, Autry Museum Indian Art Market and Cherokee Art Market; winning awards in the Beadwork and Cultural Adornment competitions at the Red Earth Festival, SEASAM, Creek Festival, Eiteljorg and Artesian.



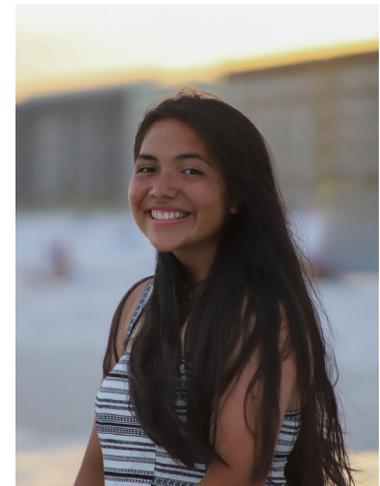
SYDNA YELLOWFISH is Otoe Missouria, Osage, Pawnee and Sac-Fox. She is employed with the Edmond Public Schools as the Indian Education Director and has been in education for over thirty years. She received her Bachelor's Degree in Social Studies Education and her Master's Degree in School Counseling from the University of Oklahoma. Sydna is active in several organizations and has provided professional development, presentations and workshops and has served on advisory boards through various organizations, schools and universities.



JESSICA ROSEMARY HARJO, Weomepe, is an enrolled member of the Otoe-Missouria Tribe of Oklahoma. She is also Osage, Pawnee, and Sac & Fox. Jessica is an artist, graphic designer and an instructor of graphic design. She is the owner of Weomepe Designs, a small design business providing graphic design services, and producing creative products such as laser cut and hand painted/crafted jewelry. She received her Bachelor of Landscape Architecture from Oklahoma State University with a minor in Studio Art and her Master of Arts and PhD in Design from the University of Minnesota.



ALYSSA UNDERWOOD is an 11th grade Visual Performing Arts Major at Classen High School of Advanced Studies in Oklahoma City. In May 2019, she was inducted into the Oklahoma Indian Student Honor Society and the National Honor Society. Her art has received national awards. Alyssa is a softball pitcher and also enjoys skateboarding, volleyball, and baking. She is a member of the Comanche Nation of Oklahoma.



AVERY UNDERWOOD is a freshman at Swarthmore College in Swarthmore, Penn. She is an art history major. She works in multiple mediums but specializes in painting, drawing and photography. She is a graduate from Classen High School of Advanced Studies in Oklahoma City. She is a member of the Comanche Nation of Oklahoma.



QUICK FACTS

PRIOR TO 1830

LEARNING GOALS:

1. Name one or more tribes that are original to Oklahoma
2. Understand that only a few tribes inhabited lands of Oklahoma before removal
3. Understand and tell 3 Caddo History and Facts
4. Identify and locate the Spiro Mounds on an Oklahoma Map



- + The tribes described as indigenous to Oklahoma include the Wichitas, Caddos, Apaches, and the Quapaws. Wichita and Affiliated tribe's ancestors lived in Central and Southern plains.
- + During the spring, summer, and early fall, the Wichitas lived in grass house villages. They're food sources include harvested corn, beans, and squash. They also hunted.
- + During the early fall and winter, the Wichitas left their villages for extended buffalo hunts. They lived in tipis camping near one another. The men hunted to bring enough game for the season.
- + Caddos were a part of the Mississippian cultures of the Midwest, Eastern and Southeastern United States.
- + The Mississippian cultures were mound builders with a complex and sophisticated society, who built planned communities with a large temple and ritual earthwork mounds (truncated pyramids) arranged around leveled open plazas.
- + The geography of their original homelands was dense forest of green and evergreens covering rolling hills, steep river valleys and intermittent wetlands called bayous.
- + Major archaeological Caddo sites such as Spiro and the Battle Mound Site are in the Arkansas River and Red River Valleys, these are the largest and most fertile of the waterways in the original Caddo homelands, where agriculture was the most productive.
- + The Caddo tribes were divided into three confederacies when first encountered by Hernando de Soto, a Spanish explorer in 1542.
- + In the Caddo language the three confederacies were called the *Hasinai* (pronounced *Hah see nay*) "**Our People**", *Kadohadacho* (pronounced *Kah dough hah doc co*) "**Real Chiefs**", and *Natchitoches* (pronounced *Knack cah tush*) "**Pawpaw Eaters**" and affiliated with 25 other tribes. The Caddos original homelands were eastern Oklahoma, eastern Texas, western Arkansas and western Louisiana.



+ Unlike so many tribes that now call Oklahoma home because of the Indian removals, the Caddo people are indigenous to Oklahoma.



- + As the Caddo people lived in forest areas and near rivers, they used the natural resources available in their homeland.
- + The Caddos were known for their unique pottery made from clay and mussel shells collected from the nearby rivers.
- + Bois d'Arc wood (orange wood) was used by the Caddos to make bows and arrows, these were highly prized as a trade item with the other Mississippian settlements and Plains tribes. Deer, turkey, duck, bear and alligators were some of the food sources for the Caddo people who hunted using Bois d'Arc bows.

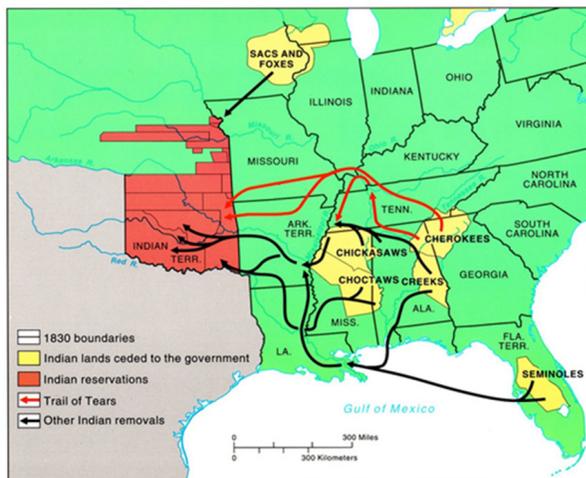


QUICK FACTS

INDIAN REMOVAL

LEARNING GOALS:

1. Name the Five Tribes
2. Describe what a Treaty is
3. Know basic facts about Indian Removal. What was the Indian Removal Act of 1830? Who was the President at that time? Why would settlers want the Five Tribes land?



What was Indian Removal?

The Indian Removal Act gave the President Power to negotiate removal treaties with Indian Tribes living east of the Mississippi. Under these treaties, the Indians were to give up their lands in the east of the Mississippi for lands to the west in Indian Territory which is now Oklahoma.

- + Although Indian Removal is credited to President Andrew Jackson, Thomas Jefferson's thinking influenced the Indian Removal Act well before 1830.
- + Jefferson believed acquiring territory was crucial for creating National Power.
- + Jeremiah Evarts and other opponents of Indian Removal insisted that US government honor its treaties and Nation Nations. If it did not, they argued, the honor, character, and soul of the US would be compromised.
- + President Jackson signed the Indian Removal Act on May 28, 1830.
- + The Indian Removal Act imagined the United States without Indians.
- + Georgia, Mississippi, and Alabama insisted that Native Nations within state boundaries were subject to state rather than federal authority and began to pass anti-Indian laws.
- + The Indian Removal Act never mentioned a tribe or region. But, it was aimed at the Cherokee, Muscogee, Choctaw, Chickasaw, and Seminole because of their sizable territory.
- + Tribes took their fight against removal to Congress and the Supreme Court.
- + Tribes resisted leaving their homelands. They **sent delegations to Washington DC, petitioned government agencies, held public forums, and engaged in warfare.**
- + Native Nations actively participated in the national debate over the Indian Removal Act.
- + Tribes were able to fight and resist actual removal for many years.



What happened to Tribes when they were forced to move?

- + **Most tribes had to be forced by the US Military to move. Some people from the Creek and Cherokee Tribes were moved by chains.**
- + Removal Routes were different because they had to go around the other tribes.
- + Keel boats- known and most associated with the Lewis and Clark Expedition- were also used to remove Indians.
- + Most tribes began their journey by foot in October. The journey took 5-6 months which meant people walked in the dead of winter from the SE part of the US to Indian Territory.
- + The Elderly and the Little Ones were lost the most along the way. Consequently, an abundance of cultural knowledge and leadership was lost because Elders and Tribal Leaders passed away and they were the teachers of the tribe and passed down knowledge orally.
- + Exhaustion, exposure, hunger, grief, depression and death were constants on the forced removal.
- + Many tribes lost as much as a 1/3 of their people.
- + The Removal of Native Americans from the **Southeast alone would take approximately 28 years and continued through terms of eight succeeding presidents.**
- + Most tribes NEVER willingly signed a removal treaty.
- + 67,600 people were forced to move from the SE **part of the US.**
- + Roughly, 13,000 people died from the Five Tribes **during Indian Removal.**
- + 25 million acres of land opened up to white **settlers and slavery because of the removal of the Five Tribes.**

“Students need to learn about the history of Oklahoma and the reason we are what we are today and the native people that made that possible. I want my students to be well aware of the different cultures that exist in their surrounding area. Everyone plays an important part in the history of Oklahoma.”

Nakita Jackson,

Martin Luther King Jr Elementary, OKCPS

QUICK FACTS

INDIAN REMOVAL

Many people died of disease, exposure, and starvation during the removal.

Tribe	Deaths	Removed
Seminole	700	3,000
Chickasaw	800	5,600
Choctaw	4,000	20,000
Muscogee	3,500	23,000
Cherokee	4,000	16,000

The Removal Act [Exhibit]. (2018, July 5). Americans, National Museum of American Indian, Washington DC.

