

Nak Vcullvke Vketeck

(The Museum Project)

Presented by The Muscogee (Creek) Nation
Department of Education and Training



THE
MUSCOGEE (CREEK) NATION



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Goals and Objectives

1. Council House Attendance

The Council House is a historic center and important beacon of our history. Creating activities for students will help increase visitors.

2. Reflective Thinking

Standards often fail to reflect the importance of critical thinking. Creating pre and post field trip guides can help build these skills.

3. Better Student Outcomes

Students do better when they see themselves in the curriculum. Inclusive curriculum can make this happen.

4. Community Connection

The tribe's jurisdiction encompasses 67 school districts and we want to support as many as possible.

5. Shared Resources

Culturally relevant and accurate curriculum on Native topics is scarce. This project will create a repository of lessons for public use.



Meet our Teachers



Taler Adney

Taler Adney is a Mvskoke citizen from Beggs, Oklahoma. She started her education profession at The College of the Muscogee Nation. Taler is currently a business instructor at OSUIT in Okmulgee, Oklahoma. Since the Muscogee (Creek) Nation provided scholarships for her Bachelor's degree and funded her Master's degree. She was excited to participate on this project to give back to the future of her nation.



Chance Batey

Chance Batey has been a teacher and coach at Bristow High School for the last three years. While teaching for Bristow Chance has been able to cover many areas of history. Currently, he is the Oklahoma History, and Native American History teacher for the high school. Chance's goal is to teach the students the most accurate relevant history for the tribal nations of Oklahoma.



Tyler Blizzard

Tyler Blizzard is an enrolled member of the Delaware Tribe of Western Oklahoma. Tyler graduated Checotah High School in 2007 and went on to continue his education at graduated in 2012 with his Bachelor's degree from Northeastern State University . Tyler has been with Beggs High School for 7 years and enjoys coaching for his school.



Erin Bridges

Erin Bridges grew up in Texas and graduated High School from Little Elm. After high school, she received a softball scholarship and played one year in Kansas before moving to Oklahoma to attend Northeastern State University in Tahlequah, OK where she played softball and received her Bachelor's degree. Erin has taught for 2 years and absolutely loves it. Teaching has always been Erin's dream job. She teaches 5th grade science at Eufaula Elementary. Her favorite hobbies are playing sports with her kids and making crafts. Native American culture and history intrigue her and she enjoys incorporating that culture into some of her science lab practices.



Carla Brown

Carla Gonseth-Brown is a Muscogee Creek and Cherokee mother of one daughter. She has lived in Oklahoma her entire life and has served the Creek people for over 23 years through tribal services and most recently, through the Museum Project. Carla has assisted with the production of tobacco prevention youth videos and public service announcements to assist with tobacco abuse prevention as well as sat on the Muscogee Creek Pageant Committee. She has also developed educational materials for the WIC program and other tribal health programs within the tribe. Carla is currently the Johnson O'Malley Coordinator for the Preston Public Schools located in Preston, Oklahoma. She is also the owner and operator of GoPrints a graphic design and printing business since 2009. Carla's goal is to help empower Native American youth to achieve their greatest potential through education with cultural respect and support.



Bonita Bynum

Bonita Bynum is a mathematics teacher at Keystone Public School. She grew up in the Lost City community of Hulbert, Oklahoma. Bonita is the youngest of six and is a member of the Cherokee Nation. The importance of education and culture was instilled in Bonita at a young age since both parents were educators. Through this inspiration, she became an educator. Bonita went to Northeastern State University where she received her Bachelor's Degree in Elementary Education and has been teaching mathematics for eleven years. Bonita resides in Mannford with husband Rhett, their three children, and four dogs.



Ashley Corn

Ashley Corn is currently a second-grade teacher at Henryetta Elementary School. Ashley has a passion for teaching and is currently in her tenth year. She is a dedicated and reliable employee. Ashley volunteers her time helping new teachers as they navigate their way through the profession. She is currently pursuing her Master's degree in Educational Leadership to become a school principal. When she is not teaching or taking classes, she enjoys spending time with her family. Ashley has been married to her husband Steven for 15 years and together they have three children. Ashley's husband is the football coach at Graham-Dustin High School, so Ashley is an avid Chieftain fan. Ashley enjoys sewing, crafting, and watching football. Go POKES!



Ralena Groom

Ralena Groom has worked for Bristow Public Schools for 11 years. Before joining Bristow Public School, she worked at and attended Tulsa Community College. She and her husband Nicholas are lifelong residents of Bristow. We have three adult children: Savanna, Jacoby, and Ethan. Ralena Groom is a member of the Choctaw Nation. She very much enjoys her time teaching students about their culture and the importance of learning, understanding, and accepting our past as an important guide toward the future. Through history, crafts, and native language, Ralena is able to expand on many of the stories and lessons that often get overlooked in the traditional classrooms. When she is not working at school, she helps run a resale shop here in Bristow called The Purple Penguin. Ralena believes that developing culturally accurate lesson plans is important to future generations of all students, but certainly imperative for Native American students to understand the plight of their ancestors. MVTO!



Jay Lynn Hester

Jay Lynn Hester works as a Resource Advisor for the Indian Education Program for Tulsa Public Schools. She is a member of the Cherokee Nation of Oklahoma. She has worked in Indian Education for the past 7 years after graduating from Northeastern State University with a degree in Education. Jay currently lives in Inola, OK with my husband, Mike. She has one daughter, Rebel, a recent graduate of OSU. And has a menagerie of animals with horses being the most populous. Jay enjoys horseracing and rodeo. She feels honored to have been selected to write curriculum for the Mvskoke Creek Nation and applauds the Nation for the initiative to make sure the correct history is presented to students.



Robin Jenkins

Robin Jenkins is a teacher at Holdenville High School, where Robin teaches Computer Science, Computer Applications, Robotics, and 8th grade Art. Robin Jenkins has been teaching for 26 years and was selected as Teacher of the Year in 2003 and 2005. Robin Jenkins graduated from Dustin High School in Dustin, OK, then attended Oklahoma State University in Stillwater, OK, where Robin received a Bachelor of Fine Arts Degree in Graphic Design. Robin continued her education at Northeastern State University in Tahlequah, OK, receiving a Master of Education Degree in Secondary Education with an endorsement in Bilingual Education and English as a Second Language. Robin Jenkins is a Muscogee (Creek) tribal citizen and serves as the vice chairman and founding member of the Muscogee (Creek) Nation Natural Resource Conservation Commission.



Esther Morgan

Esther Morgan teaches the second grade at Justice Public Schools located in Wewoka, OK. She has taught 12 years in the public school and is a Muscogee Creek citizen. Esther is married to Maurice Morgan and has four children and seven “grands”.



Courtney Norton

Courtney Norton is an educator committed to serving her students to the best of her ability. She has worn many hats in her fifteen year career in education, some more recent ones include STEM Facilitator, Robotics Coach, and Library Media Specialist. She is from Oklahoma City, OK. She is a graduate of Putnam City North High School. She attended Oklahoma Baptist University and completed her Bachelor's Degree in Elementary Education at Oklahoma State University. She later completed her Master's in Education from East Central University. While she loves working at Okmulgee Public Schools, there are a few other hats she is blessed to wear. Courtney is a daughter, sister, aunt to Graham and Audrey, wife of Josh, and dog mom to Pepper and Sadie.



Megan Ools

Megan Ools has taught for 20 years anywhere from the fifth to tenth grade. She is currently a mathematics teacher at Drumright High School in Drumright, Oklahoma, where she also lives and raises her family.



Sheila Pahsetopah

Sheila Pahsetopah lives in Sapulpa, Oklahoma and was super excited to learn she had been chosen to be a fellow with the Museum Curriculum Project under the wing of the Muscogee (Creek) Nation Department of Education and Training! She has been employed at Lone Star School as a paraprofessional with the Indian Education Department for 20 years. She instructs Native American Studies, teaches Muscogee (Creek) language/Robotics as an elective for JOM Students enrolled in grades fifth through eighth for the last four years. Sheila is a proud member of the Cherokee Nation, and is married to Russell Pahsetopah, who is Osage. Together, they have 2 children and are blessed to have 4 grandchildren, Teagyn, Tabor, Raelee and Landree.



Teresa "Erin" Parker

Teresa "Erin" Parker. is enrolled Absentee Shawnee however, she is also Kiowa, Cherokee and Kickapoo. She has been in education for 11 years and has taught 8th grade Language Arts at Edison Middle School in Tulsa for 8 years. She has worked for Tulsa Public Schools Indian Education Program for 3 years. She has been the Native American Club sponsor all 11 years at Edison Middle School and is the co-sponsor of the Tulsa Native Youth Board which is youth leadership council for TPS Native American high school students.



Tera Shows

Tera Shows is a citizen of the Cherokee Nation from Muskogee, Oklahoma. She holds a bachelor of Business Administration degree from Northeastern State University and a master of science degree in Native American Leadership from Southeastern Oklahoma State University. She was a teaching fellow at the National Museum of the American Indian in Washington D.C. and one of the first teachers trained to use the NMAI Native Knowledge 360 curriculum. She currently teaches Native American history and culture at Hilldale High School, where she also serves as the Johnson O'Malley coordinator and Native American Student Association sponsor.



Michelle Walker

Michelle Walker has been teaching for 14 years. She has taught a variety of ages and subjects, from K-8th grade. Michelle currently teaches at Wetumka Elementary School. She holds three Master's degrees in Education, Reading Specialist, School Counseling, and Educational Leadership. Michelle has one son, two grandsons, and one granddaughter. She enjoys spending time with her grandchildren and her dogs. Michelle also likes to hunt, fish and lay in the ocean in my spare time.

Disclaimer: Nak Vcullvke Vketeck (The Museum Project) Lesson Plans
The Muscogee (Creek) Nation Department of Education and Training understands that some people may not agree with all the material included in the lesson plans (Mvskoke language, pronunciations, etc.). The material provided has been agreed upon as a learning tool to spark the interest of students to learn the Muscogee (Creek) heritage and culture. The Muscogee (Creek) Nation Department of Education and Training has no intention of disseminating wrongful information and cannot be held liable for any misinformation contained in the Nak Vcullvke Vketeck (The Museum Project) Lesson Plans.

Language Arts/English

Pre-K

By Ashley Corn, Henryetta Public Schools

State Standards Addressed:

PK.1.R.4 Students will follow simple oral directions.

PK.2.PC.2 Students will understand that print carries a message by recognizing labels, signs, and other print in the environment with guidance and support.

PK.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces with guidance and support.

Lesson Objective:

Students will learn to connect words/letter sounds to pictures.

Materials Needed:

- Game cards with pictures of animals/colors/basic shapes.
- Half of the set with a picture of the animal/color/shape and the other half of the set with the picture and word (Creek and English language) underneath.

Activity

Place all cards on a flat surface (tabletop or floor). Have students turn over two cards, trying to match the cards. Once they have complete a match have them tell you what it is and then show them the English word and help them say it/read it. Then tell them the Creek word and have them sound it out and try to pronounce it. Once they have done both of those steps go on to the next player, have them do the same thing. After all the sets have been matched correctly collect all sets and teach a whole group lesson just like you taught the individual/small group, sounding out the words that match the pictures.

Closing Activity:

To ensure that they can successfully tell you the Creek word for each picture have the students tell you the Creek word when you hold the card up (quick group assessment) or have them individually come to you and tell you the word for each picture (individual assessment).

Homework/ Follow-Up:

You can play this game as often as you like so it can stay fresh on their mind.

Kindergarten-6th Grade

By Tera Shows, Hilldale Public Schools

State Standards Addressed:

Standard 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.

Lesson Objective:

To further understanding of the Muscogee (Creek) language and culture through the use of a coming of age story, "Joshua and the Biggest Fish."

Materials Needed:

- Black Crayola Scratch-art paper
- Stylus
- Book: Joshua and the Biggest Fish
- Strips of colored construction paper

Activity

Read the book, Joshua and The Biggest Fish. Go over the Creek vocabulary in the back of the book, explaining each word. Students will then use the stylus and black scratch art paper to draw a fish, scratching carefully to reveal the hidden colors underneath. Next, use the construction paper strips to weave a paper basket (see paper basket activity on page 19 of A Story of Survival: The Wampanoag and the English produced by OKC schools) The students now have a basket to carry their fish home in.

Closing Activity:

Students should be able to recall the story and the moral of the story, that catching the biggest fish was a right of passage for Joshua.

Homework/ Follow-Up:

Review the Creek vocabulary Consider giving a quiz recall of vocab words

Language Arts/English

Kindergarten-12th Grade

By Megan Ools, Drumright Public Schools

State Standards Addressed:

9.1.W Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

9.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.

Lesson Objective:

Students will teach a vocabulary lesson in the classroom at the Muscogee Creek Nation Council House Museum.

Materials Needed:

- Computers
- Internet Access
- Printer
- Scissors
- Glue
- Notecards (anything for creating teaching aides)

Activity

In groups or pairs, students will be assigned to find 2-3 Muscogee vocabulary words. They can research and choose their own words. Some websites with Muscogee vocab:

http://www.native-languages.org/creek_animals.htm

http://www.native-languages.org/creek_body.htm

http://www.native-languages.org/creek_colors.htm

Students should be expected to create a presentation and teaching materials to take with them on the day of the field trip to the council house. They should be encouraged to have pictures, pronunciations, etc. to enhance their presentations. They may also want to come up with ways to help their students remember the words.

Closing Activity:

Presentations will be given in the classroom at the Council House Museum.

1st-3rd Grade

By Tera Shows, Hilldale Public Schools

State Standards Addressed:

Standard 2: Reading Foundations/Reading Process and Writing Process. Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use recursive processes when reading and writing.

Lesson Objective:

Students will learn about healthy eating while exercising literacy and comprehension skills.

Materials Needed:

- The book, Tricky Treats by author Georgia Perez

Activity

Before reading the book to students, go over the vocabulary words in the back of the book. Vocabulary words include Diabetes, glucose, and healthy. Ask students what they already know about these three words. For older students, have them write the definitions in the back of the book. Then read the story. Older students can read it aloud. Have students make a list of what they consider "everyday snacks" and a list of "sometimes snacks." Ask them what they think the difference is in the two and why they are important.

Closing Activity:

Offer healthy snacks to the students to let them take turns bringing "every day" snacks for their classmates.

Homework/ Follow- Up:

Create a healthy garden for your classroom either outside or in containers in your room.

Language Arts/English

2nd-4th Grade

By Tera Shows, Hilldale Public Schools

State Standards Addressed:

2.2.PWS.1 Students will decode one- and two- syllable words by using their knowledge of: single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem, goat]); consonant blends (e.g., bl, br, cr); consonant digraphs and trigraphs (e.g., sh-, -tch); vowel sounds: long, short, "r" controlled vowels (e.g., ar, er, ir or, ur); vowel spelling patterns: vowel digraphs (e.g., ea, oa, ee), vowel-consonant-silent-e (e.g., lake), vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy]

Lesson Objective: Students will use their spelling and English skills to make new words from a given set of words.

Materials Needed:

- Paper
- Pencil

Activity

How many new words can you make from the words, Council House?

Step 1: Students will be given the words, Council House and be challenged to use only these letters to make new words.

Step 2: Have students share their words with the class.

Step 3. All students can then practice writing the new words.

Closing Activity:

Students can then use the new words in a sentence, preferably about their trip to the Council House.

Homework/ Follow- Up:

This activity can also be done with other words, such as the Muscogee Creek Nation.

5th Grade

By Erin Bridges, Eufaula Public Schools

State Standards Addressed:

5.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for the audience.

5.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.

Lesson Objective: Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

Materials Needed:

Book-No More No Name
Chromebook video or phone video
Paper
Pencil

Activity

Students will read the book No More No Name. After completion of reading the book, students will be asked to create a written review of the book.

Closing Activity:

The teacher will edit the review and ask clarifying questions. Once the review has been edited, the teacher will then film the review while the student holds a copy of the book. The reviews will then be shared with students after completion.

Language Arts/English

5th Grade

By Erin Bridges, Eufaula Public Schools

State Standards Addressed:

5.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for the audience.

5.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.