Time Frame/ Presidential Administration	Treaty	State/ Territory	Tribe
1802-1830 Pre Indian Removal	Compact of 1802 TurkeyTown Treaty Quapaw 1818 Treaty Treaty of St. Mary	Georgia Arkansas Territory Missouri Territory Indiana	Cherokee Quapaw Delaware Miami
	Kickapoo 1819 Treaty Treaty of Doak Stand	New York Pennsylvania Ohio Illinois Mississippi Louisiana Indiana	Kickapoo Choctaw
Andrew Jackson 1829-1837	Indian Removal Act Treaty of Dancing Rabbit Creek Treaty of Paynes Landing Treaty of Pontotoc Treaty of McCuthehensville Treaty of New Echota	Mississippi Ohio Missouri Indiana Illinois Arkansas Louisiana Florida	Choctaw Seneca Shawnee Peoria Miami Ottawa Quapaw Seminoles Kickapoo Muscogee Creek Chickasaw Wyandotte Sac and Fox Prairie Band Potawatomi Shawnee Delaware



Time Frame/ Presidential Administration	Treaty	State/ Territory	Tribe
Van Buren 1837-1841	Trail of Death Trail of Tears	Indiana Kansas	Cherokees Potawatomi Kickapoo
Harrison 1841 Tyler 1841-1845	Treaty of Buffalo Creek	Ohio Iowa	Seneca Wyandotte Kickapoo
Polk 1845-1849		Indiana	Miami
Taylor 1849-1850		Wisconsin	Potawatomi
Fillmore 1850-1853			
Pierce 1857-1861			
Buchanan 1857-1861		Florida	Seminole Caddo Delaware Tonkawa
Lincoln 1861-1865			
Johnson 1865-1869		Kansas	Sac & Fox Citizen Potawatomi Ottawa Iowa
Grant 1869-1877		Nebraska	Pawnee Ponca
Hayes 1877-1887		Nebraska	Iowa

QUICK FACTS

Removal Timeline

1831

Choctaw
Seneca
Shawnee
Ottawa

1832

Seminole
Chickasaw

1843

Wyandotte

1842

Seneca

1846

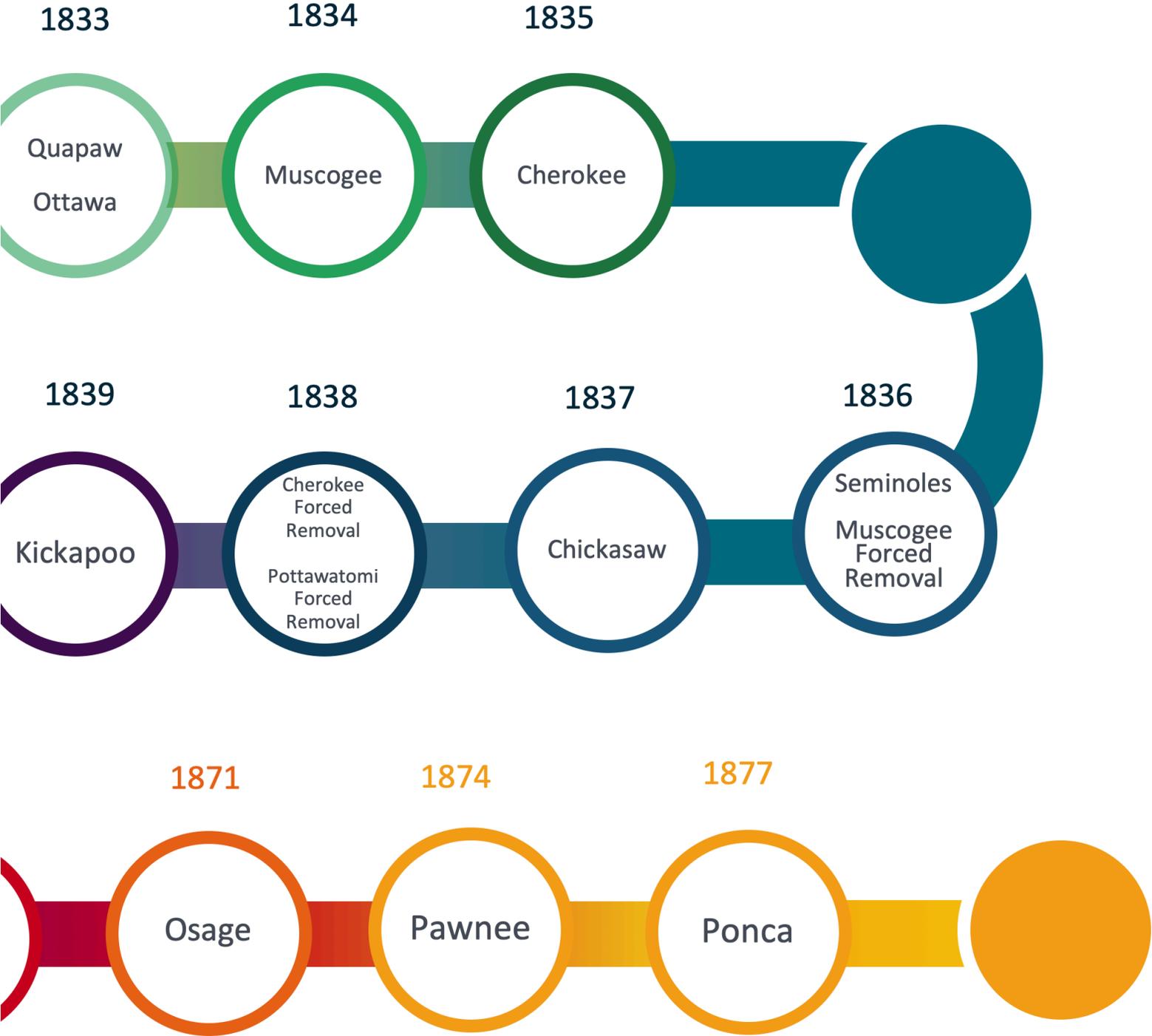
Miami
Pottawatomi
Delaware
Tonkawa
Comanche

1867

Sac & Fox
Ottawa
Citizen Pottawatomi



OKCPS NATIVE AMERICAN STUDENT SERVICES

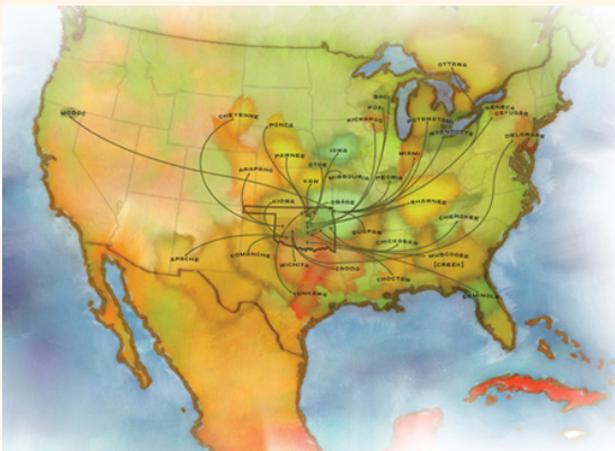


QUICK FACTS

INDIAN TERRITORY/ OKLAHOMA TERRITORY

LEARNING GOALS:

1. Define what Indian Territory was
2. Describe life in Indian Territory
3. Describe the Dawes Act
4. Know the difference between Indian Territory and Oklahoma Territory
5. Understand Tribes reestablished and governed themselves
6. Critically think about WHY the US government wanted to take over Indian Territory



- + By 1883, twenty-five reservations for thirty-seven tribes had been reserved in Indian Territory.
- + **Indian Territory was land set aside by the US Government for the relocation of Native Americans**
- + Tribes had treaties restricting entry of Non-Indians into tribal areas or Indian territory according to agreed upon treaties. Non-Natives were not allowed to enter or live in Indian Territory.
- + Tribes were promised the land in Indian Territory. This would be a place where they would not have to move again and no one could take it away from them.
- + Tribes reestablished themselves, set up their governments, communities and practiced their cultures once again.
- + Indian Territory created a couple of dynamics that are worth noting: 1) Tribes that had never interacted with each other are suddenly living within close proximity of each other and; 2) Tribes that have been nomadic and free to roam and follow the buffalo were all of a sudden being forced to stay within imaginary boundaries according to the US government.
- + Congress established Oklahoma Territory by a process called surplus lands. Lands that were not individually allotted to tribal citizens and then declared open for non tribal settlement.
- + Allotment is a federal policy of dividing communally held Indian tribal lands into individually owned private properties.
- + Allotment was another attempt to destroy tribes and their governments by opening lands to non Indian settlements and railroad company developments.
- + Indian Territory once covered the majority of modern day Oklahoma, but quickly downsized to the eastern half of the state in large part of the land runs, lottery, and auction.



- + The Western half of the state became known as Oklahoma Territory.
- + Oklahoma Territory was not thriving - they were in debt, had failed crops and were suffering from tax problems.
- + Meanwhile, Indian Territory had an abundance of natural resources and were thriving. Economically, Indian Territory was rich with oil, timber, coal and farmland.
- + Oklahoma Territory wanted Indian Territory to open up and despite treaties, white settlers began to encroach on Indian territory
- + In 1887, the General Allotment Act or commonly referred to as the Dawes Act, divided land settlements given to the Tribes and separated them into individual plots of land.
- + The Dawes Act was detrimental to tribes because it ended communal ways of living and reduced the tribes' ability to practice and live their traditional lifestyles.
- + Native people had been living a communal and traditional lifestyle for centuries, since the beginning of their existence and the Dawes Act abruptly ended that way of life. Tribes and their family units suffered greatly from this division of communal land.
- + The only way a Native person could become a US Citizen at that time was to accept an individual allotment through the Dawes Act.
- + The true objective of the Dawes Act enacted by Congress was to end communal and tribal land ownership of Tribes and assimilate Native Americans.
- + Over 90 Million acres of tribal land was stripped from Native people and sold to Non-Natives
- + In an effort to maintain their property, the tribes requested admission to the union as the State of Sequoyah.
- + The Osage tribe had their own Osage Allotment Act which was much different from the other tribes.

“Teachers rate Native American History as one of the most inaccurate and difficult subjects to teach”

-Illuminative

+ *The Dawes Act was detrimental to tribes because it ended communal ways of living and reduced the tribes' ability to practice and live their traditional lifestyles.*

QUICK FACTS

LAND OPENINGS

LEARNING GOALS:

1. Define Boomers and Sooners
2. Critically think about how Native people felt during the time of the Land Run.
3. Understand, define, and locate the Unassigned Lands
4. Explain why the lands were opened for non-native settlers.

- + Tribal life was community oriented. Native Americans viewed the land run very differently than settlers. Tribes viewed land as sacred and should not be owned.
- + Tribes had been forced from their homes/land multiples times
- + The different views led to disputes between the tribes and colonists and armies.
- + One political philosophy behind the land opening included free enterprise by keeping the government out of it.
- + After the Civil War, the tribes were forced to sell their land to the federal government at 60 cents to \$1.40 per acre.
- + Unassigned Lands were an open area not assigned to any Indian tribe in the center of the state. Formerly owned by the Muscogee and Seminole tribes, but was purchased by the government and not yet assigned to any other tribes.
- + Farmers, cattlemen, railroad companies, and some government officials who were determined to push their way onto the unassigned and tribal lands.
- + Boomers are a group of prospective settlers led by David Payne, that lobbied for opening of the Unassigned lands in central Indian Territory.
- + The land runs enabled settlers to acquire homesteads of 160 acres. However, some used their claim as enterprise pursuits. The businessmen knew there would be a need for stores.
- + The open lands were opened to first come by land run, sold by bid, or won by lottery.
- + Sooners were impatient settlers that did not wait for the signal during the land runs. They entered Indian territory ahead of time and made a claim to the land.
- + Lands were purchased through the United States Land Office.
- + By the late 1880s, the new settlers who came with the railroads fed a new hunger for tribal lands.
- + Congress passed the General Allotment Act, which opened reservation lands and put into the public domain.

INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN
*
EASY PAYMENTS



PERFECT TITLE
*
POSSESSION
WITHIN
THIRTY DAYS

wikipedia • www.CALIE.ORG

FINE LANDS IN THE WEST

IRRIGATED IRRIGABLE GRAZING AGRICULTURAL DRY FARMING

IN 1910 THE DEPARTMENT OF THE INTERIOR SOLD UNDER SEALED BIDS ALLOTTED INDIAN LAND AS FOLLOWS:

Location.	Acres.	Average Price per Acre.	Location.	Acres.	Average Price per Acre.
Colorado	5,211.21	\$7.27	Oklahoma	34,664.00	\$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
Kansas	1,684.50	33.45	South Dakota	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	5,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota	22,610.70	9.93	Wyoming	865.00	20.64

FOR THE YEAR 1911 IT IS ESTIMATED THAT 350,000 ACRES WILL BE OFFERED FOR SALE

For information as to the character of the land write for booklet, "INDIAN LANDS FOR SALE," to the Superintendent U. S. Indian School at any one of the following places:

CALIFORNIA: Hoopa. Colorado. Ignacio.	MINNESOTA: Onigum.	NORTH DAKOTA: Fort Totten. Fort Yates.	OKLAHOMA—Cos. Sac and Fox Agency. Shawnee. Wyandotte.	SOUTH DAKOTA: Cheyenne Agency. Crow Creek. Greenwood. Lower Brule. Pine Ridge. Rosebud. Sisseton.	WASHINGTON: Fort Simcoe. Fort Spokane. Tulalip.
IDAHO: Laywal.	NEBRASKA: Macy. Santee. Winnebago.	OKLAHOMA: Anadarko. Catoomut. Colony. Dartington. Muskogee. Pawnee.	OREGON: Klamath Agency. Pendleton. Roseburg. Siletz.	WISCONSIN: Omaha.	

WALTER L. FISHER,
Secretary of the Interior.

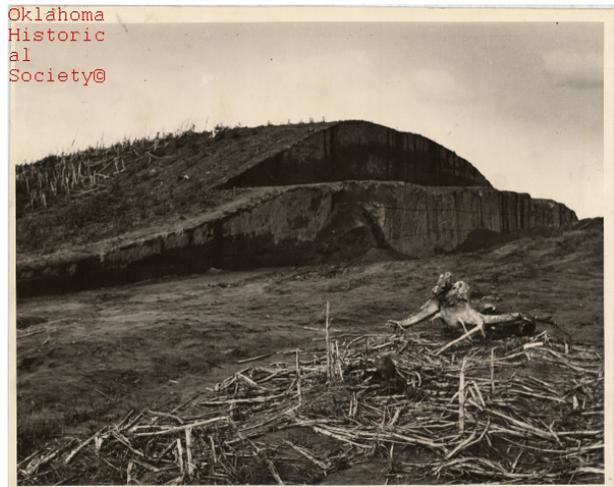
ROBERT G. VALENTINE,
Commissioner of Indian Affairs.



- + The Five tribes strongly resisted allotment.
- + Secretary of the Department of the Interior were to break up tribal reservations and to allot pieces of land to individual tribal members.
- + In 1889, there were no more tribes to be removed and put into Indian Territory.
- + In March 1889, President Harrison issued a proclamation to settle the unassigned lands. This proclamation led to the first Land Run on April 22, 1889.
- + The first land run was open to settlers for a chance to claim a 160 acre section out of 1,887,796 acres.
- + After the April 22, 1889 run, settlers began to demand more land and called for the reservations to be opened.
- + The second land run was in September of 1891. President Harrison declared the former lands of the Iowa, Sac, Fox, Pottawatomie, and Shawnee tribes be open for settlement.
- + The third land run was in April 1892. The 4,300,000 acres of land formerly belonged to Cheyenne and Arapaho tribes were open for settlement.
- + The fourth land run was in September of 1893. This opened land was known as the Cherokee Outlet. Congress purchased this land for \$1.40 per acre. The Cherokee Outlet was 6,361,000 acres.
- + The fifth and final land run was in May 1895. This land was formerly Kickapoo lands of 183,440 acres.
- + In August 1901, the open lands were formerly the Wichita, Caddo, Comanche, Kiowa, and Apache tribal lands. There were 2,080,000 acres available for people to register at a chance drawing of names in the land lottery. Nearly 170,000 people registered and 6,500 names were drawn.
- + In December 1906, the US Land Office accepted sealed bids for land close to the Red River. People who bid and won were required to live on the land for five years.

+ After the Civil War, the tribes were forced to sell their land to the federal government at 60 cents to \$1.40 per acre.

Oklahoma
Historic
al
Society@



QUICK FACTS

STATEHOOD & MODERN DAY

LEARNING GOALS:

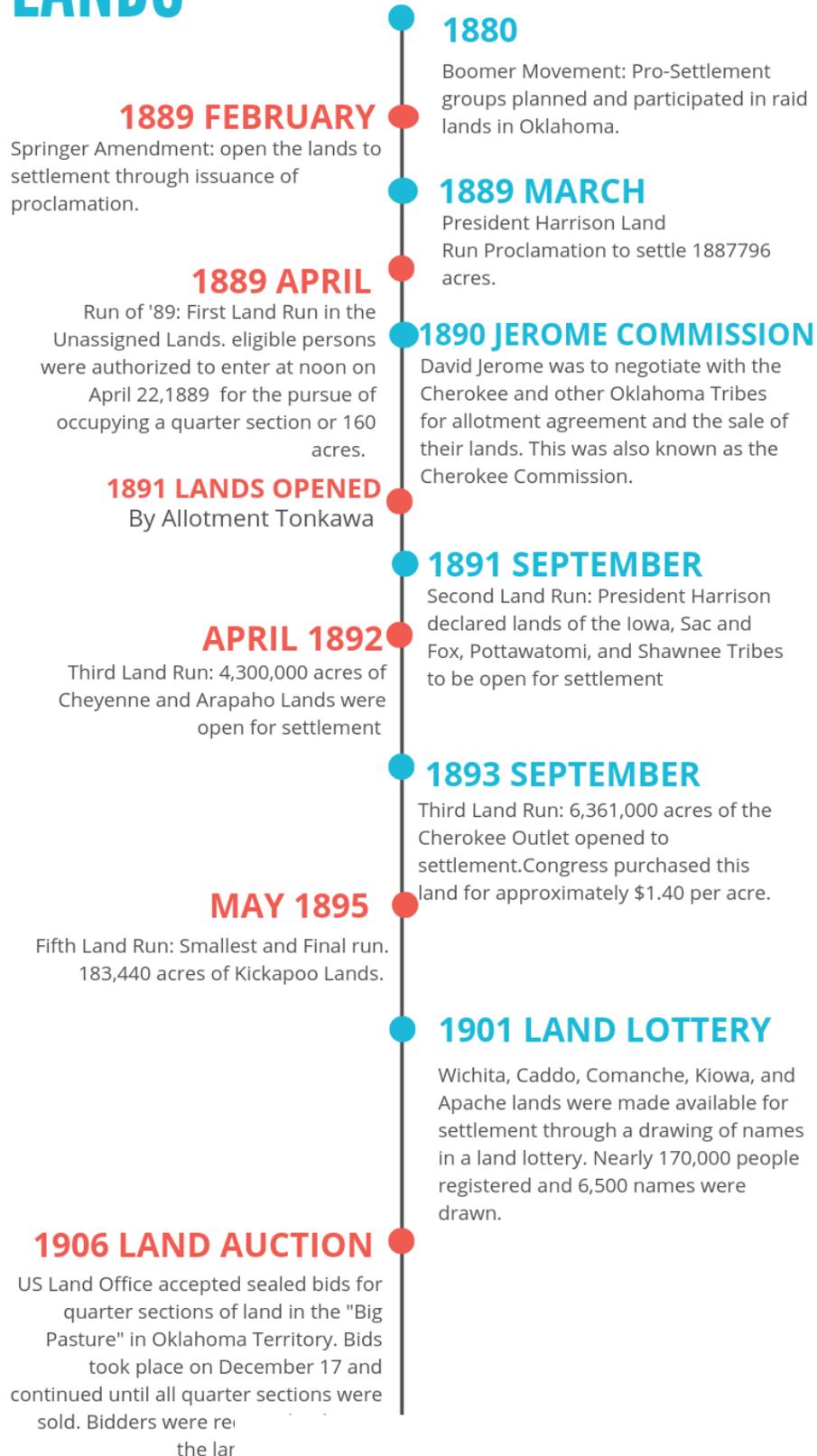
1. Understand and Identify Native American contributions to the formation of the State of Oklahoma.
2. Know two facts about the Sequoyah Constitutional Convention
3. Understand there are 39 Tribal Headquarters in Oklahoma.
4. Understand Native American culture is thriving