Lesson Objective:

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

Materials Needed:

- Book- How I Became a Ghost by Tim Tingle
- Paper
- Pencil

Activity

Read the book as a class. Once the book has been read completely, separate students into small groups. Ask them to reflect on the book they just read in class and have them create a newspaper with news and featured stories related to the characters, themes, and settings in the book. This activity will take several days to complete. The teacher should develop a rubric for grading to provide to the students.

Closing Activity:

Have students present their newspapers to the class.

6th-8th Grade

By Teresa Parker, Tulsa Public Schools

State Standards Addressed:

English Standard 8.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer the meaning of the grade-level text.

Lesson Objective:

The students will fill in a bingo card using facts from visiting the MCN Council House.

Materials Needed:

- Handout (Next two Pages)
- Writing Utensil

Activity

The students will visit and take a tour of the Council House. While walking and reading facts the students will fill our the Bingo Card with facts.

Closing Activity:

The teacher will check for a 5 in a row Bingo or blackout to give credit or prizes.

Name: _____

Date: _____

Instruction: Fill in the Bingo card while visiting the Muscogee Creek Nation Council House.

B	I	N	G	O
Muscogee Creek Word for Dog:	The United States created the Okmulgee Council as a part of the _____ Treaties.	The 1867 Constitution significantly changed the way the Creek _____ was organized.	The Supreme Court ruled on all civil cases where amounts in question exceeded \$_____.	Creek people created trade and peace-keeping agreements with S_____.
From 1868 to _____, a two-story log cabin served as the Muscogee capitol building.	Each of the _____ districts in the Muscogee Nation had a court.	Creek people created trade and peace-keeping agreements with U_____.	Principal Chiefs of the Muscogee (Creek) Nation served _____ year terms.	Muscogee Creek ancestors were pre-historic Mississippian _____ Builders.
Each tribal town was independent, ruled by its own _____ (Chief).	In 1905, the proposed Indian State would be called the State of_____.	Free X Space	Green _____ War of 1882	Muscogee Creek Word for Deer:
Principal Chief from 1876-1879:	Creek people created trade and peace-keeping agreements with F_____	Sands Rebellion of 18____ to 1871	The Atlantic and Pacific Railway laid tracks across Creek Nation ending SW of present day _____.	From the mid 1820s to 1830s, the U.S., Georgia and Alabama forced the Creeks to move to Indian _____.
In 1919, the City of Okmulgee bought the Muscogee Creek Council House for \$ _____.	The Principal Chief and Second Chief made up the _____ Branch of the Muscogee Creek Nation.	In 1901, 500 U.S. soldiers arrived at Henryetta to end the Crazy Snake Rebellion and arrest Chitto _____.	Creek people created trade and peace-keeping agreements with E_____.	The Dawes Act would change _____ ownership.

Name: _____

Date: _____

Answer Key

B	I	N	G	O
Muscogee Creek Word for Dog: Efv	The United States created the Okmulgee Council as a part of the Reconstruction Treaties.	The 1867 Constitution significantly changed the way the Creek government was organized.	The Supreme Court ruled on all civil cases where amounts in question exceeded \$100.00 .	Creek people created trade and peace-keeping agreements with Spain .
From 1868 to 1877 , a two-story log cabin served as the Muscogee capitol building.	Each of the six districts in the Muscogee Nation had a court.	Creek people created trade and peace-keeping agreements with United States .	Principal Chiefs of the Muscogee (Creek) Nation served 4 year terms.	Muscogee Creek ancestors were pre-historic Mississippian mound Builders.
Each tribal town was independent, ruled by its own Mekko (Chief).	In 1905, the proposed Indian State would be called the State of Sequoyah	Free X Space	Green Peach War of 1882	Muscogee Creek Word for Deer: Eco
Principal Chief from 1876-1879: Ward Coachman	Creek people created trade and peace-keeping agreements with France .	Sands Rebellion of 1867 to 1871	The Atlantic and Pacific Railway laid tracks across Creek Nation ending SW of present day Tulsa .	From the mid 1820s to 1830s, the U.S., Georgia and Alabama forced the Creeks to move to Indian Territory .
In 1919, the City of Okmulgee bought the Muscogee Creek Council House for \$ 100,000.00 .	The Principal Chief and Second Chief made up the Executive Branch of the Muscogee Creek Nation.	In 1901, 500 U.S. soldiers arrived at Henryetta to end the Crazy Snake Rebellion and arrest Chitto Harjo .	Creek people created trade and peace-keeping agreements with England .	The Dawes Act would change land ownership.

Language Arts/English

6th-8th Grade

By Teresa Parker, Tulsa Public Schools

State Standards Addressed:

English Standard 6 Research 8.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.

Lesson Objective:

The students will use primary sources to produce a foldable of the Council House.

Materials Needed:

- Legal Paper
- Pencils
- Sample of foldable or YouTube video instructions
- Instructions below for foldable
- Creek Words list (<https://www.mcn-nsn.gov/services/mvskoke-language-program/mvskoke-dictionary/>)

Activity

Fold a legal size piece of paper into an Origami Paper House (overlap the middle flaps). Here is a YouTube Video to show you how

<https://www.youtube.com/watch?v=eEsx799dz8c>

Walk around the Council House noticing the physical layout of the building, structure and architecture. Have students draw and label the Foldable Council House using the following Muscogee Creek phonetic words:

Outside: Door, Windows, Bricks, Roof, Bushes, Grass, Porch, Animals.

Inside: Stairs, Room , Restroom, Chair, Table, Desk, Wall, Chalkboard, Cabinet

Closing Activity:

Have students prepare to Show and Tell to the whole class on what they have created

Homework/ Follow-Up:

Have students add color and more details on their own

6th-8th Grade

By Teresa Parker, Tulsa Public Schools

State Standards Addressed:

English Standard 8.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.

Lesson Objective:

The students will create an acrostic poem including imagery of the five senses.

Materials Needed:

- Handout (Next Page)
- Writing Utensil

Activity

The teacher will give each student a handout and writing utensil. The students will fill out the top half of the handout while touring the Council House. The students will fill out the bottom half of the handout at the end of the tour.

Closing Activity:

The teacher will ask students to volunteer to share out their poems or the teacher can read later.

Name: _____

Date: _____

MCN Council House Acrostic Poem

Instructions: Create an Acrostic Poem using the letters of Council House and include Imagery of the five senses.

1. What do you see that stands out at the Council House?
2. What do you hear while you are at the Council House?
3. What taste do you associate with Muscogee Creek traditions?
4. What surfaces do you touch while at the Council House?
5. What smells are in the Council House?

Use as much of the 5 senses imagery as possible in the following Acrostic Poem to describe your visit to the Council House. An Acrostic poem is a poem where certain letters in each line spell out a word or phrase. Typically, the first letters of each line are used to spell the message.

C
O
U
N
C
I
L
H
O
U
S
E

6th-8th Grade

By Teresa Parker, Tulsa Public Schools

State Standards Addressed:

8.7.R.2 Students will analyze the impact of selected media and formats on meaning.

Lesson Objective:

The students will be able to create a playlist of songs that represent Muscogee Creek people represented at the Council House Museum.

Materials Needed:

- MCN Council House Playlist handout (Next Page)
- A writing utensil

Activity

The students will visit and tour the MCN Council House and look at all the plaques and info available. Once they find the Creek people listed on the handout they will use their personal knowledge or cell phones to choose a song that represents each person listed and why they chose that song for that person.

Closing Activity:

The teacher will grade the handout for coherence and understanding. The students can read aloud their answers.

Homework/ Follow-Up:

The students can play the songs they chose.



MCN Council House Playlist



Instructions: Create a music playlist of what songs best represent the following Muscogee Creek people which are represented at the Muscogee Creek Nation Council House Museum.

1. Chitto Harjo

Song Title:

Song Author:

How does this song or the song title represent this Muscogee Creek person(s)?

2. Motey Tiger

Song Title:

Song Author:

How does this song or the song title represent this Muscogee Creek person(s)?

3. Creek Leader Opothleyahola

Song Title:

Song Author:

How does this song or the song title represent this Muscogee Creek person(s)?

4. The Light Horsemen

Song Title:

Song Author:

How does this song or the song title represent this Muscogee Creek person(s)?

5. Rufus Buck Gang

Song Title:

Song Author:

How does this song or the song title represent this Muscogee Creek person(s)?

6th-8th Grade

By Teresa Parker, Tulsa Public Schools

State Standards Addressed:

English Standard 8.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer the meaning of the grade-level text.

Lesson Objective:

The students will use facts from the Council House to create a Crossword Puzzle.

Materials Needed:

- Handout (Next two Pages)
- Tour of the Muscogee (Creek) Nation Council House
- Writing utensil

Activity

Tour the MCN Council House and look for 10 interesting facts to use to create a Crossword Puzzle.

Closing Activity:

Trade Crossword Puzzles with others to complete.

6th-8th Grade

By Teresa Parker, Tulsa Public Schools

State Standards Addressed:

English Standard 8.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.

Lesson Objective:

The students will be able to create analogies supported by facts from non-fiction used as evidence for writing.

Materials Needed:

- Analogies 4 Squares handout (next page)
- Pencil

Activity

The students will visit and tour the Council House Museum. They will have the Analogies 4 Squares handout with them so they can be deciding who they will choose as the most interesting Muscogee Creek person from their visit. They will then fill out the handout using the info they found in the museum about the person they chose.

Closing Activity:

The handout will be read by the teacher to determine coherence and understanding. The answers and pictures created can be shared out loud to all.

Homework/ Follow-Up:

The students could create analogies for another Muscogee Creek person of their choice.

Analogies 4 Square Handout

Instructions: Fold a sheet of paper into four equal parts. Create analogies using the following labels for the Muscogee Creek person that you found most interesting during your visit to the Council House Museum.

Most interesting Muscogee Creek person:

Animal: Characteristics of animal: _____ is like a/an animal because _____. Evidence from Council House Museum visit to support: Picture:	Superhero: Characteristics of superhero: _____ is like a/an superhero because _____. Evidence from Council House Museum visit to support: Picture:
Type of car: Characteristics of car: _____ is like a/an car because _____. Evidence from Council House Museum visit to support: Picture:	Kitchen appliance: Characteristics of appliance: _____ is like a/an appliance because _____. Evidence from Council House Museum visit to support: Picture:

Analogies 4 Squares EXAMPLE

Most interesting Muscogee Creek person: Chitto Harjo

Animal: Snake Characteristics of animal: Sneaky and deadly Chitto Harjo is like a snake because he was able to avoid being arrested and was willing to die for his cause. Evidence from Council House Museum visit to support: "Chitto Harjo and the Snakes" plaque on the wall of the museum gives a brief overview of his life including pictures. Picture: I would draw a picture of a snake with a hat like Chitto Harjo's.

Language Arts/English

6th-12th Grade

By Megan Ools, Drumright Public Schools

State Standards Addressed:

9.3.W Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

9.3.W.2 INFORMATIVE - Grade Level Focus Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.

Lesson Objective:

Students will create an informative and interesting publication for younger children after studying and attending a field trip to the Muscogee Creek Nation Council House.

Materials Needed:

- Publication program (Publisher, Word, Powerpoint, etc.)
- Computers and the Internet
- Printer
- Digital camera (may want to use phones)

Activity

Before attending the Muscogee Creek Nation Council House, offer students some background information and a list of the rooms in the Council House. Divide students into groups and assign each group a specific room to report on when they arrive. They should take recording material with them so that they can:* record interesting facts *take interesting photos Have them keep in mind the questions Who? What? When? Where? Why? to guide them as they are touring the museum. Upon returning to school, each group should compose their interesting facts, information, and photos into a section of a news publication intended for a younger audience (could be a class, a grade, or an entire school).As groups finish their informative articles, they can be assigned to create an item for a "Just for Fun" section of the publication. They could create a word search, coloring sheet, jokes/riddles, trivia questions, etc.Groups should then compile their stories into one document to print and distribute.

Closing Activity:

Students should prepare a brief presentation for when they are distributing their publications to younger students, explaining the purpose of their publication and about their trip to the MCN Museum. This would hopefully preface a trip to the museum for the younger children as well.

8th-9th Grade

By Teresa Parker, Tulsa Public Schools

State Standards Addressed:

English Standard 8.3.W.3 Students will introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidences, using credible sources.

Lesson Objective:

Students will introduce a claim and organize reasons and evidence using credible sources to write an argument essay.

Materials Needed:

- Worksheet
- Paper
- Pencil

Activity

Read the writing prompt and Research Report outline on the Worksheet then write your own Research Report about Muscogee Creek Leaders from the information provided about the Creek Leaders at the Council House or online.

Closing Activity:

Students turn in a Final Draft of the Research Report.

Homework/ Follow-Up:

Do more research over more Muscogee Creek Leaders.

Language Arts/English

9th-12th Grade

By Taler Adney, Okmulgee

State Standards Addressed:

English 12.3.R1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.

Lesson Objective:

Students will begin to have an understanding of stereotypes.

Materials Needed:

- Reel Injun Movie (You will need to sign up however, it is free):
https://tubitv.com/movies/54908/reel_injun?utm_source=google-feed&tracking=google-feed

Activity

Watch the movie and answer the following discussion questions as a class. Have each student answer the last 5 questions in essay format using their own words.

Closing Activity:

These are great discussion questions to discuss as a class once the film has been viewed. Make sure that this discussion time is monitored and safe for students to freely express their thoughts in a safe environment.

1. What are stereotypes? From where do they come and how are they perpetuated?
2. Why is it important to identify and examine stereotypes when trying to understand ourselves and other cultures?
3. What were the main reasons for Native people being so widely represented in the movies? Some say that cinema was created to film First Nations people; on what basis can we support such a statement?
4. Why would American culture treat American Indians as myths or dinosaurs?

In the movies, all Native people are supreme horsemen, at one with their horses, but most of them can't ride in real life. How was such a myth created?

Homework/ Follow-Up:

Have students write a paper answering the following questions:

1. Before seeing the movie "Reel Injun" what was your image or idea of the American Indian? How did you develop that image?
2. How important is historical accuracy in films, television shows, and other media? Should filmmakers stick to the historical facts? What responsibility do they have to let audiences know if they have embellished the historical record?
3. Some groups are hardly visible at all in the media. One example is the elderly. Which is worse, being included as a stereotype or not being included at all? Explain your answer.
4. What are some examples of companies or places that stereotype the American Indian? Examples: Stores, Brands, Teams, States.

Mathematics

1st-2nd Grade

By Ashley Corn, Henryetta Public Schools

State Standards Addressed:

- 1.N.4.1 Identifying pennies, nickels, dimes, and quarters by name and value.
- 1.N.4.2 Write a number with the cent symbol to describe the value of a coin.
- 1.N.4.3 Determine the value of a collection of pennies, nickels, or dimes up to one dollar counting by ones, fives, or tens.

Lesson Objective:

Recognize and know the amount for each coin or dollar. Say the names of the coins/ bills in Mvskoke Creek as well as their values.

Materials Needed:

- Use pictures of money/ plastic money/ real money
- Mvskoke Money Terms guide

Activity

Have students say the Mvskoke Creek word for money/the coin/the bill/certain amounts/etc. The goal here is to have them using the Creek language to describe money/money amounts/etc.

Closing Activity:

To ensure that they know the Mvskoke Creek name of the coins/amounts/etc. you can give each student the exact same coins/bills. Say the Mvskoke Creek word for "quarter" and you would want them to hold up a quarter.....if you say "show me .53 cents" you would want them to hold up the coins that add up to .53 cents,



Mathematics

5th-6th Grade

By Courtney Norton, Okmulgee Public Schools

State Standards Addressed:

5.GM.1.1 Describe, classify, and construct triangles, including equilateral, right, scalene, and isosceles triangles. Recognize triangles in various contexts.

5.GM.3.1 Measure and compare angles according to size.

6.GM.2.2 Develop and use the fact that the sum of the interior angles of a triangle is 180 degrees to determine missing angle measures in a triangle.

Computer Science:5.AD.A.01 Compare and refine multiple algorithms for the same task and determine which is the most efficient.

5.AP.M.01 Decompose (break down) large problems into smaller, manageable subproblems and then into a precise sequence of instructions.

6.DA.IM.01 Use models and simulations to formulate, refine, and test hypotheses.

6.AP.M.01 Decompose problems into parts to facilitate the design, implementation, and review of programs.

Lesson Objective:

Students will be able to use a Sphero robot to create representations of various triangles.