- + Oklahoma became a state on November 16, 1907
- + Legislation, proclamation, land runs, lottery, and auction, were contributing factors to the settlements that lead to Oklahoma statehood.
- + The Land that now forms the State Of Oklahoma was made up of the “Twin Territories” Oklahoma Territory to the west and the Indian Territory to the east.
- + The Sequoyah Constitutional Convention was an effort led by the Tribes to establish statehood for Indian Territory.
- + The Tribes in Indian Territory proposed that their new state would be called the state of Sequoyah.
- + The Convention consisted of representatives many tribes in Indian Territory including a strong delegation from the Five Tribes. They began their movement for Indian Territory statehood in 1902.
- + The representatives drafted a constitution, plan for government organization, maps showing counties to be established, and elected delegates to go to the United State Congress to petition for statehood.
- + President Roosevelt ruled Oklahoma and Indian territory would only be granted statehood by combining the territories as one state.
- + The Sequoyah State Constitution served in a large part as the basis for the constitution of the State of Oklahoma.
- + “Oklahoma” is derived from the Choctaw words okla (People) and humma (Red)
- + Many Native Americans from Oklahoma served in the U.S. Armed Forces.
- + Each tribe in Oklahoma are Sovereign Nations, meaning tribes govern themselves within their jurisdictions.
- + Several tribes today, have their own enterprises including travel plazas, printing press, hotels, media, and more.
- + Many tribes are developing their own curriculum and lessons specific to their histories and notable people. For more information, please see the Resource page.

A BRIEF HISTORY OF OKLAHOMA LANDS

Land Run is a "unique" run for land in the 1880s during which settlers tried to stake a claim in Oklahoma Lands.



Map of Oklahoma Land Openings by <https://www.okhistory.org/kids/landrun>

"THINGS YOU SHOULD KNOW"

THE 39 TRIBES OF OKLAHOMA



Absentee Shawnee Tribe of Oklahoma
2025 S. Gordon Cooper Drive
Shawnee, Oklahoma 74801
(405) 275-4030



Alabama Quassarte Tribal Town
PO Box 187
Wetumka, Oklahoma 74883
(405) 452-3987



Apache Tribe of Oklahoma
PO Box 1220
Anadarko, Oklahoma 73005
(405) 247-9493



Caddo Nation of Oklahoma
PO Box 487
Binger Oklahoma 73009
(405) 656-2344



Cherokee Nation of Oklahoma
PO Box 948
Tahlequah, Oklahoma 74465
(918) 456-0671



Cheyenne & Arapaho Tribes of Oklahoma
100 Red Moon Circle
Concho, Oklahoma 73022
(405)422-7733



Chickasaw Nation
PO Box 1548
Ada, Oklahoma 74820
(580)436-7280



Choctaw Nation of Oklahoma
PO Box 1210
Durant, Oklahoma
(580) 924-4988



Citizen Potawatomi Nation
1601 S. Gordon Cooper Drive
Shawnee, Oklahoma 74801
(405) 275-3121



Comanche Nation of Oklahoma
PO Box 908
Lawton, Oklahoma 73502
(580) 492-4988



Delaware Nation of Oklahoma
PO Box 825
Anadarko, Oklahoma 73005
(405) 247-2448



Delaware Tribe of Oklahoma
170 NE Barbara Avenue
Bartlesville, Oklahoma 74006



Eastern Shawnee Tribe of Oklahoma
12755 S. 705 Road
Wyandotte, Oklahoma 74370



Fort Sill Apache Tribe of Oklahoma
Route 2, Box 121
Apache, Oklahoma 73006
(580) 588-2298



Iowa Tribe of Oklahoma
R.R. 1, Box 721
Perkins, Oklahoma 74059
(405) 547-2402



Kaw Nation of Oklahoma
PO Box 50
Kaw City, Oklahoma 74641
(580) 269-2552



Kialegee Tribal Town
PO Box 332
Wetumka, Oklahoma 74883
(405) 452-3262



Kickapoo Tribe of Oklahoma
PO Box 70
McLoud, Oklahoma 74851
(405) 964-2075



Kiowa Tribe of Oklahoma
PO Box 369
Carnegie, Oklahoma 73015
(580) 654-2300



Miami Tribe of Oklahoma
PO Box 1326
Miami, Oklahoma 74555
(918) 541-1300



Modoc Tribe of Oklahoma
515 G Street, SE
Miami, Oklahoma 74354
(918) 542-1190



Muscogee (Creek) Nation
PO Box 580
Okmulgee, Oklahoma
(918) 732-7605



Osage Nation
627 Grandview
Pawhuska, Oklahoma 74056
(918) 287-5555



Otoe- Missouri Tribe of Indians
8151 Highway 177
Red Rock, Oklahoma 74651
(580) 723-4466



Ottawa Tribe of Oklahoma
PO Box 110
Miami, Oklahoma 74355
(918) 961-0980



Pawnee Nation of Oklahoma
PO Box 470
Pawnee, Oklahoma 74058
(918) 762-3624



Peoria Tribe of Indians
PO Box 1527
Miami, Oklahoma 74355
(918) 540-2535



Ponca Nation of Oklahoma
20 White Eagle Drive
Ponca City, Oklahoma 74601
(580) 762-8104



Quapaw Tribe of Oklahoma
PO Box 765
Quapaw, Oklahoma 74363
(918) 542-1853



Sac and Fox Nation
Route 2, Box 246
Stroud, Oklahoma 74079
(918) 968-3526



Seminole Nation of Oklahoma
PO Box 189
Wewoka, Oklahoma 74884
(405) 257-7205



Seneca- Cayuga Tribe of Oklahoma
23701 South 655 Road
Grove, Oklahoma 74344
(918) 787-5452



Shawnee Tribe of Oklahoma
PO Box 189
Miami, Oklahoma 74355
(918) 560-6798



Thlopthlocco Tribal Town
PO Box 188
Okemah, Oklahoma 74859-0188
(918) 560-6198



Tonkawa Tribe of Oklahoma
1 Rush Buffalo Road
Tonkawa, Oklahoma 74653
(580) 628-2561



United Keetoowah Band of Cherokee
PO Box 746
Tahlequah, Oklahoma 74465
(918) 431-1818



Wichita & Affiliated Tribes of Oklahoma
PO Box 729
Anadarko, Oklahoma 73005
(405) 247-2425



Wyandotte Nation of Oklahoma
64700 east Highway 60
Wyandotte, Oklahoma
(918) 678-2297



Euchee (Yuchi) Tribe of Indians
PO Box 10
Sapulpa, Oklahoma 74067
(918) 224-3065

"THINGS YOU SHOULD KNOW"

MYTHS, MISCONCEPTIONS, AND STEREOTYPES

- + All Native American tribes are the same
- + All Native Americans lived the same way
- + Oklahoma was uninhabited until the landruns
- + Europeans were the first people in Oklahoma
- + All Native Americans were already located in the Oklahoma area.
- + Native Americans lived harmoniously and had no difficulties amongst each other.
- + Native Americans were not involved in the Civil War
- + Native American were treated fairly
- + Native Americans had the opportunity to claim land in the land runs
- + The Dawes Commission was fair and unbiased
- + Removal happened only in 1830.
- + Native Americans do not live in today's society.
- + All Native American students get free stuff. I.e money for college, money from tribe, casino money, etc



WHY LAND RUN REENACTMENTS ARE HARMFUL

- + Students who do not participate are sent to the school office. This may create a feeling of isolation, being singled out or in trouble.
- + Students who do not participate also stay home to avoid the event entirely. This absence is usually unexcused.
- + Reenactments can be offensive and are often inaccurate.
- + Reenactments are one sided
- + Reenactments can trigger trauma amongst Native people.

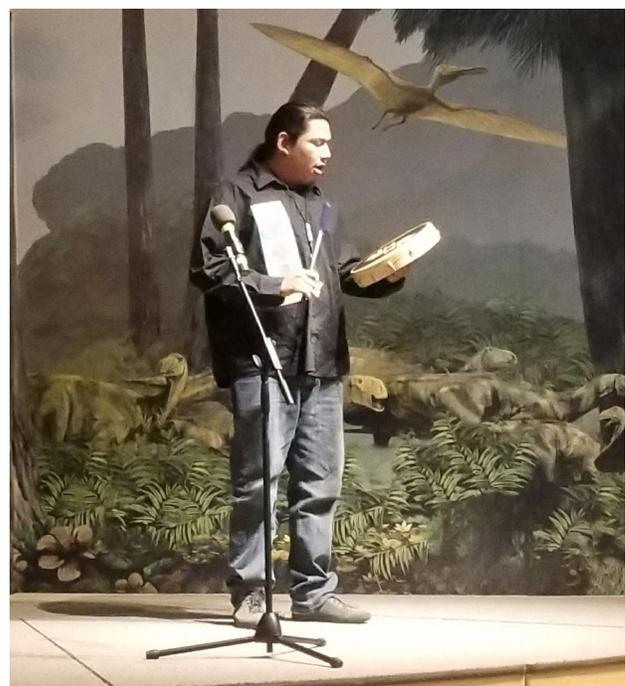


TIPS FOR YOUR NATIVE AMERICAN UNITS

- + Teach with Integrity
 - + Reliable sources
 - + Accuracy
 - + Authentic
- + Teach units based on Region to show the differences in the Tribes.
 - + Northwest Coastal
 - + Southwest
 - + Plains
 - + Southeast, etc
- + Integrate Native American History into American History
 - + Removal & the Civil War
- + Share how European Colonizations dramatically changed life for Native Americans
- + Reach out to Tribal Communities in your area for guest speakers and/or lessons that are tribally and culturally accurate.
- + Recognize that Native American traditions and customs are still alive today.
- + Break the stereotypes surrounding Native Americans with facts about life as a Native American living in today's society.
 - + Native Americans are Americans
 - + Native Americans live in today's society and are not extinct or a people of the past.
 - + Continue to contribute to our country in a variety of fields such as education, STEM, etc
 - + Modern heroes

“This program is important (especially for 3rd grade) because it helps bring deeper content into the school about what the students have been learning all year.”

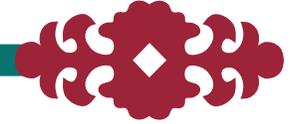
*Kristina Clements,
Coolidge Elementary, OKCPS*



From Trails to Truths: Oklahoma History from a Native American Perspective



NATIVE AMERICAN LESSONS AND ACTIVITIES



NATIVE AMERICAN LESSONS AND ACTIVITIES

KWL

Teacher will start a KWL chart about Oklahoma History. After the chart, the teacher will discuss the quick facts. This can be done one day, or one topic each day. Students can research on facts and present what they learned to the class. After the lesson has been taught, the teacher can fill in the L on the chart.

Topics

- + Precontact
- + Indian Removal
- + Indian & Oklahoma Territory
- + Land Openings
- + Statehood & Modern Day

Venn Diagram

Teacher will lead a discussion on what happened in Oklahoma history and how it is today. Students will contribute to the Venn Diagram for lower grades or make one based on the information they have learned for the upper grades. Each topic can be done on a different day.

Topics

- + Oklahoma: then and now
- + Indian Territory & Oklahoma Territory
- + Life then and Life now

Timeline

During a Whole Group lesson, the teacher will go over the important events from the quick facts. Using this information, students will make a timeline and make a presentation over the timeline. They can be creative in how they present the timeline.

- + Indian Removal
- + Land Run

Journal Entries

Students can make journal entries. After learning about each event, students will write what they have learned to answer the questions. Some examples are below:

- + Precontact
- + Indian Removal
 - + What do you think it was like to travel and leave your home?
 - + Why would settlers want the Five Tribes land?
 - + Why would the Tribes take their fight against removal to the Supreme Court?
- + Indian & Oklahoma Territory
 - + What is the difference between Indian and Oklahoma Territory?
- + Land Openings
 - + How did life for the tribes in Oklahoma change after land openings?
- + Statehood & Modern Day
 - + How did the presence of tribes influence the formation of Oklahoma?
- + Oklahoma: then and now
 - + How is life in Oklahoma different from the past to now?

NATIVE AMERICAN LESSONS AND ACTIVITIES

NATIVE AMERICAN BOOK LESSONS

Books about people or Tribes in Oklahoma:

The Trail of Tears

Author: Joseph Bruchac

Learning Goals

1. I can share 3 facts about life along the Trail of Tears.

Prior to reading the story, the teacher and students will review the lesson on Removal. After reading the book, the teacher and students will discuss the facts from the book. Students will write 3 facts about life on the Trail of Tears.

What's Your Story, Sequoyah?

Author: Jody Jensen Shafer

Learning Goals

1. I can share 3 facts about Sequoyah.
2. I can research and write about the life and any significant contributions of Sequoyah

Prior to reading the story, the teacher and students will talk about what contribution means. After reading the book, the teacher and students will discuss the facts from the book. Students will do partner research to find the significant contributions of Sequoyah. The students can write a paper or present to the class.

Jim Thorpe's Bright Path

Author: Joseph Bruchac

Learning Goals

1. I can share 3 facts about Jim Thorpe.
2. I can research and write about the life and any significant contributions of Jim Thorpe.

Prior to reading the story, the teacher and students will talk about what contribution means (If needed) After reading the book, the teacher and students will discuss the facts from the book. Students will do partner research to find the significant After reading the book, the teacher and students will discuss the facts from the book. Students will write 3 facts about Jim Thorpe and the contributions of Jim Thorpe. The groups students can make a presentation to share with the class.

Tallchief: America's Prima Ballerina

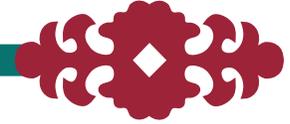
Author: Maria Tallchief with Rosemary Wells

<https://danceinteractive.jacobspillow.org/maria-tallchief-michael-maule/firebird/>

Learning Goals

1. I can share 3 facts about Maria Tallchief.
2. I can research and write about the life and any significant contributions of Maria Tallchief.

Prior to reading the story, the teacher will show a video of Maria dancing. After reading the book, the teacher and students will discuss the facts from the book. Students will do partner research to find more facts as well as any significant contributions of Maria Tallchief. The students can write a paper or present to the class.



NATIVE AMERICAN BOOK LESSONS

Books about people or Tribes in Oklahoma:

Spider Brings Fire

Author: Linda Hogan

Learning Goals

1. I can retell a legend.
2. I can identify where the Chickasaw Tribal lands are on a map of Oklahoma.

The teacher will share that the story is a Chickasaw legend and a map of where the Chickasaw Nation is located. After the story, students will make a mural to retell the story. Students will be in groups and can decide how to illustrate their portion of the mural. After they illustrate their mural, the students will write about their section to retell the story.

Jingle Dance

Author: Cynthia Leitich Smith

Learning Goals

1. I can compare and contrast a story to my life.
2. I can identify where the Muscogee Creek Nation is on a map of Oklahoma.

The teacher will share that the story is about a Muscogee Creek girl and will show a map of where the Muscogee Creek Nation is located. After the story, students will discuss how Jenna is similar to them and how Jenna is different from them. The class can make a Venn Diagram to show the similarities and differences.

The Cloud Artist

Author: Sherri Maret

Learning Goals

1. I can retell a tale.
2. I can identify where the Choctaw Nation is on a map of Oklahoma.

The teacher will share that the story is about a Choctaw girl and will show a map of where the Choctaw Nation is located. After the story, students will discuss the choice Leona made. Students will draw and write their favorite part of the story.

The First Strawberries: A Cherokee Story

Author: Joseph Bruchac

Learning Goals

1. I can retell a tale.
2. I can identify where the Cherokee Nation is on a map of Oklahoma.

The teacher will share that the story is about a Cherokee girl and will show a map of where the Cherokee Nation is located. After the story, students will retell the story.

NATIVE AMERICAN LESSONS AND ACTIVITIES

NATIVE AMERICAN BOOK LESSONS

Books about people or Tribes outside of Oklahoma:

The Legend of the Indian Paintbrush

Author: Tomie De Paola

Learning Goal

1. I can recognize that people from other cultures have different languages, clothing, food, homes.

Supplies

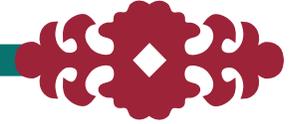
- + The Legend of the Indian Paintbrush by Tomie de Paola
- + Map
- + Brown Paper
- + Crayons, markers, and pencils

Question: How did Little Gopher feel when the Dream Vision told him to paint? Why do you think it made him feel that way?

***Teacher and students will map where Wyoming is located (inspiration for the story)**

The teacher will read the story, pausing to make predictions about what is going to happen next. After the story has been read, the teacher will lead a discussion about the problem and solution of the story. Students will then use brown paper to make their own picture of what they would like people to remember. They will write about their picture.





.... If You Lived with the (Tribe)

Authors vary

Learning Goal

1. I can recognize that people from other cultures have different languages, clothing, food homes.

Question: What did you notice about the food of the people in the book? How are they different from our homes today?

***Teacher and student will mark on a map where the tribe they are learning from is located.** The teacher will start a KWL chart and lead a discussion about Native Americans. After story has been read, the teacher will lead a group discussion on their original schema was correct. Students will participate in group discussions and will raise their hands using correct carpet procedures. Students will write a fact they learned from the book.

The Rough Face Girl

Author: Rafe Martin

Learning Goal

1. I can compare and contrast a story.

Supplies

- + The Rough Face Girl by Rafe Martin
- + Cinderella
- + Map
- + Crayons, markers, and pencils
- + Chart paper

Question: Why do you think the Invisible Being would only marry someone who could see him?

***Teacher and students will mark on a map where the Algonquin Nation is located.**

The teacher will read the story. After the story, the teacher will compare and contrast the Rough-Face Girl to Cinderella. Using a Venn diagram, the teacher will ask students to share what is the same and what is different. Students will write about how the story is alike or how the story is different.