Materials Needed per group:

- Sphero
- device with SpheroEDU app
- tape
- protractor
- ruler
- Youtube video - Types of Triangles (<https://youtu.be/JQUTVgT9RXY>)
- Presentation program (Google Slides, Powerpoint)
- A separate device for taking pictures or videos
- Sticky notes, and pencils
- Map of the MCN Council House

Activity

Students will begin by getting into groups according to the number of Spheros available. (e.g., 6 Spheros, 6 groups) *If you have a smaller number of Spheros available and want to keep group sizes small, consider having different groups do this activity on different days. Students will watch the Youtube video, Types of Triangles, to familiarize themselves with the various triangles.

Closing Activity:

Students will respond on a sticky note to the following question. Why does efficiency and accuracy matter when programming a robot to do a certain task? Can you use the Sphero to "model" the size of a piece of art? (When a person reads/hears about a piece of art and hasn't seen it in person, it is sometimes hard to get an idea of the size of the piece.) Can you use the Sphero to "model" the path you would take as you "tour" the Council House Museum? What about a "tour" of the Gilcrease Museum?

6th Grade

By Bonita Bynum, Keystone Public Schools

State Standards Addressed:

6.GM.4 Use translations, reflections, and rotations to establish congruency and understand symmetries.

6.GM.4.1 Predict, describe and apply translations (slides), reflections (flips), and rotations (turns) to a two-dimensional figure.

Lesson Objective:

Students will be able to identify transformations and create their own artwork using translations, reflections, and rotations. Inspiration will come from the artwork of Fred Beaver and Joan Hill, both members of Creek Nation. Students will also conduct an artist study of Fred Beaver and Joan Hill.

Materials Needed:

- Graphing Paper
- Pencil
- Rulers
- Presentation of Transformation/Symmetry
(https://docs.google.com/presentation/d/1TNocC-qpe0L51W2XU0fQu9N4eD_LAqKBneEqzfG1t_A/edit#slide=id.g193b26f510_0_0)
- Chromebook or some form of technology to research on

Activity

Introduce Transformations/Symmetry with the presentation. Discuss briefly Fred Beaver and Joan Hill- Artists from Creek Nation. Students will conduct their own artist study on both. They will research facts about both artists and submit 10 facts about each (you can change this to more or fewer facts). With their facts, students should submit their favorite piece from each artist and why that piece is their favorite. Students will create their own artwork on graphing paper using all forms of transformations. Start with an x- and y-axis and have students draw images they translate, rotate, and reflect on the axis's. Images can be inspired by Fred Beaver and Joan Hill's artwork displayed on board.

Closing Activity:

As students are drawing monitor and check to make sure transformations are being drawn correctly. Discuss in small groups errors and correct misconceptions of transformations.

Mathematics

6th Grade

By Bonita Bynum, Keystone Public Schools

State Standards Addressed:

6.GM.2: Understand and use relationships between angles in geometric figures.

Lesson Objective:

Students will review types of angles such as right, obtuse, and acute angles. Students will be able to identify and understand angle relationships such as vertical, adjacent, complementary, and supplementary angles. As an enrichment activity, students will create their own quill work of these angles.

Materials Needed:

- Angle Flashcard
(https://docs.google.com/presentation/d/11bLFTMgo4qZuLbTDC1cFh_qimvZwDHHRJN9o43HjXvo/edit?usp=sharing)
- Masking Tape
- Hot Water (for quills)
- Small Bowels (for each group of students for their quills)
- Student Materials (one for each student):
 - Ruler
 - Paper
 - Pencil
 - Quills Square of leather (teacher preference of size)
 - Sewing Needle and Thread

Activity

Start with Angles Flash Cards to review right, acute, and obtuse angles. You can edit the flashcards to your liking. Introduce angle relationships with the PowerPoint. Complete Guided Practice with students. Introduce quill work activity, videos on YouTube discussing what quill work is, materials and preparation, and different techniques of quill work. (You can modify based on time which you want to use with your class, for example, if you aren't going to dye them, maybe skip this video).

Introduction Video Creating Quill Work: <https://www.youtube.com/watch?v=UfNC3R7ypI8>
Creating Quill work

2: Materials & Preparation: <https://www.youtube.com/watch?v=phnd2unxUVo&t=0>

3: Dyeing Quills: <https://www.youtube.com/watch?v=q0xC08ziSj4>

4: Folding and Wrapping <https://www.youtube.com/watch?v=KSBxeXa9tEo&t=119s>

Students using paper, pencil, and ruler; create their own design for quill work using different types of angle relationships. Teacher demonstrates how to do quill work with materials and guides students into making their quill work.

Closing Activity:

Partner students and give each two strips of masking tape. Students are to create on their desks an example of two angle relationships: vertical, adjacent, complementary, or supplementary angles and define them. Students may rip the tape to sizes that they need to fulfill the closing activity.

6th-12th Grade

By Megan Ools, Drumright Public Schools

State Standards Addressed:

6.N.4.3 Multiply and divide fractions and decimals using efficient and generalizable procedures.

Lesson Objective:

Students will multiply and divide fractions and decimals using efficient and generalizable procedures

Materials Needed:

- Computers
- Internet Access
- Materials to create recipe cards
- Ingredients for talik-tokse (sour cornbread) recipe

Activity

Before visiting the museum, have students research traditional Muscogee recipes. Assign each pair of students to copy a recipe to be included in a class recipe book. Have the whole class focus on the dish taklik-tokse - this is a helpful website to start:

<https://mvskokeycountry.online/2018/09/21/talik-tokse/>

Ask students to triple to the recipe by tripling each ingredient within the recipe. As a class activity, prepare "sour cornbread" according to the calculations in the tripled recipe. Recipes should also be compiled into a class cookbook.

Closing Activity:

Students can work together as a class to compile their recipes into a class cookbook.

Homework/ Follow-Up:

If students wish to, they may prepare their recipe at home and bring in to class to share.

Mathematics

7th Grade

By Bonita Bynum, Keystone Public Schools

State Standards Addressed:

Apply proportions, ratios, and scale factors to solve problems involving scale drawings and determine side lengths and areas of similar triangles and rectangles.

Lesson Objective:

Students will apply proportions, ratios, and scale factors to solve problems involving scale drawing. Students will measure and calculate the distance Native Americans walked on the Trail of Tears.

Materials Needed:

- Map of Trail of Tears -copies enough for each student or pair student and have one copy for each group
(https://clarajoyholland.files.wordpress.com/2010/01/trail_of_tears_map2.jpg)
- Paper
- Pencil
- Ruler
- Video of Tail of Tears (<https://www.youtube.com/watch?v=HluCzdcHFLg>)
- Notes for Scale Drawing
(<https://docs.google.com/presentation/d/1ayoxQ1SWXjnu8ggYJc8rWuWJP8ve5W2T1zXSOiGTOyA/edit#slide=id.p>)
- Chromebook for each student or some form of technology

Activity

Take a trip to the Creek Nation Council House. Take a tour. Discuss historical facts about Creek Nation. Create a scale drawing of the Council House. Students can use any form of measurement they want like the provided meter stick or they can get creative with a form of measurement, i.e. walking out their measurement and each step equals one foot. Once measurements are taken students calculate scale and scale factor of their scale drawings using proportions and ratios. Students draw their scale drawing on graphing paper and include a scale for their drawing.

Closing Activity:

Bring the group back together and discuss the findings. Tell the students the actual dimensions of the room in the Council House to see how accurate each student or group came to calculating correctly. Discuss mistakes and how to correct them.

7th-12th Grade

By Megan Ools, Drumright Public Schools

State Standards Addressed:

7.A.2.2 Solve multi-step problems involving proportional relationships involving distance-time, percent increase or decrease, discounts, tips, unit pricing, similar figures, and other real-world and mathematical situations.

Lesson Objective:

Find the percent increase in the sale of the Council House between 1919 and 2010.

Materials Needed:

- Paper/Pencil
- Calculators (if desired)
- Prizes/Rewards (if desired)

Activity

Math Mystery at the Council House Before students attend a trip to the MCN Council House, tell them that they will have an opportunity to solve a math mystery at the museum. Have them write down or give them a handout of the information they are looking for at the museum:

In 1919, the city of Okmulgee bought the Council House from the Muscogee Nation for \$_____. In 2010, the city of Okmulgee sold the Council House back to the Muscogee Nation for \$_____. This is a percent-increase of ____%. Students should be familiar with the formula/procedure for finding percent increase. $\frac{\text{AMOUNT OF CHANGE}}{\text{ORIGINAL NUMBER}} \times 100$ They will need to find the information within the Council House and perform the proper calculation.

Closing Activity:

Students will present their solutions to the teacher. Students who have found the correct information and performed the correct calculation can be recognized at the end of the trip or given a prize or reward. You may want students to present their answer to you during the field trip in case they are incorrect and want to go back and try again.

CORRECT SOLUTION: In 1919, the city of Okmulgee bought the Council House from the Muscogee Nation for \$100,000. In 2010, the city of Okmulgee sold the Council House back to the Muscogee Nation for \$3.2 million. (\$3,200,000) This is a percent-increase of 3,100%.

Mathematics

9th-12th Grade

By Taler Adney, Okmulgee

State Standards Addressed:

G.C.1.1 Apply the properties of circles to solve problems involving circumference and area, approximate values and in terms of π using algebraic and logical reasoning.

Lesson Objective:

Students will learn how math is incorporated in the build of a mound-building.

Materials Needed:

- Recycled Items: Bottles, Popsicle sticks, Newspaper, Plastic Bag, Card Board, Magazines, Styrofoam, Plastic Containers
- Hot glue/glue sticks
- Water
- Flower

Activity

Have students make/ construct a mound-building using recycled materials. The Muscogee people used what resources had at hand. There was no such thing as a lumber yard so they made do with what they could find from nature. Students will need to first draw out the blueprints for their mound building. This should include length, width, height, diameter, and radius. Have students use whatever recycled materials they have at home to construct a mound-building and then paper mache over the top of it to finish it off.

Closing Activity:

Ask your students the following: Did the structure match the student's blueprints? Did the students have to alter any of the construction due to a miscalculation? Was it as easy as the students thought it would be or was it harder? How does math play into the building? What could have happened if the student's plans would have been off by an inch or two?

Science

Pre-K-Kindergarten

By Ashley Corn, Henryetta Public Schools

State Standards Addressed:

Asking questions (for science) and defining problems (for engineering) Developing and using models Planning and carrying out investigations Analyzing and interpreting data Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations. Analyze data from tests of an object or tool to determine if it works as intended. Using mathematics and computational thinking Constructing explanations (for science) and designing solutions (for engineering) Engaging in argument from evidence Obtaining, evaluating, and communicating information Vocabulary -4.2. Use new vocabulary and language in own speech and writing. Speaking – 2.1. Share information and ideas speaking in clear, complete, coherent sentences.

Number Sense – 2.1. Compare a group or set to another group, set, or numerical quantity and verbally explain which has more, less, or equivalent quantities.

Measurement – 4.1. Linear Measurement Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block). Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter,

Lesson Objective:

Using the Lincoln logs students will construct a replica of the original Creek Council House. There are so many directions you can take this... (what is the history behind the creek council house?, what is/was the creek council house used for?, etc.) So I would label this STEM but you can easily adapt it for many other subjects. There are so many directions you can take this particular topic.

Materials Needed:

- Lincoln logs
- A picture of the original Council House

Activity

Distribute a picture of the original Council House and Lincoln logs and let them start building their replica.

Closing Activity:

Have students compare the two structures. Then, visit the Council House and have students examine the new Council House building.



Science

K-12th Grade

By Jay Hester, Tulsa Public Schools

State Standards Addressed:

LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. Clarification Statement: Examples of patterns could include that plants make their own food while animals do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water

Lesson Objective:

Students will grow their own plants. Students will take notes daily. Students will learn the importance of historical crops to Creek people.

Materials Needed:

- CD casesEyedropper (for watering)
- Small bag of soilOnions, beans, (or any) seed
- Chart from <https://www.teacherspayteachers.com/Product/Garden-Bean-Growth-Chart-1743635>

Activity

Talk to students about foods eaten in the past, about no refrigeration, markets or canning. Talk about the importance of growing your own food.<https://www.youtube.com/watch?v=Qx14LNK19wc> (good video of current food practices and how it relates back to culture) Plant in the CD caseTip= *The hinges of the CD case should be at the top. that way you can stand them up and dirt won't fall out. This also leaves a hole in the top for watering with droppers. *Plant the seed high in the soil. If you plant towards the bottom, the roots will grow out.*Tape the bottom shut. This will keep the roots from growing out.*as the roots near the bottom, untape cases overnight so they can have a little space to grow. Tape them back in the morning. Label if growing different plants.1. Use wet potting soil to plant onion, bean, etc. (squeeze water out)2. Water your plant as needed with the dropper3. Watch it grow4. Measure the growth and record (attached chart)5. Label parts of the plant. This is easy since the case is see-through. Video of process <https://www.youtube.com/watch?v=RFnXxLi7Vgl>

Closing Activity:

Students can take their plants home for replanting in a couple of weeks. Or replant in school garden if that is available.

3rd Grade

By Esther Morgan, Justice Public School

State Standards Addressed:

S.S. 3.2.2 Describe American Indian pre-contact cultures that have inhabited what is now Oklahoma.

Science 3-LS1-1 From molecules to organisms: Plants and animals have unique and diverse life cycles.

Lesson Objective:

Students will learn that the pre-contact Mississippian societies' main crop was the sunflower. (*source, MCN Cultural Preservation)

Materials Needed:

- Children's book such as "From Seed to Sunflower"
- Online PowerPoint of a sunflower field and sunflower seed (created by teacher)
- Sunflower template (Next Page)

Activity

Read a children's book about the life cycle of a sunflower. Explaining that the sunflower was the main crop of the Southeastern Native American tribes. Show the slide or PowerPoint of the sunflower field and seed. Explain the life cycle of the sunflower from seed to flower.

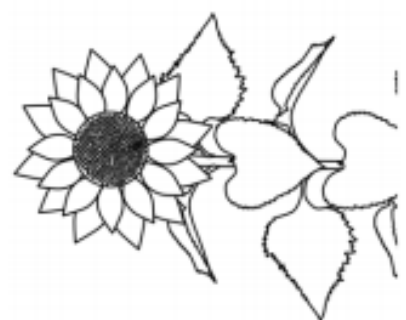
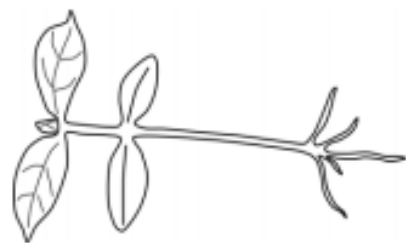
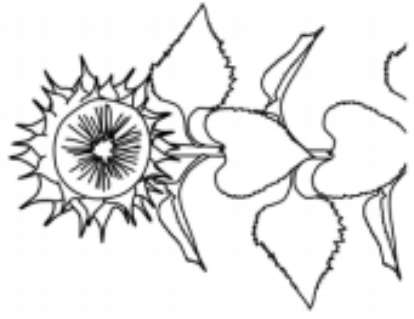
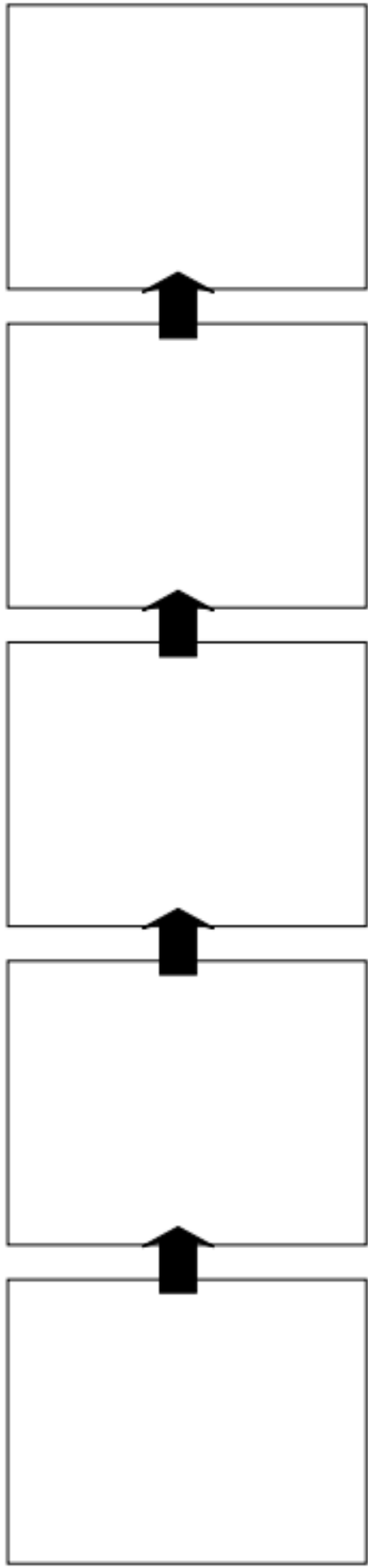
Closing Activity:

On a blank sunflower template label the life cycle of a sunflower

The life cycle of a sunflower plant

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Cut out the pictures and stick them on in the right order.