Sample Venn diagram from Scholastic <http://teacher.scholastic.com>

NATIVE AMERICAN LESSONS AND ACTIVITIES

How the Stars Fell Into the Sky

Author: Jerrie Oughton

Coyote Places the Stars

Author: Harriet Peck Taylor

Coyote and the Sky: How the Sun, Moon, and Stars Began

Author: Emmett "Shkeme" Garcia

Learning Goal

1. I can recognize that people from other cultures have different legends.

Supplies

- + Map
- + Crayons, markers, and pencils
- + Construction paper
- + Glue

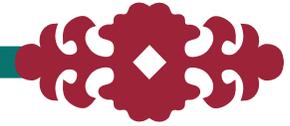
Question: How were the three stories alike? How were the three stories different?

*** Teacher and students will mark on a map where the Navajo Nation, Santa Ana Pueblo, and Wasco Indians are located.**

The teacher will lead a discussion about different types of stories: legends, fables, etc. Teacher will read the story and allow students to make predictions. After the story, students will pair up to make a tear art picture to retell the story. Each pair will write about what their picture is about. Students can also compare and contrast the three stories.

(examples pictured below)





The Three Sisters

Native Americans called corn, beans, and squash the Three Sisters because they grew so well in a small space. The corn provided a stalk to support the beans while they grew. The beans provide nutrients to help squash and corn so they can grow. The squash vines provided shade to prevent weeds from growing. The three sisters were the primary food source for many Native American tribes.



Lesson #1

Learning Goal

1. I can describe the Three Sisters.

Supplies

- + Beans
- + Corn kernels
- + Small squash

Question: How do you think the food was prepared without a stove like we use today?

Activity: Use the sentence started, “I observed ____.”, as needed.

Teacher will lead a discussion on beans, corn and squash. Ask the students if they have eaten the food and if so, how was it prepared. Talk about how these three were staples for the Native American tribes. After showing the good whole group, put items into a science/sensory tub for the students to explore. Encourage the students to use their 5 senses to describe the corn, beans and squash. Teacher can provide samples to taste or concentrate on sight, smell and touch.

Students will record what they observed. This can be done in small groups or as a whole group. Teachers may put out magnifying glasses and color word cards to help record observations

NATIVE AMERICAN LESSONS AND ACTIVITIES

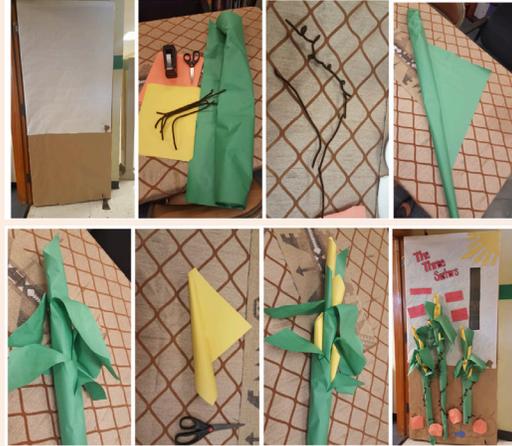
Lesson #2

Learning Goal

1. I can retell the story of the Three Sisters.

Supplies

- + Green butcher paper
- + Pipe cleaners
- + Yellow construction paper
- + Orange construction paper
- + Green construction paper



Teacher will share the Iroquois story of the Three Sisters. (<https://www.youtube.com/watch?v=Fx9CDVkn9xU> <https://www.youtube.com/watch?v=1zjusrToIMY>) After the story, the teacher will split the class into small groups to make a life size version of Three Sister to display.

To make the display:

- + Roll green butcher paper for a corn stalk
- + Beanstalk by twisting pop cleaners and glue beanstalk to corn
- + Roll yellow construction paper for corn and stuff into stalk
- + Roll orange or green paper for pumpkin (squash)

After the display is finished, students will write what they remember about the story to post with their creation.

Lesson #3

Learning Goal

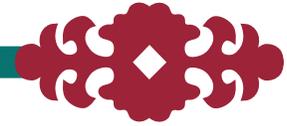
1. I can label the Three Sisters.

Supplies

- + Orange or green pom pom for squash
- + Beans
- + Corn kernels
- + Fish in soil

Activity: Teacher will review what has been taught about the Three sisters. Teacher will have an example to label. Then, students will draw and label their picture.





NATIVE AMERICAN PROJECTS

Beaded Necklace with Leather Animal

Learning Goal

1. Students will discuss the importance of the animal in the book, the importance of the animal back before the settlers, and importance of the animal today.

Supplies

- + Sinew
- + Scissors
- + Pony beads
- + Leather/animal
- + Leather puncher

Instructions

1. Find a book related to the animal you will use for your necklace
2. Find an animal stencil to trace on leather
3. Cut animal out
4. Punch holes on top for the string
5. Cut sinew to fit student's neck
6. Have students color animal
7. Advisor place string on animal
8. String beads on the sinew
9. Tie knot to secure the beads



NATIVE AMERICAN LESSONS AND ACTIVITIES

Beaded Corn

Learning Goals

1. Student will identify and discuss importance for Native American people to be farmers
2. Student will identify what crops Indigenous people grew.
3. Student will identify and name different seeds
4. Student will discuss and identify everything that can be made out of corn. i.e. tortillas, popcorn, hominy, corn on the cob, corn flour...
5. Student will discuss and identify what could be done with the corn husks

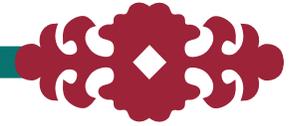
Supplies

- + Pipe Cleaners
- + Scissors
- + Pony beads
- + Hot glue and glue gun
- + Color sheets

Instructions

1. Find a book related to agriculture or harvesting
2. Cut pipe cleaners half
3. Each student need 4 pieces
4. Twist 4 pieces into one at one end
5. With the opposite end of the pipe cleaners, have students string different colored pony beads on them.
6. Leave enough room to twist the end
7. Secure with hot glue.
8. When the student is finished have them color the sheet you provided





Paper Shields

Learning Goals

1. Students will be able to identify what a shield looks like.
2. Students will What are the types of shields? <http://www.warpaths2peacepipes.com/native-indian-weapons-tools/shields.htm>
3. Students will discuss which tribe used shields.

Supplies

- + Yarn
- + Scissors
- + Pony beads
- + Paper circles/Paper plates
- + Crayons, colored pencils, markers
- + Hole puncher

Instructions

1. Have students color their paper circle
2. Punch a hole on the top, bottom, and sides
3. String yarn through the holes
4. Have students string 4 to 6 beads on 3 of the strings
5. Make top sting the longest to hang up



NATIVE AMERICAN LESSONS AND ACTIVITIES

Corn Husk Dolls

Learning Goal

1. Students will discuss what children used as toys before there were stores.

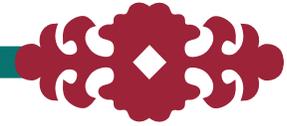
Supplies

- + Corn Husks
- + Yarn
- + Bowl
- + Water
- + Scissors

Instructions

- + <http://www.snowwowl.com/naartcornhuskdolls2.html>
- + <http://www.okhistory.org/kids/aiexhibit>
- + Make a chart of the items that could be used. Show a picture of a stalk of corn and ask how a part of corn could be used to make a toy.
- + Show a corn husk doll and share that they will make one in small groups.
- + For the students not making a doll, have them write and draw a picture about playing with a corn husk doll.
- + <http://www.oneidaindiannation.com/culture/legends/26866344.html>





Paper basket and Corn Husk

Learning Goals

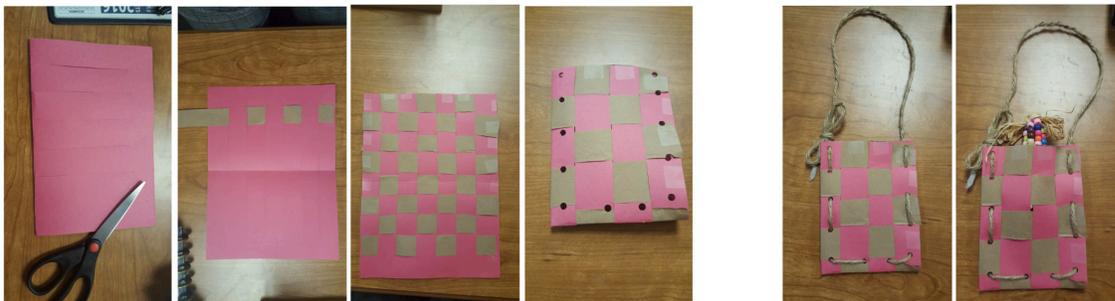
1. Students will learn the art of weaving.
2. Students will discuss how natural items that can be used to make household items such as bags or baskets.
3. Students will identify patterns and practice patience with fine motor skills.

Supplies

- + 2 pieces of 9" x 10" piece of construction paper, although any size will work
- + Glue Stick
- + Hole punch
- + Twine, leather cord, yarn or jute
- + Beads
- + Corn Husk
- + Candy Corn or jelly beans

Instructions

1. Fold the construction paper in half and cut 1 inch wide strips.
2. Cut one end of the strips all the way through to release the strips and make it easier to weave.
3. Cut 1 inch wide strips from the second piece of paper.
4. Weave these strips throughout the first piece.
5. When the piece is fully woven use a glue stick to paste down the tabs around the edges on the front and the back. Don't worry about the strips that can't be glued.
6. Fold in half.
7. Fold in half again. This gives strength to the basket.
8. Punch holes along two sides and the bottom. Thread your twine or cord into one of the holes at the top, knot it in place leaving a length of cord for a strap to carry or hang your basket. Now sew the sides and bottom of your basket ending with a length of cord on the other side and knot it at the top.
9. Add beads to the cord at the top of the basket and tie the two ends together. You can also add beads to the ends of the cord.
10. You can cut two shorter lengths of cord and knot them to the bottom of your basket for decoration and a place to add more beads.
11. For the corn husk candy corn. Place candy corn or jelly beans in a snack size bag and seal. Take a corn husk and wrap it around the bag. Tie it at the bottom.