Science

4th-8th Grade

By Jay Hester, Tulsa Public Schools

State Standards Addressed:

5-ESS3-1 Students who demonstrate understanding can: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. Clarification Statement: Examples of information might include the use of natural fertilizers or biological pest control by farmers, replanting trees after cutting them by the logging industry, and the institution of recycling programs in cities.

Lesson Objective:

To demonstrate procedures that water plants use to purify water. Compare today's water with water used by Natives in everyday life 300 hundred years ago. May introduce the Standing Rock controversy.

Materials Needed:

- 5 liters of 'dirty water' (add 2 1/2 cups of dirt to 5 liters of water)
 - 1 two liter plastic pop bottle (with its cap)
 - 2 two liter plastic pop bottle (one with its bottom cut off, one with its top cut off)
 - 1 large beaker (2 cups) or measuring bowl will hold the inverted 2 liter bottle or you can use another 2 liter bottle with its top cut off so the other bottle will fit inside.
 - 2 TBS alum (potassium aluminum sulfate, in spice aisle of grocery store)
 - 1 1/2 cups fine sand (white play sand or beach sand)
 - 1 1/2 cups coarse sand (multi purpose sand)
 - 1 cup small pebbles(natural color aquarium rocks are best)
 - 1 coffee filter 1 rubber band
 - 1 tablespoon (for measuring)
 - 1 large spoon (for stirring)clock with second hand
-

Science

4th-8th Grade (cont.)

By Jay Hester, Tulsa Public Schools

Activity

1. Pour dirty water in the 2-liter bottle with a cap.
2. (aeration) The first step in the treatment process is to add air. It allows gases trapped in the water to escape and adds oxygen. Place the cap on the bottle and shake vigorously for 30 seconds. Continue aerating by pouring water back and forth between the bottle and beaker. (about 10 times) once aerated, gases have escaped, bubbles should be gone. Pour aerated water into a bottle with the top cut off.
3. (coagulation) Process in which solid particles stick together. Add 2 TBS of alum to the aerated water. Slowly stir for 5 minutes. You will see particles clinging together.
4. (sedimentation) Part of the process where gravity pulls the particles to the bottom of the cylinder. Observe water at 5-minute intervals for 20 minutes.
5. Construct a filter from the bottle with its bottom cut off. Attach the coffee filter to the outside of the neck of the bottle with a rubber band. Turn the bottle upside down placing it in the beaker or other 2-liter bottle. Pour a layer of pebbles in the bottle. Pour coarse sand on top of pebbles. Pour fine sand on top of coarse sand. Clean the filter by pouring 3L of clean tap water through the filter.
6. (filtration) The sand and pebble removes most of the impurities. After a large amount of sediment has settled on the bottom of the dirty water, carefully pour the top 2/3's of the dirty water through the filter. Collect the filtered water in the beaker. Pour the remaining 1/3 bottle of dirty water back into the collection container.
7. Compare the treated and untreated water. Video for example <https://www.youtube.com/watch?v=hWBNI4EfPQI>

Closing Activity:

Talk about the importance of clean water. Ask if the water is cleaner now or in the past? Why or Why not? Ask if tribes should be concerned about their water?

5th Grade

By Erin Bridges, Eufaula Public Schools

State Standards Addressed:

5-PS1-4 Matter and Its Interactions-Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.)

Lesson Objective:

Students will conduct an experiment to determine whether the mixing of two or more substances results in new substances.

Materials Needed:

- Flour
- Water
- Baking powder
- Vegetable oil
- Cast iron skillet

Activity

Discuss how Native American people living in Arizona had to make the 300-mile journey known as the "Long Walk" and relocate to New Mexico, onto land that couldn't easily support their traditional staples of vegetables and beans. To prevent the indigenous populations from starving, the government gave them canned goods as well as white flour, processed sugar, and lard. Have ingredients at stations and ask students to mix the ingredients together. While students are mixing the ingredients ask them what they are observing. Once the students have mixed their ingredients together tell them to roll the dough in their hands and flatten the biscuits out so they are not too thick. Tell students once the dough is flattened to take it to an adult or teacher to drop into a hot skillet to deep fry. Ask students to observe what is happening to the fry bread as it cooks. Once the fry bread is cooked students may enjoy eating it.

Closing Activity:

After the fry bread has been made tell them fry bread appears to be nothing more than fried dough—like an unsweetened funnel cake, but thicker and softer, full of air bubbles and reservoirs of grease—but it is shared across many tribes as a mainstay in Native food. Ask students the following questions: What did they observe when mixing the ingredients? Was a new substance formed? By forming a new substance what occurred? Illustrate what you observed. How would you improve this recipe or what other things might you make with the ingredients provided to you?

Science

5th Grade

By Erin Bridges, Eufaula Public Schools

State Standards Addressed:

3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
5.2.7 Compare daily life in the colonies as experienced by different social classes, plantation owners, farmers, merchants, craftsmen, artisans, and women and children.

Lesson Objective:

Throughout history, people have devised shelters based on weather, geography, and available resources. We will design and build models of simple shelters. You will use your knowledge of Native Peoples to plan, design, and construct shelters that withstand the elements!

Materials Needed:

- Materials for each group:
 - Dry leaves and sticks students collect
 - Two blocks of modeling clay
 - 3 sheets of construction paper
 - 20 craft sticks
 - 3 feet of yarn
 - 1 sheet of felt
- Teacher:
 - Photos of the following shelters
 - Adobe, Pueblo, Wickiup, Earth Lodge, Longhouse, Wigwam, Tee pee, Wattle, Igloo
 - Fan
 - Watering Can

Activity

Teacher: Before you begin this activity, make sure the students have a good working knowledge of Native American culture. Gather the needed materials. Have students collect leaves and sticks as a homework activity. Think about a time frame you want to give the students. Use photos for Day 1 to allow students to gather ideas and build up their background knowledge. Use a fan to act as "wind" and a watering can to act as the "rain". Measure the amount of water you use (appx. 1 cup) to make testing equitable.

5th Grade (cont.)

By Erin Bridges, Eufaula Public Schools

Differentiation: Harder Challenge:

Have students use figurines to make the shelter to fit a family of four
Easier Challenge: Demonstrate for students ways to connect their materials and provide them more materials such as masking tape or glue. Ask students the following question: How does where the Native Americans live affect the kind of houses they constructed?

- Weather
- Climate
- Natural Resources available in the area
- Tribe's way of life

Day #1: Building Background Knowledge

- Observe some Native American shelters from around the country.....Have kids take notes to help with their design.
- Show pictures of different shelters
- Ask the following questions to students: Can we tell something about the environmental factors by looking at these shelters? Can we infer anything about the lifestyles of the tribe? How did they survive?
- Tell students the following criteria for their project and how it will be scored. Does the shelter stand on its own; sturdier shelters score higher? Does the shelter have closed walls or sides, except for an entrance? Staying in place in the wind (Turn fan on shelter)? Staying dry inside during the rain (use watering can for rain)
- Challenge Rules: Students may only use materials provided in group kit (Teacher will provide each group with materials listed above). Students may barter with other groups for materials -Just as Native Americans would have but they don't have to
- It must be small enough to fit on a desktop
- Must complete each stage in time allowed - Determined by the teacher

Day# 2 Collaborative Planning

Each group member will make a quick sketch drawing of a shelter they think their group can build. Students will make a list of materials they will use. Students will label their sketch and identify where they will use materials and the purpose. Students will work independently at first and then they will come together as a group and discuss each member's design

Day #3 Collaborative Planning

Students will share their designs and plans. Discussion with the students could look like: What size will your model shelter be? What materials might work well for the walls? How will you connect the shelter materials? Will this shelter stand on its own? Did you include an entrance? How will you ensure it stands up to wind and rain?

Science

5th Grade (cont.)

By Erin Bridges, Eufaula Public Schools

Day #4-6: Building

Students will begin building their simple shelters. Have them review their materials and blueprints-Blueprints of their design should be charted on paper and they must list and label their materials. Ask students the following questions: Is the shelter coming out the way you thought? Did you need to measure anything? How did bartering with other groups work out? Do you need to reevaluate your plan?

Day #6 The Test

The teacher will walk around and test students shelters against the elements? How does the students shelters stand up to wind? How does the students shelters stand up to rain? Students will record the results and what changes

Day #7: Students will present their shelters to the class

Present their blueprint-What type of Native American shelter they designed it after. Students will explain the materials they used-Students will discuss where or not they bartered for materials and if so what materials and with what group. Students will explain if they changed their shelter from their original plan. Students will also have an opportunity to ask other groups questions

Rubric Test Results

Stands on its own

Easily-3

After a little work- 2

Stands then falls- 1

Does not stand-0

Sides closed, except for entrance

all sides are mostly closed-3

most sides are closed-2

some sides are closed-1

all sides are open-0

Wind test

Stays in place in high wind-3

stays in place medium wind-2

stays in place low wind-1

moves in wind-0

Rain Test

inside is completely dry-3

inside is damp or wet in one place-2

inside is wet in many places-0

5th-6th Grade

By Courtney Norton, Okmulgee Public Schools

State Standards Addressed:

OAS ELA Standard 6: Standards for Reading and Writing in Grades 5-7

Lesson Objective:

Students will be able to research John Herrington, first Native American in space, and write an essay about why they think Native Americans are an underrepresented population in STEM fields. Students will complete the space docking challenge to simulate the movement from rocket to space station.

Materials Needed:

- Computer, internet access to research material, Google Docs or other word processing program
- Research materials: Youtube videos, websites about John Herrington and Native Americans as an underrepresented population in STEM fields
- Space Docking Challenge: 3-inch PVC adapter, drill and drill bit, 40 feet of paracord or thin rope, playground balls in various sizes, 4-inch PVC adapter

Activity

- 1) Ask students what they dream of doing when they grow up? Discuss student plans and see if there are any trends in what they want to be. (Are there are lot of future athletes, doctors, etc.)
- 2) Show the video, John Herrington: Advice to Children (<https://www.chickasaw.tv/videos/john-herrington-profiles-of-a-nation-part-3>), and explain that the students will do further research on John Herrington as well why there seems to be an underrepresentation of Native Americans in STEM fields.
- 3) Share the list of recommended resources with the students. Students are encouraged to use information from these sources but are not limited to these sources when doing their research and writing their essays.

Closing Activity:

Once students have finished writing their essay, have students complete the space docking challenge that simulates movement from rocket to space station.

instructions for this activity can be found in the 2019 Space Day Teachers Guide published by sciencemuseumok.org

Science

9th-12th Grade

By Robin Jenkins, Holdenville Public Schools

State Standards Addressed:

OAS - Computer Science: L1.IC.SI.01: Demonstrate how computing increases connectivity among people of various cultures. OAS - US History: USH.1.3.C. Examine the rationale behind federal policies toward American Indians including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership.

Lesson Objective:

Students will create a multi-screen app using facts and information about the Muscogee (Creek) Council House.

Materials Needed:

- Muscogee (Creek) Council House Museum resources, but not limited to: Council House – Muscogee (Creek) Nation <https://www.mcn-nsn.gov/tag/council-house>
- Muscogee (Creek) Nation Council House creekculturalcenter.com/2014/05/muscogee-creek-nation-council-house
- Creek National Capitol - Wikipedia https://en.wikipedia.org/wiki/Creek_Council_House_Museum Desktop/laptop/tablet/Internet access
- www.Code.org – App Lab
- Activity Guide Handout - Multi-screen App (Next page)

Activity

Introduction: Peer partnering/group discussion—What do you know about the Muscogee (Creek) Council House Museum? Have you ever visited the Muscogee (Creek) Council House Museum? Introduce facts/info on the Muscogee (Creek) Council House Museum. Provide information or websites for information on Muscogee (Creek) Council House Museum. Review app programming procedures. Check for understanding: Where is the Muscogee (Creek) Council House Museum? When were the original and the present-day Muscogee (Creek) Council House built? What is the historical importance of the Muscogee (Creek) Council House?

Closing Activity:

Explain how this app can be used to teach others about the history and importance of the Muscogee (Creek) Council House Museum. Detail the instructions for using this app. Peer Testing and Evaluation: Students will present app to peer for testing and evaluation. Explain your game rules and how your game teaches others about the Muscogee (Creek) culture/history. Peer testing: Student will give access to the game app to peer for testing application

Homework/ Follow-Up:

Journal: What is the purpose of this assignment? Analyze and describe the strengths and weaknesses of the app. How could you have made it better?



MCN COUNCIL HOUSE MUTI-SCREEN APP

You will be creating your own multi-screen app to design user interfaces and writing event-driven programs. You have a lot of freedom to choose what your application will be but some ideas might include:

- An app about the history and importance of the Muscogee (Creek) Council House.
- A history app for a category about Muscogee (Creek) Council House.
- An informational app for the Muscogee (Creek) Council House Museum.
- A flashcard app for Muscogee (Creek) Council House events/ history.
- An app with a different game, featuring events in Muscogee (Creek) Council House Museum history, on each screen.

REQUIREMENTS

Your application must have the following components:

- Your app must have some kind of purpose
- Even if the purpose is simple, there must be an underlying purpose that thematically ties the whole thing together.
- The title of your app should make it pretty clear.
- Your app will have at least 4 screens.
- Your app should include text, images, and buttons (an optionally sound)
- No "getting stuck" on a screen.
- It should always be possible to navigate from a screen in your app to some other screen.
- The user should always be able to "get back to the start" somehow. There are many ways to do this (e.g., screens go in a cycle, or every screen can navigate back to the home screen, etc.) but you should make sure you plan accordingly.
- Your program code should follow good style, particularly by giving UI elements descriptive and meaningful IDs.
- Your user interface should be intuitive to use.

PROCESS

1. Choose the theme and purpose of your app.
2. Complete the Planning Guide to decide how you will display your information
3. Informally Share the sketch of your idea with a classmate to get some basic feedback and to see if they have any ideas you hadn't thought of. Possible discussion points: Is the way users navigate through pages intuitive? Is the design/layout clear and present the information well? Anything you would add? Anything you would take out?
4. Program your app following the plan you develop in the Planning Guide.
5. Peer Review at least one of your classmates' app using the Peer Review Rubric.

Science

9th-12th Grade

By Taler Adney, Okmulgee

State Standards Addressed:

HS-PS1-6 Matter and Its Interactions

Lesson Objective:

Students will learn how to determine if your mound building is structurally sound

Materials Needed:

- Water
- Spray Bottle
- Dirt- Any kind of dirt
- Wind (fan)
- Snow/Ice--Something that could relate to this

Activity

Have students construct a mound-building by using recycled material. Once students finish building their mound buildings tell them how the Muscogee people have been able to create a mound-building anywhere. Mounds had to be built well and had to withstand all of the forces of nature. Once students have completed their mound try it against the different elements. Wind, Rain, Ice/snow, drought. Have the students use the water, fan, and other materials to test their mounds.

Closing Activity:

Once each student is done with testing their mound, ask your students the following questions:What happens when the dirt is put on top of the mound? Does it withstand the weight of the dirt? This is important because once the mound is complete it is covered in dirt. Leave the dirt in place for the following tests.What happens when rain hits the mound? Does the mound withstand the rain or does it wash away?What happens when the wind hits the mound? Does it stay in place or blow over?What happens when the snow/ice hits the mound? Does it crumble or hold strong?