NATIVE AMERICAN LESSONS AND ACTIVITIES

Paper Patchwork

Learning Goals

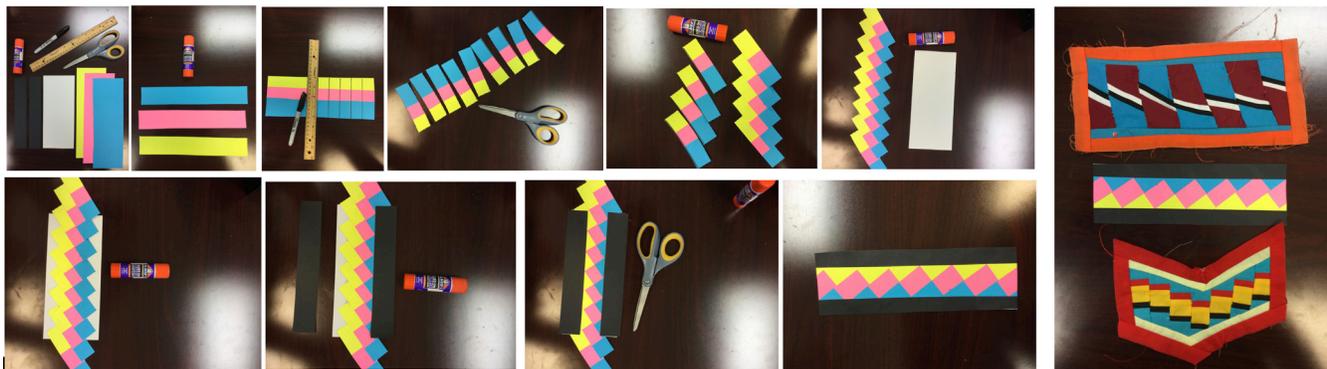
1. Students will identify and know what Seminole Patchwork looks like.
2. Students will discuss and identify the meanings tribal clans, families, everlasting fire/flame.
3. Students will know which state the Seminole people were removed from.
4. Students will discuss the importance of why it's important to learn to make your tribal regalia.

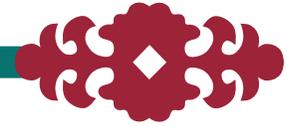
Supplies

- + Construction Paper
- + Scissors
- + Glue
- + Tape
- + Ruler
- + Markers or pencils

Instructions

1. Read about Seminole clothing history and find different Seminole patterns
2. Choose three colors
3. Cut into two or three inch long strips
4. Glue all three strips into one large strip
5. Make sure all strips are secure
6. Take your ruler and make two inch vertical lines across the main strip
7. Cut one those lines to make vertical strips
8. Glue vertical strips diagonally making each of the middle color into a diamond
9. Secure all the adhesive
10. Once all the strips are glued, have a solid strip on top and on bottom cutting off the jagged edges
11. Repeat until the whole page is covered.
12. <http://www2.austin.cc.tx.us/hannigan/Presentations/NSFMar1398/SPTopics.html#Math>
13. <http://www2.austin.cc.tx.us/hannigan/Presentations/NSFMar1398/MathofSP.html>
14. Seminole Patchwork <https://www.youtube.com/watch?v=V4SLkFr4fk4>





Paper Ribbonwork

Learning Goals

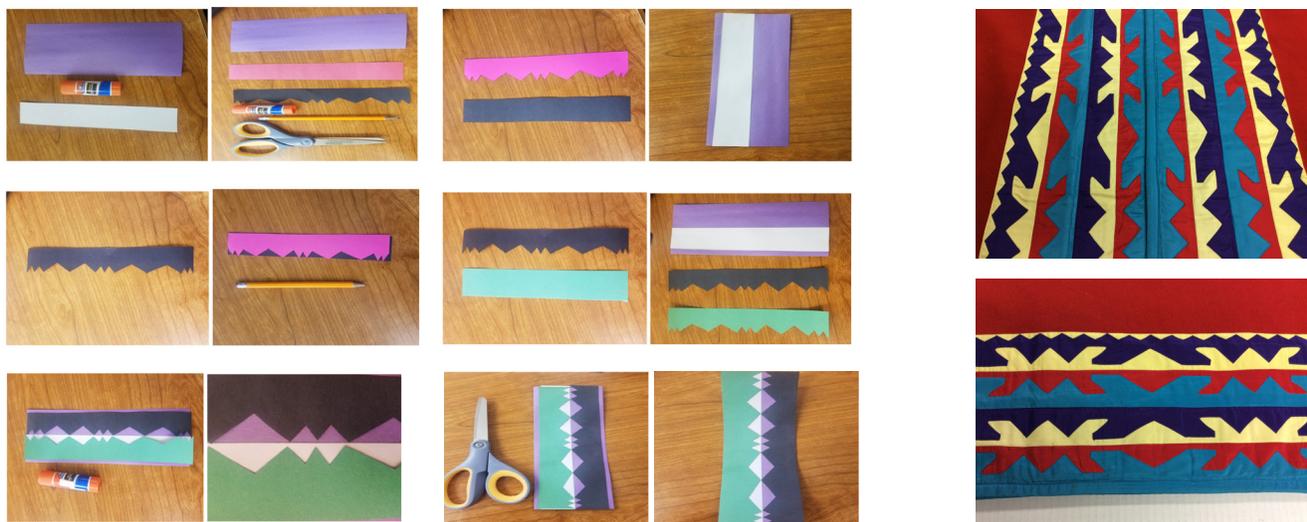
1. Identify 1 Northern Oklahoma Tribe
2. Understand where the patterns from the ribbon work came from
3. Understand the use of light and dark color symbolism in ribbon work
4. Understand what Ribbonwork is used for
5. Compare and Contrast patchwork and ribbon work

Supplies

- + Construction Paper
- + Scissors
- + Glue
- + Tape
- + Ruler
- + Markers or pencils

Instructions

1. Choose four colors
2. Cut one color into 3inch strip
3. Cut three colors into 1 ½ inch strip
4. Glue all three strips into one large strip
5. Make sure all strips are secure
6. Take your ruler and make two inch vertical lines across the main strip
7. Cut one those lines to make vertical strips
8. Glue vertical strips diagonally making each of the middle color into a diamond
9. Secure all the adhesive
10. Once all the strips are glued, have a solid strip on top and on bottom cutting off the jagged edges
11. Repeat until the whole page is covered.



NATIVE AMERICAN LESSONS AND ACTIVITIES

Yarn Weaving

Learning Goals

1. Student will discuss and identify what the materials the Navajo use to weave.
2. Student will discuss and identify how do they dye their wool.
3. Student will be able to make a weaving process timeline.
4. Student will be able to identify and know three facts about Navajo weaving. ,
5. Student will discuss why rug weaving is important? Who teaches the skill of rug weaving?

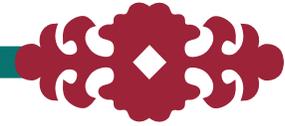
Supplies

- + Cardboard
- + Scissors
- + Yarn
- + Tape
- + Color sheets

Instructions

1. Read the portion of Spider Woman from the Navajo Creation Story
2. Find a book about Navajo Rug Weavers
3. Find a video on Navajo Rug Weavers
4. Cut six ½ inch slits on the top and bottom of a cardboard piece.
5. Wrap yarn around the cardboard and into the slits
6. Tie the ends on the back of the board
7. Cut long string for the weaving portion
8. Tie ends of the string on one of the secured strings fastened on the board
9. Begin to weave string over and under across the board
10. Continue this until string is gone or switching colors
11. Once student is done with weaving tie off on one of the end strings.
12. Sadie Curtis Navajo Weaver <https://www.youtube.com/watch?v=Hscu4nLFUQw>
13. Navajo Weaver Clara Sherman Carding and Spinning
14. https://www.youtube.com/watch?v=D_p7OlgMVw
15. Beauty Before Me: Navajo Weavers
16. https://www.youtube.com/watch?v=c_Tj4lr8i_k





Reed Dream Catchers

Learning Goals

1. Students will discuss why using reed material instead of metal rings was important.
2. Student will discuss and identify future dreams, goals, barriers, actions, and decisions

Supplies

- + Yarn
- + Scissors
- + Pony beads
- + Reed
- + Sinew

Instructions

1. Dream Catcher History and Stories
2. Cut reed into 2 yards
3. Have student make a circle/ring with the reed
4. Use the yarn to secure the reed by wrapping it around the ring
5. Once ring is secured. Cut the sinew 2 ½ yards.
6. Tie your sinew on the top. Loop one time around the ring.
7. On the second loop, you will go through the first loop you made and back up the hole you just made.
8. Continue you making loops and holes until you reach the middle.
9. How to: <https://www.youtube.com/watch?v=UbgZ-uDAmAM>
10. <http://www.dream-catchers.org/>
11. <http://www.dream-catchers.org/what-is-a-dream-catcher/>