Homework/ Follow-Up:

Have students make corrections to their mound until it is or write a report over what could have been done differently, what changes should be made and why.

9th-12th Grade

By Robin Jenkins, Holdenville Public Schools

State Standards Addressed:

L1.IC.SI.01 Demonstrate how computing increases connectivity among people of various cultures.

Lesson Objective:

Students create a multi-screen game application using resources about the Muscogee (Creek) Nation that can be utilized as a learning instrument across cultures.

Materials Needed:

- Desktop/laptop computer or Chromebook
- Internet access
- Access to www.code.org – App Lab or Game Lab
- Activity Guide Handout (Next Page)
- Informational resources about Muscogee (Creek) Nation culture/history.
 - Culture/History – Muscogee (Creek) Nation, www.mcn.nsn.gov/culturehistory/
 - The Muscogee (Creek) Nation- Legends of America, www.legendsofamerica.com/na-creek
 - Creek (Mvskoke)| the Encyclopedia of Oklahoma History and...., www.okhistory.org/publications/enc/entry.php?...
 - Historic & Culture Preservation – Muscogee (Creek) Nation, www.mcn-nsn.gov/historic-culture-preservation

Activity

Introduction: Peer Partnering or group – Discuss ways to teach others about the Muscogee (Creek) culture/history. Discuss the possibilities of available subjects for game apps. Resources: Introduce listed informational resources about the Muscogee (Creek) culture, not limiting resources. Review Programming: Discuss Activity Guide- Building a Game App-reviewing programming procedure. Have students follow the activity guide handout (Next page).

Closing Activity:

Describe the Muscogee (Creek) culture/history that was used in the game app. Explain your game rules and how your game teaches others about the Muscogee (Creek) culture/history. Peer testing: Student will give access to the game app to peer for testing application

Homework/ Follow-Up:

Journal: Analyze your game app. Describe how you could have made the app better with the research information used.

MULTI- SCREEN APP

You will be creating your own multi-screen app to design user interfaces and writing event-driven programs. You have a lot of freedom to choose what your application will be but some ideas might include:

- An app about the culture of the Muscogee (Creek) tribe.
- A history app for a category in Muscogee (Creek) tribal history.
- An informational app for the Muscogee (Creek) culture/history.
- A flashcard app for Muscogee (Creek) culture/history
- A short “choose-your-own-adventure” game, featuring events in Muscogee (Creek) culture/history.
- An app with a different game, featuring events in Muscogee (Creek) culture/history, on each screen.

REQUIREMENTS

Your application must have the following components:

- Your app must have some kind of purpose. Even if the purpose is simple like “Celebrating my favorite Creek foods”, there must be an underlying purpose that thematically ties the whole thing together. The title of your app should make it pretty clear.
- Your app will have at least 4 screens.
- Your app should include text, images, and buttons (an optionally sound).
- No “getting stuck” on a screen. It should always be possible to navigate from a screen in your app to some other screen. The user should always be able to “get back to the start” somehow. There are many ways to do this (e.g., screens go in a cycle, or every screen can navigate back to the home screen, etc.) but you should make sure you plan accordingly. Your program code should follow good style, particularly by giving UI elements descriptive and meaningful IDs.
- Your user interface should be intuitive to use.

PROCESS

- Choose the theme and purpose of your app.
- Complete the Planning Guide to decide how you will display your information.
- Informally Share the sketch of your idea with a classmate to get some basic feedback and to see if they have any ideas you hadn't thought of.
 - Possible discussion points:
 - Is the way users navigate through pages intuitive?
 - Is the design/layout clear and present the information well?
 - Anything you would add?
 - Anything you would take out?
- Program your app following the plan you develop in the Planning Guide.
- Peer Review at least one of your classmates' app using the Peer Review Rubric
 - What is culture?
 - What are Muscogee (Creek) cultural/historical events that are highlighted in your research?
 - Why is it important to teach others about cultures/history?
 - How are we going to achieve our goal?

World Languages

K-6th Grade

By Michelle Walker, Wetumka Public Schools

State Standards Addressed:

Standard 2: Reading Foundations/Reading Process and Writing Process MOTIVATION and ENGAGEMENT - readers' desire to interact with a text, influenced by their own self-efficacy as well as the genre, text level, author, illustrator, or topic of a text. The reader's engagement with text may be influenced by motivation to interact with a specific text.

Standard 5: Language VOCABULARY - a comprehension that a reader's understanding of text is inextricably linked to his or her vocabulary base that can be developed through reading, direct instruction, and student-centered activities.

Standard 7: Multi modal Literacies- Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Lesson Objective:

Students will learn the Mvskoke (Creek) language.

Materials Needed:

- Bright Colored Paper- flash cards.
- Pre-recorded recordings or videos of the Mvskoke Creek language. (Can be found on the Mvskoke Language program's social media or on the website- <https://www.mcn-sns.gov/services/mvskoke-language-program/mvskoke-dictionary/>)
- Bingo cards using the creek language

Activity

Ask students if they know any words in the Mvskoke Creek language. If students know any creek words they can share with the class. Make flashcards and practice saying the creek words. Listen to Creek words and try to speak. Then, have students make bingo sheets using the downloadable layout (Next page). Then play bingo using the Mvskoke Creek language.

Closing Activity:

Ask your students: What is one thing you learned from the Creek language that you would like to share? Do you feel confident enough to share what you have learned with others?

Homework/ Follow-Up:

Have students go home and ask their family if they know any words in the Mvskoke Creek language they can teach them that they can share. If possible, take a field trip to the Creek Council house so students can explore the history.

Name:

Teacher:

Grade

Date:

Mvskoke Bingo

Preparation: Let's play bingo! Fill in the bingo card with Mvskoke (Creek) words. Using the words you have learned in class.

B	I	N	G	O

3rd Grade

By Esther Morgan, Justice Public School

State Standards Addressed:

Standard 1:1 Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Lesson Objective:

Students will recognize and recall the color words in the Muscogee language

Materials Needed:

- Word search template:
 - <https://tools.atozteacherstuff.com/word-search-maker/wordsearch.php>
- Muscogee Creek language flashcards (request from the MCN Muscogee language program)

Activity

The teacher will review the basic color and words in the Muscogee language daily while also using an anchor chart for recall.

Closing Activity:

Students will reinforce the Muscogee language color words by finding them in a teacher-created word search.

World Languages

3rd Grade

By Esther Morgan, Justice Public School

State Standards Addressed:

Standard 1:1 Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Lesson Objective:

Students will recognize and recall the color words in the Muscogee language

Materials Needed:

- List of colors and other words in Mvskoke can be accessed on the Mvskoke Language webpage: <https://www.mcn-nsn.gov/services/mvskoke-language-program/mvskoke-dictionary/>
- Color Worksheet from: <https://teach.starfall.com/lv/generators/KRHF001>

Activity

Introduce the basic color words in the Muscogee language using a chart that is spelled phonetically and displayed.

Closing Activity:

Using the Starfall website generate a color by word using the Muscogee language color words

5th-8th Grade

By Sheila Pahsetpah, Lone Star Public School

State Standards Addressed:

Goal 2: Culture: 1. Relating Cultural Practices to Perspectives 2. Relating Cultural Products to Perspectives

Lesson Objective:

Students will learn to use numbers in the Muscogee (Creek) Language.

Materials Needed:

- Stencils
- Appropriate writing utensils (Paint, Chalk, or Markers)
- Mvskoke Creek Dictionary, Mvskoke language word list, or other resource provided by the Mvskoke Language program (Word list can be found <https://www.mcn-nsn.gov/services/mvskoke-language-program/mvskoke-dictionary/>)
- Object to stencil on (Staircase, sidewalk, whiteboard, foamboard, etc.)

Activity

Begin teaching students numbers in the Muscogee (Creek) language through the online word list, dictionary, or other language resource provided by the tribe. Students will then use the appropriate writing utensil to stencil the numbers in Muscogee (Creek) language on the object.

One hvmken (hum' gen)

Two hokkolen (ho ko len)

Three tutcenen (doo che' non)

Four osten (os' ten)

Five cvhkepen (cha ke ben) etc...

Visitors will have the opportunity to see and learn the Muscogee (Creek) Language numbers one through ten. This lesson is great for Native American Month!

Closing Activity:

Teachers could distribute a numbers sheet written in Muscogee (Creek) language One through Ten with numerals in parentheses.

World Languages

6th Grade

By Esther Morgan, Justice Public School

State Standards Addressed:

Standard 3 The student will analyze selected cultures which has affected our history.1. Define the characteristics of culture and the role culture played on the development of the world's peoples.

Lesson Objective:

Students will use their sense of smell to identify common traditions or family celebrations. Students will be introduced to a historical tradition/ceremony of the Mississippian culture pre-removal and present day.

Materials Needed:

- Pumpkin spice and cinnamon candles
- http://s3.amazonaws.com/content.newsok.com/newsok/images/NIE/nie_docs/NativeAmericanMoundbuildersTeachersFINAL.pdf (information on pgs. 13 & 14)

Activity

Introductory activity prior knowledge: Students will use their sense of smell to identify common traditions or family celebrations by passing each individual candle in a separate bag. Using only the student's sense of smell they must identify which holiday or tradition they are reminded of. Emphasize the connection between their family celebrations and the Muscogee Green Corn Festival, through PowerPoint and lecture.

Closing Activity:

Think, Pair, Share: Students will pair up and discuss a favorite family tradition or celebration and compare or contrast it with the Native American celebration of the Green Corn Festival.Reconvene in the whole group and share.

6th-8th Grade

By Carla Brown, Preston Public Schools

State Standards Addressed:

Standard 3 The student will analyze selected cultures which has affected our history.1. Define the characteristics of culture and the role culture played on the development of the world's peoples.

Lesson Objective:

Students will obtain and restore the Mvskoke Creek Language

Materials Needed:

- Teacher must create the following using the MCN JOM Challenge Bowl study guide and the Mvskoke language Word list located on the Muscogee (Creek) Nations website: <https://www.mcn-nsn.gov/>
 - Phonetics (audio version) download resource
 - Phonetics study guide book (Next three Pages)
 - Trivia cards
 - Online language games for students (Quizlet, etc...) flashcards

Activity

Explain to students why language is important in Native American culture. Have your students learn the 18 letters of the Mvskoke language. Use flashcards to help students know the sounds of each letter. Begin teaching the basic grammar rules of the Mvskoke language to the class and have them write 2-3 sentences in activities on a topic of your choice.

Closing Activity:

Have your students practice the language sentence structure using the worksheet below.

Homework/Follow-Up:

Phonetics study guides - with section review questions.

Letter	Examples	Phonetics
A = ah	Afvcke (happy)	Ăh-fütch-kēy
C = Ge	Cesse (mouse)	Jīss-sēē
Ĕ (short E) = eh	Ĕto (Tree)	Ĕ-dōh
Ē (long E) = eeh	Ēkvnv (land)	Ē-gūh-nūh
F = Fe	Feke (heart)	Fēē-kēy
H = he	Helokwv (chewing gum)	Hē-look-wuh
I = ay	Taklike (bread)	Dōck-lāy-kēy
K = ke	Kepalv (strawberry)	Kēy-bäll-lūh
L = Le	Lehayv (cauldron/cooking pot)	Lē-hī-yūh
M = Me	Mekusvpkv Cuko (church)	Mē-gōh-sūp-gūh jō-gō
N = Ne	Nene (road)	Knēē-nēē
O = oh	Osten (four)	Ōas-dēn
P = be	Penwv (turkey)	Bēn-wūh
R = thle	Rakko (horse)	Thōck-gō
S = se	Semakv (fan)	Sēē-māh-gūh
T = Te	Telomhv (quilt)	Dē-lōm-hūh
U = ooe	Tuccenen (three)	Tōat-chēē-nīn
V = uh	Vce (corn)	Ūh-gēē
W = We	Weleksetv (to make face, crying)	Wē-līck-sēē-dūh
Y = Ye	Yekce (Strong)	Yīck-gēē

NOUNS/ ADJECTIVES/ ADVERBS/VERBS

NOUNS names a **PERSON, PLACE, or THING**. Remember that the subject may be understood: it is usually indicated in parentheses- 1. (YOU), (HE/SHE/IT), (WE), (YOU), (THEY).

ADJECTIVES describe by answering the questions: WHICH ONE? WHAT KIND, HOW MANY?

ADVERBS describe by answering the questions: HOW?, WHEN?, WHERE?, TO WHAT EXTENT?

VERBS SHOW ACTION OR STATE OF BEING. Basics of the verb are: THE SPEAKER, THE SUBJECT; HOW MANY SUBJECTS ARE ADDRESSED; THE ACTION MIGHT TAKE PLACE—

PRESENT/PAST/FUTURE/ TENSES; THE LOCATION OF THE SUBJECT AND/OR ACTION; THE TYPE OF SENTENCE—QUESTIONS/ANSWER/COMMAND/ Verbs ending may be (S) or – (ES) at the end for statement. Question/Answers/command. Verb Ending may – (V)? --(A)? or (TE)?

The **DEFINITE ARTICLE (THE)** is formed by changing the Final Lone –(E) ending of the **ADJECTIVE** to an (A) and adding (T) ending. For

EXAMPLE: KATCV LVSTE—Black tiger panther

KATCV LVSTA—Change (E) to (A)

KATCV LVSTAT—Add (T) ending

KATCV LVSTAT— The Black Tiger

The **INDEFINITE ARTICLES (A) and (AN)** are formed by adding a (T) to the end of an **ADJECTIVE**.

For Example : KATCV LVSTE(T) – A tiger that is black. Adding the (T) to the long E is shortened and add (N).

EXAMPLE : KATCV LVSTE(T) – A black Tiger

ADVERBS are the same words used as **ADJECTIVES**. **ADVERBS** are the same words as

ADJECTIVES . **ADVERBS MODIFY VERBS AND ADJECTIVES** . **MODIFIERS USED AS ADVERBS KEEP THE LONG (E) AND HAVE AN (N) ending**. For Example: PVFNE(T) is an **ADJECTIVE** AND PVFNE(N) is an **ADVERB**.

KATCV LVSTE PVFNA (T) LETKES. A fast Black tiger runs.

KATCV LESTE PVFNE (N) LETKES. A black tiger runs fast.

MVSKOKE SENTENCES ARE NOT BOUND BY THE SAME RULES AS ENGLISH.

THE MVSKOKE LANGUAGE HAS THE UNIQUE ABILITY TO SHIFT AS SPEAKERS OF THE VARIOUS DIALECTS DETERMINE PROPER USAGE. ASK ELDERS FOR THE PROPER USE IN THAT AREA OF DIALECT VARIATION.

ADJECTIVES AND ADVERBS IN MVSKOKE ARE VERY DISCRIPTIVE AND ADD EMPHASIS. THE NEXT SECTION LISTS (ADJECTIVES. ADJECTIVES ASLO USE PERSONAL, PRONOUN PREFIXES:

VC, VC,---ME, CE---YOU CE---YOU, PU- WE, US- PUM, US,VN-VM---MY, CEN/CEM---YOUR, EN/EM---HIS/ HER/ ITS.

Colors and number are ADJECTIVES: COLORS TELLS WHICH ONE, WHAT KIND, and numbers tell HOW MANY.

Here are examples of ADJECTIVES AND ADVERBS.

CUFE PVFNAT TASKES. The fast rabbit jumps

CUFE PVFNEN TASKES. The rabbit jumps fast.

FUS'CATE AFVCKAT YVHIKES. The happy red bird sings.

FUS'CATE AFVCKEN YVHIKES. The redbird sings happily.

The (T) and (N) determine place of ADJECTIVES AND ADVERBS. These two letters are not the same as in NOMINATIVE AND OBJECTIVE for the NOUNS which determine SUBJECT and OBJECT.

THIS SENTENCES IS POETIC IN THE WAY IT IS WRITTEN, READ AND SPOKEN.

ECO VNVTTATET ELES. The wounded deer is dying.

This sentence show a play on words. KONO FVMPET OS, OSAFKE KVMOKSEN HOMPVNKS.

THE SKUNK IS STINKS, HE ATE SOUR SAFKE.

Visual Art

4th-5th Grade

By Sheila Pahsetopah, Lone Star Public School

State Standards Addressed:

STANDARD 4: Visual Art Appreciation: "Connecting" The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions.

Lesson Objective:

Students will understand the purpose of looking at the stars

Materials Needed:

- #7 LED Light Box w/Images - (materials needed) Most custom sized light boxes are made in California with durable, yet lightweight aluminum frames with 55% recycled metal content and long-lasting LED's rated for up to 100,000 hours. Size up to 72" X 120."
- Prior Knowledge
 - The constellation of the Great Dipper was called Perro Hake (bith-tho haw-key), "the image of a canoe."
 - The North Star was known as Kolas-Nekeyeko (go-las knee-key-yee-go)," the stationary star."
 - The Morning Star as called Hiyayvkeciv (high-ya-yuh-key-jack-guh), "the bringer of daylight."
 - The Milky Way was known as Poyvfeckv en nene (boy-yuh-fek-juh in-knee-knee), "spirit's path or road."

Activity

Four separate buttons to push that will light up and display individually the Great Dipper, North Star, Morning Star, and Milky Way. Have students identify the constellations by the Muscogee Creek words.

Closing Activity:

Discuss with students the significance of these constellations and how they would have been used.

Homework/Follow-Up:

Teachers could administer a multiple-choice fun fact sheet with definitions & match the image to.

Visual Art

5th-6th Grade

By Courtney Norton, Okmulgee Public Schools

State Standards Addressed:

Visual Art Standard 2 and Standard 4: Grade 5, Grade 6, and Grade 7

Lesson Objective:

Students will be able to compare and contrast art by Creek artist, Jerome Tiger and that of Solomon McCombs.

Materials Needed:

- Computer
- Pencil
- Art review compare and contrast form
- Sticky note

Activity

- 1) Ask students to do a small sketch on a sticky note of something that is important to them from their life, family, or world.
- 2) Students will share what they sketched and why they chose it.
- 3) Introduce students to two famous Creek artists, Jerome Tiger and Solomon McCombs. Students should research and find out 3 facts about each artist and add them to their compare and contrast forms.
- 4) Have students view the art of each artist on the Gilcrease Museum website. *Students may look for art by the artists in other places after completing the assignment.
- 5) Students will select a piece of art by each artist and make notes about the piece on the form. Students should view the art as if they were alive during the time it was created. What would their senses tell them if they were in the art?
- 6) Students will record similarities in the art as well as differences.
- 7) Students will share their findings with a neighboring classmate and listen to the classmate's understanding of the art.

Closing Activity:

Students can visit the Gilcrease Museum and view the artwork in person. While at the museum, students should note if they still feel the same way about the art. Note any similarities and differences from their experience in the museum viewing the art versus at school through the Gilcrease website

Homework/Follow-Up:

Students can create a piece of art that would be of similar significance from their own life or they can create their own version of one of the pieces by Tiger or McCombs.

5th-8th Grade

By Sheila Pahsetopah, Lone Star Public School

State Standards Addressed:

STANDARD 2: Visual Art History and Culture: "Responding" The student will recognize the development of visual art from a historical and cultural perspective.

Lesson Objective:

Learn the proper name of clothing articles that Muscogee (Creek) Men and Women wore Simple Clothing Articles

Materials Needed:

- Silhouette Magnets Tutorial and Review - Silhouette School/The first thing want to do is create your design in Silhouette Studio. So go ahead and layout your design in Silhouette Studio - or a design you got from elsewhere.

Activity

Share with students the articles of clothing Muscogee (Creek) Men and Women wore. The significance to the clothing.

Male:

Turbans

Belt

Ribbon Shirt (NOTE: did not originally wear shirts. Wore cloaks in cooler weather)

Leggings (NOTE: Creek men wore breech cloths and leather leggings)

Moccasins

Female:

Apron

Ribbon Shirt

Ribbon Skirt (NOTE: Creek women wore wraparound skirts and mantles made of deerskin or woven fiber)

Moccasins

Closing Activity:

Have available two separate paper doll images for both male & female, printed on durable card stock, along with a separate sheet of their Simple Clothing Articles. Have students match the correct clothing to each paper doll.

Homework/Follow-Up:

Teachers could administer a Test for labeling the Simple Clothing Articles.

Visual Art

8th Grade

By Robin Jenkins, Holdenville Public Schools

State Standards Addressed:

OAS: Visual Art-Grade 8: Standard 1: Language of Visual Art: "Presenting" – The student will identify and communicate using a variety of visual art terms:1.4: Discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middle ground, foreground, placement, one-, two-, and three-point perspective, overlapping, negative space, positive space, size, color) in personal artwork and the artworks of others.

OAS: Visual Art-Grade 8: STANDARD 3: Visual Art Expression: "Creating" The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.3.3: Apply knowledge of a basic art vocabulary through experiences in making original works of visual art.

OAS: Visual Art-Grade 8: STANDARD 2: Visual Art History and Culture: "Responding" The student will recognize the development of visual art from a historical and cultural perspective. 2.1 Recognize and describe the cultural and ethnic traditions which have influenced the visual arts, including American, Native American, African American, Asian, Australian, European, and Hispanic traditions.

Lesson Objective:

To introduce the student to colors and the Muscogee (Creek) words associated with them. The student will demonstrate the ability to predict, using the appropriate Muscogee (Creek) vocabulary, what specific colors will result when two given colors are mixed.

Materials Needed:

- Art Vocabulary list
- Muscogee (Creek) Vocabulary list
- White drawing paper or construction paper
- Pencils
- Brushes
- Tempera paint: red, yellow, and blue
- Containers of water
- Paper towels
- Small jar lids, circle templates, or safety compasses
- Small containers for paint, egg crates, or paint palettes
- Smart board or Document Camera Projector, transparencies/overlays
- Color Wheel

8th Grade (cont.)

By Robin Jenkins, Holdenville Public Schools

Activity

Use flashcards of the appropriate color to introduce the colors to the students, beginning with the primary colors. Each card should have the color on one side and the Creek name on the other side. Begin with cate -red, holatte - blue, and peninv-lane ome* - yellow. Explain that lane represents several colors—yellow, green, brown, orange.

Ask the students questions about mixing colors using Creek vocabulary words, such as, "If you had only three colors of paint—holatte, cate, and peninv-lane ome, how would you paint things that are orange, purple, or green?" (Develop questions until the students recognize that mixing colors is the answer).

Demonstrate and discuss, using overlays of primary colors, how cate, holatte, and peninv-lane ome are mixed to get green, orange, and purple.

In small containers, the student will mix a primary color with another primary color to create secondary colors.

The students will be given three or more sheets of paper and their painting tools. On each paper, the student will use two primary colors and make colors of varying intensities.

Show the students a color wheel. Have the students make a color wheel like the one shown. (For lower levels, ready-made color wheel templates can be provided)

Closing Activity:

To reinforce the language activity, use a picture or color sheet matching the numbered colors with the numbers on the picture (Paint by number).

Homework/Follow-Up:

Provide a color "math" worksheet with equations for the student to solve. Write equations using the following symbols:

Y = Yellow B = Blue R = Red G = Green O=Orange P = Purple

Example equations with answers:

$Y + R = \text{yvlahv lane ome}$

$O - Y = \text{cate}$

$O - R = \text{peninv lane ome}$



Social Studies/History

Pre-K- 6th Grade

By Jay Hester, Tulsa Public Schools

State Standards Addressed:

4. Read Critically and Interpret Informational Sources - Students will engage in critical, active reading of grade-level-appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.

4.B. Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts from historical, ethnic, and global perspectives.

Lesson Objective:

Students will engage in critical listening skills and respond to historical/cultural perspectives. Students will make 'corn' to have a tangible artifact of the story.

Materials Needed:

- 4 Pipe Cleaners (12 inches in length) per student
- Plastic Pony beads (appx 120) per student
- Story of Orphan and Corn (Next page)

Activity

Read the story of the "Origin of Corn" Students will make their own 'corn' Steps below: Grab four 12 inch tan colored pipe cleaners and an assortment of beads in the shades you like best. I like to be really organized and have each color bead sorted in its own little container. This also makes for an easier cleanup! Line up your pipe cleaners so they are even on each end and twist them together in the middle. Next, evenly space each pipe cleaner and spread them into the shape of a star. Start threading the beads onto each pipe cleaner, until all 8 are covered. Be sure to leave a little over an inch of pipe cleaner showing on each end so you have enough to twist your husks later on. Once you've covered your star in beads it's time to shape your corn! Carefully bend each end upward and gather the points together. Next, take the tops of your pipe cleaners and twist them a couple of times to secure the beads and form the corn "husks." Be sure to leave some ends free and fan them out a bit.

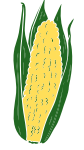
Or watch the youtube video: <https://www.youtube.com/watch?v=XI1b2Qe2LaQ>

Closing Activity:

Ask open-ended questions (base on student grade level) Why is corn an important food to the Creek Indian? Do you think this is how corn came to be? Why? Why not? What is needed to grow corn? Have students complete their beaded corn craft.



THE ORPHAN AND THE ORIGIN OF CORN



Downloaded from <https://www.sacred-texts.com/nam/se/mtsi/mtsi010.htm>

An old woman lived alone. She walked along a certain path until it became hard and smooth. At one place a log lay across the trail. One day as she stepped over this log she saw a drop of blood in her track. Stooping down, she carefully scraped up the dirt around the blood and carried it home. She put the blood and dirt in a jar. She looked in the jar occasionally and discovered that the blood clot was growing. After several months she saw that it was beginning to look like a human being. In 10 months it was developed into a boy. She took him out of the jar and dressed him. The boy grew. She made him a bow and arrows and told him to go and kill birds. He went and killed birds. When he grew older she said, "Go and kill squirrels." He went and killed squirrels. Again she said, "Go and kill deer." He went and killed deer. One day on his return from hunting she gave him new food to eat. The boy wondered where she had obtained this delightful food. He asked her, but she refused to tell him. One day she warned him not to go beyond the mountain which could be seen from their house. He thought there must be something strange beyond the mountain. He went there. He beheld a lovely sight in the valley beyond the mountain. When he returned home he sat by himself and looked lonesome. The old woman said: "You have been beyond the mountain. I will make you a garment and let you go. Go to the woods and bring me a singing bird." He brought the singing bird. She made him a flute and taught him how to play on it. She made him a headdress and put it on his head. He played on the flute and the singing bird flew on the headdress singing to the music of the flute. She said: "When you go beyond the mountain you will come to a stream, and the first house beyond the stream is the home of three women. The woman who cooks something for you will become your wife. Marry her, and when you come back to see me all will be changed. You will not see me; you will see something growing where my house stood. When you come again it will be ripe. Build a rock house and gather it. Come when you need something to eat and take your food out of the rock house." He went across the mountain. He crossed the stream, stopped at the first house and saw three women. One of them offered him food which she had cooked. She became his wife. He lived with her people. He saw that the people were suffering for food. He said: "Follow me to the stream." They followed him. He took some pieces of an old log and threw them into the stream. He played on his flute and the bird sang. Soon the fish came to the surface of the water and the people shot them with arrows and had a great feast. Chufee (Rabbit) saw the young man lay aside his flute and headdress and stole them and ran away. The people pursued him and found him trying to play on the flute, but he made no music. Because it refused to sing he struck at the singing bird and injured its feathers. Chufee thought he could win a wife if he could only make music. He failed. The people took from him the headdress, with the singing bird, and gave it back to the young man. One day the youth and his wife went to his old home. Behold, all was changed. The house was gone. Where it had stood were some tall green stalks. The old woman was not there. Again he and his wife returned. The stalks were dry and the grain was hard. He built a rock house and gathered the grain and put it into the house. Again he returned and found all the birds gathered around the house. They were trying to tear the house down. The Owl said: "Let me knock it down," He flew at the house and struck it with his head. He made himself hump shouldered by the blow. He could not knock it down. The Eagle said: "Let me knock it over," He sailed at the house, but flew over it. The Hawk said: "I can knock it down." He flew at the house. He knocked it down. The blow drove his neck in and ever since he has had a short neck. The birds all came and ate up the grain. The man saw some crows flying and fighting in the air. They let some grains fall. He took them and carried them to his new home. He planted the grains and from them sprang corn.

Social Studies/History

Kindergarten- 6th Grade

By Tera Shows, Hilldale Public Schools

State Standards Addressed:

K.2.6 Describe family and community customs and traditions as basic elements of culture.

2.2.6 Describe customs, traditions, clothing, food, housing, and music as basic elements of various cultures represented within the local community.

3.3.3 Describe American Indian pre-contact cultures that have inhabited what is now Oklahoma, such as the Spiro Mound Builders.

4.3.2 Examine the characteristics of culture, including the distribution and complexity of the regions of the United States.A. Identify the characteristics of culture (language, customs, beliefs, food, clothing, shelter) and compare the cultural characteristics of different regions of the United States.B. Explain how the characteristics of culture affect the ways in which people live.

Lesson Objective:

This lesson will introduce students to corn, traditional Muscogee food. Students will use fine motor skills to construct their own replica corn while learning about this staple food.

Materials Needed:

- Yellow, brown and white pony beads
- Green fuzzy sticks
- Tan raffia.

Activity

Corn is a traditional food for the Muscogee people. It sustained life and was used for many recipes and purposes. It was typically grown together with beans and squash. This combination was known as the "three sisters."

Step 1: discuss with the students what corn is and how it is typically used. Ask who has eaten corn and how they like to have it prepared. Corn is a vegetable that most students will be familiar with.

Step 2. Place the pony beads in containers. Give each student 4 fuzzy sticks.

Step 3: Twist the fuzzy sticks at the center so that they cross and make an 8 point star.

Step 4: Students will place pony beads on the fuzzy sticks in any color order that they choose. Tell them that like people, no two ears of corn are the same and these variations in color are what makes them beautiful.

Step 5. Once all 8 stems have been adorned with pony beads, gather them together and secure with a small piece of raffia. The students should now have their own corn replica.

Closing Activity:

To close this activity for younger students they can learn this song about the three sisters. (Sung to the tune of knick-knack patty whack) I love corn I love beans These are two of the sisters three Add some squash and its good for you and me All together they are sisters three

Kindergarten- 6th Grade

By Michelle Walker, Wetumka Public Schools

State Standards Addressed:

STANDARD 4:Visual Art Appreciation: "Connecting" The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions.

Social Studies K.3-6.3 The student will analyze the significant events and historic personalities contributing to the development of the state of Oklahoma.

Lesson Objective:

This lesson is to give the students a look into a classroom setting in 1906.

Materials Needed:

- TV
- Projector
- Short Video

Activity

1. Ask students what they think that school life looked like in a 1906 classroom.
2. What are some things you think are the same/different?
3. Share pictures showing what a classroom in 1906 looked like.
4. Share pictures from the Creek Council house or visit the Council House to show students first hand what a classroom in 1906 looked like.

Closing Activity:

Ask your students: What is one thing you learned from the video that you would like to share? If you could go back in time, would you and why? Draw a picture that would explain how you think things in the 1906 Era would look like.

Homework/Follow-Up:

Go home and ask your family for pictures from this time in history and any information they may have that would pertain to this era in History.

Social Studies/History

Kindergarten- 6th Grade

By Michelle Walker, Wetumka Public Schools

State Standards Addressed:

STANDARD 4:Visual Art Appreciation: "Connecting" The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions.

Social Studies: K.3-6.3 The student will analyze the significant events and historic personalities contributing to the development of the state of Oklahoma.

Lesson Objective:

To give the students a look into the Muscogee Creek Nation

Materials Needed:

- Field Trip to Council House
- Lincoln logs or other building materials
- Internet and Computer

Activity

Watch video 'The Council House Gateway to the Nation'

Take a field trip to the museum. Take a guided tour. Go back to the school and recreate a replica of the Council House Museum using lincoln logs or other building materials

Closing Activity:

Ask your students: What is one thing you learned from the video that you would like to share? If you could go back in time, would you and why? What is something you learned at the Council House Museum? Why do you think the federal government took the land away and why did they charge so much to get it back?

Homework/Follow-Up:

Go home and ask your family for pictures from this time in history and any information they may have that would pertain to this era in History. Go home and discuss this experience with others in your family to make them aware of what you learned.

Kindergarten- 6th Grade

By Michelle Walker, Wetumka Public Schools

State Standards Addressed:

STANDARD 4:Visual Art Appreciation: “Connecting” The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions.Social Studies: K.3-6.3 The student will analyze the significant events and historic personalities contributing to the development of the state of Oklahoma.