NATIVE AMERICAN LESSONS AND ACTIVITIES

Felt bags & Edgework

Learning Goals

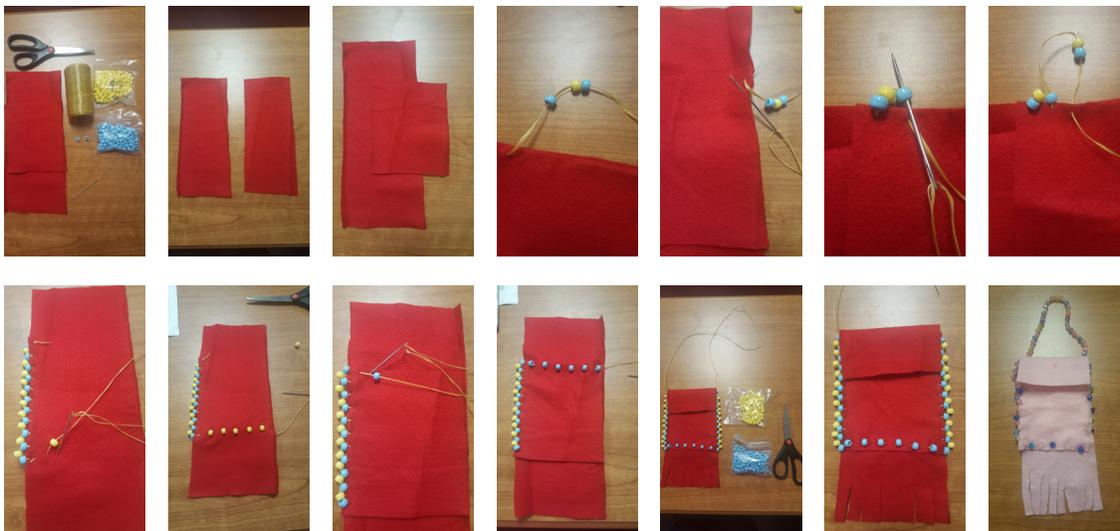
1. Student will learn the art of beading.
2. Student will discuss what material could have been used prior to materials from stores.
3. Student will discuss and identify where Indigenous people got their supplies.

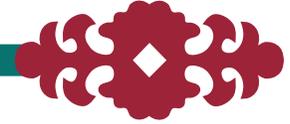
Supplies

- + Felt
- + Sinew
- + Pony beads
- + Needles
- + Scissors

Instructions

1. Cut full felt sheet into half. Cut on half into fourths
2. Use the one half and one fourth pieces. Center the smaller piece on the bigger one
3. Cut a yard of sinew and have student pick two colors for the pony beads.
4. Knot one end of the sinew and go through (away from you) the felt at the corner of the smaller piece on top.
5. Grab 3 pony beads with alternating colors. (Blue)(red)(blue) Put on your sinew
6. You will go down the side of the two felt pieces. Once your beads are on the sinew. You will bring the sinew back through (towards you) the two pieces a half an inch from where you started.
7. Pull the sinew all the way through. Then you will go up through the third bead and make the sinew come out of the bead.
8. You will grab two beads (red)(blue) you will push the needle back through towards you and up through the last bead.
9. Continue until the end of the shorter piece. Then you will quick stitch (up and down) across the bottom. Continue up the other side with the 3 edge beading.
10. Cut strips at the bottom of the longer piece and fold top piece for the flap
11. <https://www.youtube.com/watch?v=-YqflhUULzY>





Beaded War Bonnets

Learning Goals

1. Student will identify and discuss what a warbonnet is.
2. Student will identify which tribes have warbonnets.
3. Student will identify and discuss the significance of a warbonnet.
4. Student will discuss why feathers and eagles are important.

Supplies

- + Wire
- + Scissors
- + Pony, small and large plastic fire polish (crystal), crystal disc beads
- + Safety pins with the coil at the end
- + Small tube beads
- + Pliers
- + String or ribbon

Instructions

1. 9 safety pins; 2 pieces of wire, 9 small and big polish, 9 tube beads, 18 pony beads, 38 disc beads
2. Open safety pins put 2 disc beads, one pony bead, one tube bead, and one pony bead and close. Repeat for all pins.
3. Make a circle loop at the end of one wire. Put a small crystal bead on and then a beaded safety pin on the coiled end. Repeat until a crystal is at the end.
4. Make another circle loop at the end of the crystal bead securing the materials together.
5. Make a circle loop with the second wire. Put one disc, one large crystal bead, and one disc. Go through the top of the pin and repeat until the end.
6. Make another circle loop at the end of the crystal bead securing the materials together
7. Make a loop and string at the top



NATIVE AMERICAN LESSONS AND ACTIVITIES

Tribal History Presentation

Purpose: To provide an opportunity to advance your personal knowledge of yourself and others by sharing our richly diverse and distinguished pasts. By knowing our past, we can prepare for the future. Our tribal heritage, values, and philosophies have much to contribute to the world. It is our responsibility to write our own history and share it with others. In order to share our values, we must first understand their origins.

Learning Goals

1. Know and understand the history of their people and of other indigenous people
2. Know and understand their own personal history
3. Able to articulate their core cultural values

Assignment

- + Research, explore, or rediscover your family, and community history. Then, make a 5-15-minute presentation about that history. In your presentation:
- + Explore, if you can, at least three generations of your family, yourself, your parents, and your grandparents,
- + Emphasize the values that represent your family, community, and tribe
- + Discuss how your family acquired its value system and how it has change over time
- + Emphasize both the situations and events that helped frame your families, communities, tribes, values and the values that arose out of those situations or events.
- + If you are multi tribal or multi ethnic, discuss the different value systems that influence your families, or if your family community tribe has had significant influence from other sources, such as religious groups, discuss how those systems have been incorporated into your family value systems.

Sample Questions

- + Relationships: How was membership determined for the family/tribe? What were/are the respective roles of men and women? Has child rearing practices changed over the years?
- + Location/movement: Where has the family/tribe lived? How was the place of origin remembered?
- + Economics: How did members earn a living? Were some community members wealthier or better off than others?
- + Daily Living: What were the daily routines? How has diet and clothing changed over time? Describe their homes.
- + Education: What sort of education/training took place and what value was placed upon formal education? Did expectations differ for boys and girls?
- + Military: what was the nature and extent of military service?
- + Politics/Public Affairs/ Governance: How did the tribe/Community govern itself before the arrival of the Europeans, after and today? Government structure, treaties, leaders?
- + Current/Future Conditions for the tribe? What is the economic outlook for the tribe? What are the educational, cultural, and/or spiritual needs? Describe two types of services available from the tribe. Tribal website?



RECOMMENDED BOOKS

- + Legend of the Indian Paintbrush- Tomie de Paola
- + Legend of the Bluebonnet - Tomie de Paola
- + Squanto and the First Thanksgiving
- + The Circle of Thanks
- + Tepehums Day- Kate Waters
- + The Rough Face Girl- Rafe Martin
- + The Girl Who Cried Thunder
- + Mama, Do You Love Me? - Barbara M. Joose
- + If You Lived with the Iroquois - Ellen Levine
- + The Polar Bear Son: An Inuit Tale- Lydia Dabovich
- + If You Lived with the Indians of the Northwest Coast- Anne Kamma
- + Jingle Dancer- Cynthia Leititch Smith
- + Crossing Bok Chitto- Tim Tingle
- + Sky Sisters- Jan Bordeau Waboose
- + Rain is not my Indian Name- Cynthia Leitich Smith
- + How I became a ghost- Tim Tingle
- + Meet Christopher- Genevieve Simermeyer
- + The Cloud Artist: Hoshonti Holbvttoaba Inchnunli- Sherri Maret
- + Wilmas Way Home- Doreen Rappaport
- + Frybread for Addie- Mindy Standley
- + Go Show the World- Wab Kinew
- + There There- Tommy Orange
- + Killers of Flower Moon- David Grann
- + Nation to Nation: Treaties Between the United States and American Indian Nations- Hank Adams and N. Scott Momaday
- + An Indigenous Peoples' History of the US- Roxanne Dunbar- Ortiz
- + Dreaming in Indian: Contemporary Native American Voices- Lisa Charleyboy, Mary Beth Leatherdale
- + #NotYourPrincess: Voices of Native American Women- Lisa Charleyboy, Mary Beth Leatherdale

VOCABULARY

Assimilate

Removal

Indigenous

Allotment

Treaty

Reservation

Mineral

Native

Oklahoma

Justification

Enterprise

Proclamation

Sovereignty

Diplomacy

Contribution





RESOURCES

The Osage Nation: K- 12 Lessons

<https://www.osagenation-nsn.gov/k-12-lessons>

Chickasaw Nation Curriculum

<https://chickasaw.net/Our-Nation/History/Chickasaw-Nation-Curriculum.aspx>

Oklahoma State Department of Education: Indian Education

<https://sde.ok.gov/indian-education>

The National Museum of the American Indian: Native Knowledge 360

<https://americanindian.si.edu/nk360/>

Oklahoma History Center

<https://www.okhistory.org/kids/ai>

The National Museum of the American Indian: Native Knowledge 360

<https://americanindian.si.edu/nk360/>

The National Museum of the American Indian: Americans Exhibit

<https://americanindian.si.edu/americans/>

CITED SOURCES

- + National Museum of American Indian
- + Oklahoma Indian Education Resources: <http://sde.ok.gov/ede/oier>
- + Oklahoma History Society, American Indians: <http://www.okhistory.org/kids/aiexhibit>
- + Stan Hoig, "Land Run of 1889," The Encyclopedia of Oklahoma History and Culture, <https://www.okhistory.org/publications/enc/entry.php?entry=LA014>.
- + In the Beginning: 1540-1750. Retrieved July/August, 2019, from <http://www.wichitatribe.com/history/in-the-beginning-1540-1750.aspx>
- + Oklahoma Tribal History. Retrieved July/August, 2019, from <http://www.theamericanindiancenter.org/the-center>
- + (2019). Native Knowledge 360 American Indian Removal: What Does It Mean to Remove a People. Retrieved April/May, 2019, from <https://americanindian.si.edu/nk360/resources/American-Indian-Removal-What-Does-It-Mean-Remove-People.cshhtml>
- + Americans. (2018, January 18). Retrieved from <https://americanindian.si.edu/americans/#stories/the-removal-act>