Lesson Objective:

To give the students a look into the Muscogee Creek Nation

Materials Needed:

- Field Trip to Council House
- Scavenger Hunt worksheet (Next page)

Activity

Take a field trip to the museum. While taking a guided tour have the students go on a scavenger hunt using the Council House scavenger hunt sheet.

Closing Activity:

Ask your students:

1. What is one thing you learned from the video that you would like to share?
2. If you could go back in time, would you and why?
3. What is something you learned at the Council House Museum?

Homework/Follow-Up:

Go home and discuss this experience with others in your family to make them aware of what you learned.

Social Studies/History

Kindergarten- 12th Grade

By Jay Hester, Tulsa Public Schools

State Standards Addressed:

4. Read Critically and Interpret Informational Sources - Students will engage in critical, active reading of grade-level-appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.

4.A. Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.

4.B. Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts from historical, ethnic, and global perspectives.

Lesson Objective:

Students will be exposed to and evaluate stories from Native American stories, both written and spoken

Materials Needed:

- Have 4 Culturally appropriate storybooks. (Can use MCN specific authors or stories or use "Friends of Thunder" multi-tribal storybook.)
- The Jingle Dancer, by Cynthia Smith
- The Otter, The Spotted Frog & the Great Flood, Ramon Shiloh
- The story of Jumping Mouse, by John Steptoe

Activity

I used this lesson as part of a field trip. I took a group of students from 1st through 6th to the Gathering Place in Tulsa. This could be done strictly in the classroom or outside on a playground. I read the Story of Jumping Mouse before the trip. The trip and the student was compared to the mouse, traveling, learning, gaining knowledge. As we walked through the park, I would stop and read different stories from various books. I incorporated all the local Tribes and several stories from Plains tribes. Stories can be interchangeable. You may pick stories based on time of year or content you would like to bring up. I let the conversation flow organically. I asked leading questions and let the students tell their interpretation of the story. The students would digest the stories while walking to the spot to stop and listen to the next story/stories. This is a very adjustable lesson plan. The stories can be increased and revised based on grade and time available.

Closing Activity:

Ask leading questions; how do you think the bunny felt? "Ask about time comparisons. "This story is a thousand years old, is it still valuable? Why? Why not? What might be a modern-day comparison?"

Homework/Follow-Up:

Ask the younger students to draw a picture of one of the stories. Ask the older student to write a compare/contrast outline or to make up their own story

Kindergarten- 12th Grade

By Jay Hester, Tulsa Public Schools

State Standards Addressed:

3. Acquire, Apply, and Evaluate Evidence - Students will utilize inter disciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.

3.A. Students will develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility.

Lesson Objective:

To acquaint students with Native American Art and Artifacts

Materials Needed:

- Book a tour with Gilcrease Museum (Enduring Spirit tour)

Activity

Students can be reminded/reinforced of symmetry in art. Direct students to look for common themes in artwork across the tribes.

Closing Activity:

Students will compare/contrast likenesses in their artwork and the art they saw in the museum.

Social Studies/History

Kindergarten- 12th Grade

By Jay Hester, Tulsa Public Schools

State Standards Addressed:

Strand 1: History History focuses on the written record of human experience revealing how individuals and societies developed institutions, philosophies, ideals, and cultural values, and resolved their problems. A balanced study of history helps students understand the how and why of the challenges and successes of past societies. By studying the choices and decisions of the past, students can confront today's problems with a deeper awareness of their alternatives and likely consequences

Lesson Objective:

Students will learn the importance of basket making and how to make a round reed basket before visiting the Gilcrease Museum

Materials Needed:

- Commercial Round Reed
- 12 spokes
- 1/2 Spoke Coils of plain reed
- Coil of colored reed (optional)
- shallow container of water (coils must be wet)
- scissors

Activity

Read the following for history/significance of basket making:
https://docs.google.com/document/d/1GrwNC001IjjHPK_VKEsBl-rU0CaTAJJIKMcm72A6WM/edit?usp=sharing

Students can make their own basket (youtube video)

https://www.youtube.com/watch?v=cWMTnuc_Xm4

Or use this lesson as a lesson before/after a trip to Gilcrease Museum

Closing Activity:

Have students complete their baskets. Once baskets are completed ask them a series of questions such as what is the importance of these baskets? Did you see any baskets when taking a tour of the Gilcrease Museum?

Kindergarten- 12th Grade

By Jay Hester, Tulsa Public Schools

State Standards Addressed:

Strand 1: History History focuses on the written record of human experience revealing how individuals and societies developed institutions, philosophies, ideals, and cultural values, and resolved their problems. A balanced study of history helps students understand the how and why of the challenges and successes of past societies. By studying the choices and decisions of the past, students can confront today's problems with a deeper awareness of their alternatives and likely consequences

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Students can make their own basket (youtube video)

https://www.youtube.com/watch?v=cWMTnuc_Xm4

Or use this lesson as a lesson before/after a trip to Gilcrease Museum

Closing Activity:

Have students complete their baskets. Once baskets are completed ask them a series of questions such as what is the importance of these baskets? Did you see any baskets when taking a tour of the Gilcrease Museum?



Social Studies/History

1st Grade

By Esther Morgan, Justice Public School

State Standards Addressed:

Standard 4:1 The student will examine the interaction of the community. Identify the three basic needs of all people: food, clothing, shelter.

Lesson Objective:

Students will recognize that Native American people in different areas eat different foods, dress differently and live in different types of houses.

Materials Needed:

- Children's book such as "The Birchbark House" by Louise Erdrich
Website: <https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/before-contact/a/southeast-indian-culture>

Activity

To introduce the lesson begin by creating prior knowledge by having the students brainstorm in the whole group describing the many types of housing we have such as brick homes, trailer homes, wood-frame homes, etc. Read the book "The Birchbark House" and show the pictures of the dwellings on the Khan Academy website.

Closing Activity:

Think, Pair, Share: Pair students and have them share how their homes differ or are alike in the story or pictures on the website. Students will come back together in the whole group sharing what each pair discussed.

2nd-3rd Grade

By Esther Morgan, Justice Public School

State Standards Addressed:

Social Studies 1.A.2-3.2 Describe and offer examples of how people have improved their communities in the past and present. Visual Arts Standard 2:5 Visual Art History and Culture: "Responding" The student will recognize the development of visual art from a historical and cultural perspective. Understand how the visual arts are reflected in, the culture, traditions, and the history of Oklahoma.

Lesson Objective:

Students will learn about healthy eating while exercising literacy and comprehension skills.

Materials Needed:

- Children's book about clans such as "The Sign of the Beaver", lunch bag template _ Native American Vest Pocket Bag Materials needed Brown paper lunch, drawing supplies

Activity

Prior Knowledge: Explain the meaning of clans in the Native American culture.

Explaining the organization of clan lineage and introducing the names of the clans:

Muscogee clans are as follows: Bear Clan (Muklasalgi, Nokosalgi), Beaver Clan (Itamalgi, Isfanalgi, Itchhasuaigi), Bird Clan (Fusualgi), Bog Potato Clan (Ahalakalgi), Cane Clan (Kohasalki), Deer Clan (Itchualgi), Fish Clan (Hlahloalgi), Fox Clan (Tsulalgi), Hickory-Nut Clan (Odshisalgi), Maize Clan (Aktayatsalgi, Atchialgi), Mole Clan (Takusalgi), Otter Clan (Osanalgi), Panther Clan (Chukotalgi, Katsalg), Raccoon Clan (Wahlakalgi, Wotkalgi), Salt Clan (Okilisa, Oktchunualgi), Skunk Clan (Kunipalgi), Toad Clan (Pahosalgi, Sopaktalgi), Turtle Clan (Locvlke) – related to Wind Clan Wild-Cat Clan (Koakotsalgi), Wind Clan (Hutalgalgi), Wolf Clan (Yahalgil)[44] – related to Bear Clan. Read a children's book such as "The Sign of the Beaver" by Elizabeth George Speare

Closing Activity:

Students will create brown paper sack vests using the attached template. They will design an emblem to signify their clans if known or will choose a Muscogee Creek Nation clan.

Social Studies/History

3rd Grade

By Ashley Corn, Henryetta Public Schools

State Standards Addressed:

3.3.4 Identify cultural similarities and differences of the existing sovereign tribal nations in Oklahoma, especially those near the local community.

Lesson Objective:

To compare and contrast the Creek Nation tribe to the other existing sovereign tribes.

Materials Needed:

- Provide informational books/internet (technology)
- Information can be from, but is not limited to:
 - <https://www.mcn-nsn.gov/culturehistory/>
 - <https://www.cherokee.org/about-the-nation/history/>
 - <https://www.choctawnation.com/history-culture>
 - <https://www.seminolenationmuseum.org/history/>
 - <https://www.chickasaw.net/our-nation/history.aspx>

Activity

Have students create a table or diagram to compare and contrast tribes.

Closing Activity:

For this age, you can give them a traditional paper and pencil test to assess their knowledge of the different tribes. If possible, take a class trip to the Muscogee (Creek) Nation Council House to further students understanding of the tribal government.

3rd Grade

By Esther Morgan, Justice Public School

State Standards Addressed:

Standard 3:3 Describe American Indian pre-contact cultures that have inhabited what is now Oklahoma.

Lesson Objective:

Students will display an understanding of the rules and guidelines to exhibit the ancient game of Chunky

Materials Needed:

- Large open space
- Starting marker or drawn line
- Rods or sticks
- Wheel or ball
- <https://www.pbs.org/native-america/extras/chunkey/>

Activity

Explain to the students that in pre-history times Native people in North America played the game of stick ball and what is known today as lacrosse, among other games, to settle conflict and dispute between rivaling communities. The winning team not only earned bragging rights, which was significant, but the victors also earned the right to determine the solution. "A round stone was rolled on a long course while players hurled spears and arrows to project where the stone would come to rest. Whoever's spear came the closest to where the stone stopped rolling won. A round of chunky could consist of several plays to determine the winner. " Rules will be explained and shown in a large open space. Practice a few times and then allow teams to keep score.

Closing Activity:

Students will play a game of Chunky, recording the score by teams.

Social Studies/History

3rd Grade

By Esther Morgan, Justice Public School

State Standards Addressed:

S.S. 3.2.2 Describe American Indian pre-contact cultures that have inhabited what is now Oklahoma.

Science 3-LS1-1 From molecules to organisms: Plants and animals have unique and diverse life cycles.

Lesson Objective:

Students will learn that the pre-contact Mississippian societies' main crop was the sunflower. (*source, MCN Cultural Preservation)

Materials Needed:

- Children's book such as "From Seed to Sunflower"
- Online PowerPoint of a sunflower field and sunflower seed

Activity

Read a children's book about the life cycle of a sunflower. Explaining that the sunflower was the main crop of the Southeastern Native American tribes. Show the slide or PowerPoint of the sunflower field and seed. Explain the life cycle of the sunflower from seed to flower.

Closing Activity:

On a blank sunflower template label the parts of a sunflower

3rd- 4th Grade

By Ralena Groom, Bristow Public Schools

State Standards Addressed:

3.1. R.1 Students will actively listen and speak clearly using appropriate discussion rules.

3.1. R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.

4.1. R.2 Students will ask and answer questions to seek help, get information, or clarify information presented orally through text or other media to confirm understanding.

Lesson Objective:

Understand the role of storytelling and Native American legends as an important part of our past and our culture.

Materials Needed:

- Copy of : Little Star- by Mary Packard (Also available on YouTube)

Activity

Speak with students about the rich history of Native American storytelling and legends. Read book aloud or play the video for students. (Encourage students to read alone as well. AR points-.5)

Digging Deeper: Ask students specific questions--What did Little Star love most of all?-What did her father want Little Star to do?-When Laughing Cloud wished on the tiny star what happened next?-What tribe of Native Americans did Little Star belong-Who gave Little Star her beaded necklace?-What was the name of Little Stars dad?-Little Star's necklace came with a wish. Did she use it to wish for a horse? -What was the name of the horse that Little Star saved with her necklace?

Winding Down: Discuss with students how Native American children of the past were named for animals, plants, nature and natural occurrence. Have them think of a name that could have been given if they were Native American. Have them write a few sentences about why they chose that name. Ask them to write about a time they wanted something as badly as Little Star wanted a horse.

Closing Activity:

Have students design what their own necklace would look like and what they would use their wish for.

Homework/Follow-Up:

*Read book at home or alone in class and take a reading test.

Social Studies/History

3rd- 5th Grade

By Taler Adney, Okmulgee

State Standards Addressed:

Visual Art Standard 3 Rationale: Art making is a complex cognitive process. It can involve developing an idea, visually describing a real-world experience, expressing an emotional state, or illustrating an intuitive feeling. Creating visual art will help students learn to express themselves more confidently at a deeper level of aesthetic reflection and a greater sense of craftsmanship. This process begins by discussing some Essential Questions: How was the artwork made? What materials were used? Why was the artwork created?

Lesson Objective:

Students will understand and learn the importance of Headdress/Warbonnets

Materials Needed:

- Arts/Craft Supplies

Activity

Not all tribes wore headdresses/warbonnets. *Cherokee- Turbans* Mvskoke Creeks- Turbans* Seminole- Roaches* Choctaw- Mohawk, few feathers* Chickasaw- men- roaches/scalplock, women- up with beads* Sioux or the plains natives are the primary tribes that wore headdresses/ warbonnets. Different types of warbonnets. *Trailer- full length* Halo- oval-shaped, frames face* Straight up. What they symbolize and why are they given to certain tribe members. *Made from the tail feather of golden eagles and each feather is earned by an act of bravery in battle and some feathers were dyed with red to symbolize a specific deed. Warbonnets also had beadwork and ermine fur. Only men wear warbonnets/ headdresses. These are also only worn primarily during special occasions and never into battle. Why is it disrespectful for people to wear them as costumes? *Today's culture is under the belief that all natives wear headdresses/ warbonnets and this is how they perceive them. This is not the case as learned above about how only specific tribal men from certain tribes wore this attire. When non-natives or natives wear them inappropriately or out of context it is highly offensive given that wearing this does not represent all natives and the tribes that it doesn't represent go to great lengths to earn this honor. Activity- Give 4 or 5 styles or warbonnets and headbands to create. Supply card stock paper, beads, feathers, and glue. Have the boys pick out a headdress/warbonnet style and have the girls design a headband with no more than 2 feathers. Once these are created they are not to be worn and only for display. You can have the class take a vote on which ones they think are the best and then they can be taken to the council house for a display to bring families to the museum. These are not to be taken home and are to be disposed of by the teacher and or the museum.

Closing Activity:

Reiterate that students have an understanding of what the headdress is, why it is important, and why it is not a costume. Collect all art to be discarded appropriately.

Homework/Follow-Up:

Go and see the display in the Council House Museum to see who placed first, second, and third. This is good because it brings the families as well as the students to the museum.

3rd- 12th Grade

By Jay Hester, Tulsa Public Schools

State Standards Addressed:

Acquire, Apply, and Evaluate Evidence Understanding and using strategies to analyze evidence in the social studies. Students will evaluate historical, geographic, and economic information. Students will draw conclusions from primary and secondary sources to formulate informed decisions.

Lesson Objective:

Acquaint students with Creek cultural games.

Materials Needed:

- Read 'Little Brother of War'
- Tour the Muscogee Creek Nation Council House and ask for students to play stickball as their activity

Activity

Students tour the Council House. The stickball game will be part of the field trip to the Council House in Okmulgee.

Closing Activity:

Ask students to explain why stickball was the 'little brother of war'? Ask if it would be a suitable solution for some problems today? Why or why not?

Social Studies/History

4th Grade

By Ralena Groom, Bristow Public Schools

State Standards Addressed:

4.3 The student will analyze the human characteristics of the United States and how geography impacts historic events.

4.3.1 Identify and describe early settlement patterns of regions in the United States. A. Draw conclusions from maps to show how climate, vegetation, natural resources, and historic events affect the location and growth of settlements. B. Identify major American Indian groups and their ways of life in each region, including economic activities, customs, and viewpoints on land usage and ownership. C. Summarize the reasons for key expeditions of North America by Spain, France, and England and their impact on the development of each region. D. Identify push and pull factors of human migration. E. Evaluate the impact of the Columbian Exchange on American Indian groups, African slaves, and European settlers, including agriculture, trade, culture.

Lesson Objective:

Understand and explore the relationship between Native Americans and early European settlers as they expanded the colonies. Draw on the importance of researching for accuracy when learning and understanding our past.

Materials Needed:

- Access to the following website:
 - <http://www.native-languages.org/houses.htm>

Activity

Ask students to identify what type of housing Native Americans lived as European settlers arrived. Most will say Tipis. Talk to students about the many different tribes and styles of housing. In groups of 2 or 3 assign, or let students choose a tribe.

Digging Deeper: Have students visit the website above and identify what type of dwelling their tribe would have used in the past. Have students write and draw a description of the dwelling and label it with the tribe that inspires it.

Winding Down: Have students pick a dwelling they would have preferred more than the dwelling of their assigned tribe and explain why they like it better.

Closing Activity:

Ask students to identify the differences and similarities between the many different dwellings of the past compared to those of today.

Homework/Follow-Up:

Have students present a model of the dwelling of their choice.

5th Grade

By Ralena Groom, Bristow Public Schools

State Standards Addressed:

5.1.1 Summarize reasons for the European colonization of North America and the impact on the development of the American colonies.

5.1.2 Examine the economic and political motivations for English settlements at Roanoke and Jamestown.

5.1.4 Explain the early successes and challenges of the Jamestown settlement including the leadership of John Smith, interrelationships with American Indians, challenges of the Starving Times, and the export of natural resources for profit.

Lesson Objective:

Understand and explore the relationship between Native Americans and early European settlers as they expanded the colonies. Draw on the importance of researching for accuracy when learning and understanding our past.

Materials Needed:

- Digital or hard copy of Disney's Pocahontas
- Access to the following websites:
 - <https://www.smithsonianmag.com/history/true-story-pocahontas-180962649/>
 - <https://www.britannica.com/biography/Pocahontas-Powhatan-princess>
 - <https://time.com/5548379/pocahontas-real-meaning/>

Activity

Have students watch the movie Pocahontas for future analysis. Tell them to pay attention to details and timelines.

Digging Deeper: After the movie, ask students what they know about the real Pocahontas and some of the historical events portrayed in the movie. Next, have students work in groups to visit the websites and list 5 differences between the movie version of Pocahontas and the real Pocahontas.

Winding Down: Have groups discuss the differences they discovered and compile a list of the difference for discussion. Ask students to expand on why they think Disney chose to change things and if they agree with these changes.

Closing Activity:

Have students write a paragraph about how Pocahontas changed the relationship between her tribe and early European settlers. Check for accuracy to see if students write about the real Pocahontas or the Disney version.

Homework/Follow-Up:

Read a short biography about Pocahontas and take a reading test.

Social Studies/History

5th Grade

By Ralena Groom, Bristow Public Schools

State Standards Addressed:

OKH.5.1 Examine the policies of the United States and their effects on American Indian identity, culture, economy, tribal government and sovereignty including.

USH.1.3 Analyze the impact of westward expansion and immigration on migration, settlement patterns in American society, economic growth, and American Indians.

Lesson Objective:

Understand the connection between past and present by studying the progression of the timeline of the MCN Council House.

Materials Needed:

- Council House Timeline and Fill in the Blank—(Provided Next two Pages)

Activity

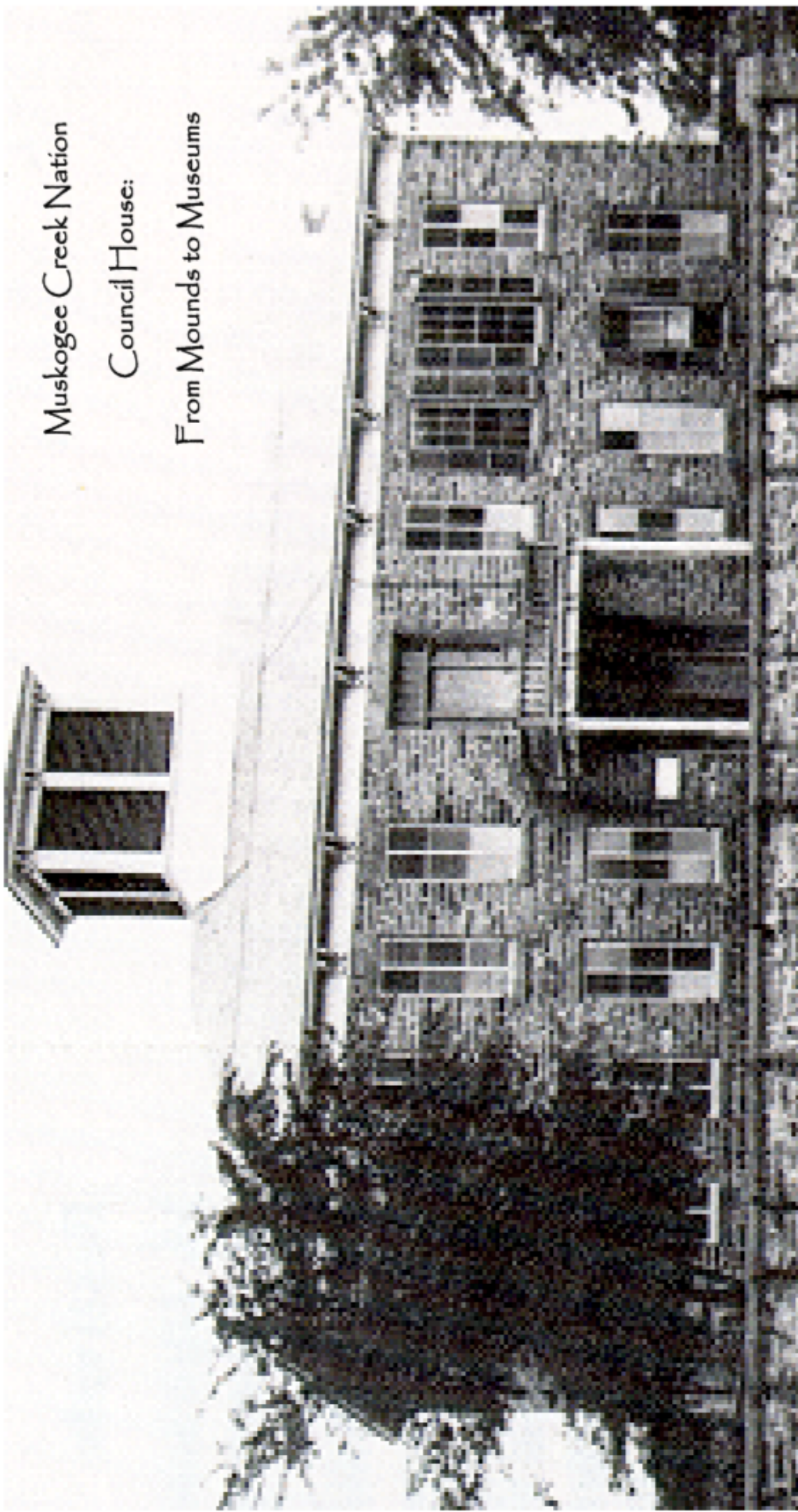
Activity: After touring the MCN Council House, either virtually or in person, talk with students about the process of how MCN Citizens landed in Okmulgee, OK what they did to preserve their culture. Have students read statements and fill in the blanks by looking at the timeline. While discussing these dates ask students to expand on what other events coinciding with those dates, or how they think certain events affected Creek citizens. Talk to students about how they think the Council House not only impacted the MCN Citizens but the city of Okmulgee as well.

Closing Activity:

Ask students to write a few sentences about something they would like to see as a future date on the timeline.

Homework/Follow-Up:

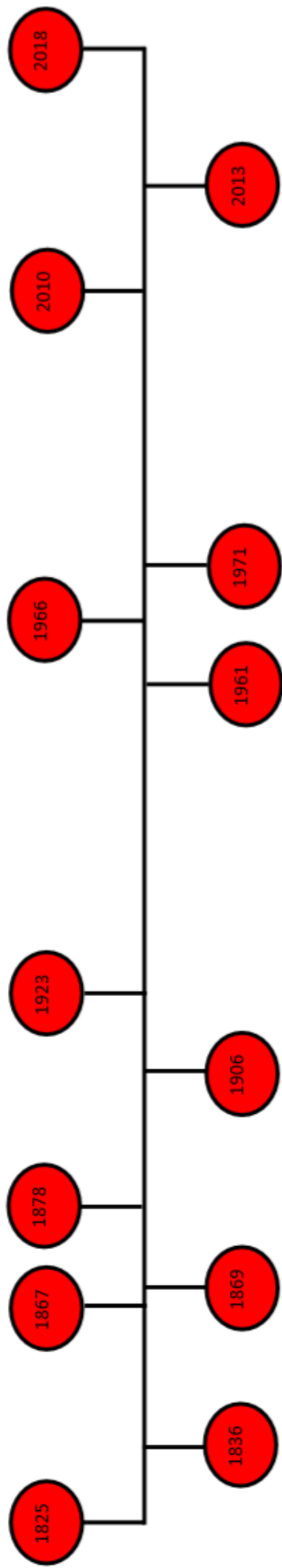
Bonus points for a student that can find other dates that could be added to the timeline.



Muskogee Creek Nation

Council House:

From Mounds to Museums



On February 12, _____, Chief McIntosh signed a treaty at Indian Springs selling the remaining Creek land in Georgia. This was the beginning of the forced removal of Muskogee (Creek) Indians.

By _____, when the Indian Removal Act had just been ratified, most Creeks had relocated voluntarily or been forced to remove to Indian Territory, known now as the present-day state of Oklahoma.

In _____, Muscogee Creek Indians had settled into their new homelands and formed their own version of a bicameral government. Thus they began to build a log cabin capitol building where both their House of Kings and House of Warriors would meet.

By _____, a post office was established near the log cabin and the town was named Okmvrke, a Muscogee (Creek) word meaning "boiling water." A town named for the original tribal town Ocmulgee in Russell County, Alabama.

By _____, the two-story log cabin, known as the Creek Nation Council House had helped establish the center of town, so when the log structure burned, a stone structure was quickly built to replace it.

In _____, US Department of Interior removed the Council House from possession of the Muscogee Creek Nation.

In _____, The Creek Indian Memorial Association establishes the Creek Council House Museum as an education center for Native American history.

The National Parks Service designates the Council House a historic landmark in the year of _____.

It was in _____, Muscogee Citizens were proud to have the Council House listed with the National Register of Historic Places.

The US Department of Interior sold the building and the grounds to the City of Okmulgee in _____.

In _____, The Muscogee Nation regained ownership of the Council House from The City of Okmulgee.

The Muscogee Creek Nation acquired the collections of the Creek Indian Memorial Association in _____.

On Nov 17th _____, the Creek Nation proudly held the grand opening of the newly renovated Council House.

5th-8th Grade

By Sheila Pahsetopah, Lone Star Public School

State Standards Addressed:

STANDARD 2: Visual Art History and Culture: "Responding" The student will recognize the development of visual art from a historical and cultural perspective.

Lesson Objective:

Students will learn about the Muscogee (Creek) Nation Seal

Materials Needed:

- Completed puzzle
- Spreader
- Puzzle Glue
- Wax paper
- Tape
- White craft glue (any brand)
- Exacto knife
- Foamboard
- MCN Seal Facts from <http://www.fivecivilizedtribes.org/Creek-Seal.html>

Activity

3D Puzzle Mat Foam Board with the image of the Muscogee (Creek) Nation seal. Under each piece of the puzzle mat foam board... a fact about the MCN Seal Examples: but not limited to: What do the initials I. T. on the circular border of the seal mean? Answer: Indian Territory What does the plow represent? Agriculturalists What image represents Christianity? The Sheaf of Wheat

Students will be given a fact about the MCN Seal with each piece of the puzzle he/she is putting together. Anyone putting the puzzle pieces together will have a more understanding of what the MCN Seal represents.

Closing Activity:

Have students write 3 facts they learned about the Muscogee (Creek) Nation Seal.

Social Studies/History

6th Grade

By Carla Brown, Preston Public Schools

State Standards Addressed:

Standard 2 Visual Art History and Culture: "Responding" The student will recognize the development of visual art from a historical and cultural perspective. Recognize and describe the cultural and ethnic traditions which have influenced the visual arts, including American, Native American, African American, Asian, Australian, European, and Hispanic traditions. Analyze art from various historical periods in terms of artistic style and subject matter. Identify how the visual arts are used in business and industry, including advertising, television, and film, and understand the role of the visual arts in creating digital images and commercial designs. Discuss the relationship that exists between the visual arts and other art forms, such as music, dance, drama, and media arts. Understand how the visual arts are reflected in different cultures throughout history.

Lesson Objective:

Providing Creek Cultural Specific art as an example of Native American Art. Understanding how the art was created and what it symbolizes or how it was traditionally used.

Materials Needed:

- Southeastern Ceremonial Complex
- One notable aspect of the Mississippian culture was the artwork that was produced.
- Today it is referred to as the Southeastern Ceremonial Complex. It includes engraved copper, finely carved stone and shell necklaces and pendants, stone statues, and intricately wrought stone maces, clubs, and hatchets as well as pottery. (see images of Southeastern Ceremonial Complex)

Activity

Provide the class with materials that would have been used to create carved images or pottery such as clay or stone, shell, and copper as well as the tools they may have used (Flint rocks and other natural resources). Have students attempt to create their own Creek Art.

Closing Activity:

Discuss the difficulty and time these cultural pieces would have required and the durability of the materials used. Discuss the symbolic or traditional meanings of the art shown in pictures and ask the students what their creations symbolize.

Homework/Follow-Up:

Have students research and discover additional creek art.

6th Grade

By Esther Morgan, Justice Public School

State Standards Addressed:

Standard 3 The student will analyze selected cultures which has affected our history.1. Define the characteristics of culture and the role culture played on the development of the world's peoples.

Lesson Objective:

Through active learning, students will gain insight into the moundbuilders' resourcefulness.

Materials Needed:

- Paper
- Sandbox sand
- Shallow cardboard boxes such as the lid of a copy paper box(one for each group)

Activity

Students will tear from paper something that they value or treasure. Divide the class into groups. Each group will be given a box of sand to cooperatively construct a mound with a cavity to place their valuable artifact or treasure.

Closing Activity:

Give students a blank template of a mound and have them draw all their valuable possessions in the mound.

Social Studies/History

6th-7th Grade

By Courtney Norton, Okmulgee Public Schools

State Standards Addressed:

6.1.3 Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.

7.1.5 Integrate visual information, draw conclusions, and make predictions from geographic data; analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.

Lesson Objective:

Students will be able to describe the information found in a map of their choice and analyze the benefits of their map for others.

Materials Needed:

- Youtube video on GIS Mapping with Will.i.am (https://youtu.be/5uYkNz8_iWg)
- Access to ArcGIS website (www.arcgis.com/home/)
- Computer presentation program (Google Slides, Powerpoint, etc.)
- Paper and Pencil

Activity

Before beginning the activity: Teachers in the area of the Muscogee (Creek) Nation, be aware that there is an incredible resource in the tribe that utilizes GIS technology. Visit the website www.mcngis.com to check out some of the projects being done in the nation. Ask your students to research one of the projects and then share how GIS technology is used to support the tribe. Brainstorm other ways that GIS technology could be used to support the advancement of the tribe. There is a possibility that a member of the department could come and do a presentation for your students.

***Teachers outside of the Muscogee (Creek) Nation, after visiting the website, viewing the projects, and brainstorming other ways of using the technology, do some research to see if there is anyone in your area who could come and share how they use the technology at their jobs

6th-7th Grade (cont.)

By Courtney Norton, Okmulgee Public Schools

Activity

With a partner, students will list the types of things and information commonly found on a map.

Watch the YouTube video "Will.i.am Sparks Mapping with GIS in L.A. Magnet Academy". Discuss with your partner which, if any, of the things found on maps in the video were on your list. Add to your list any other ideas you now have about mapping and data. Is there anything from your life (past or present) that you would like to see on future maps?

Share with the class items from your list and what future map data you would like to see.

Complete the following activity with your partner: Open the ArcGis website (www.arcgis.com/home/).

Find and read "The Lands We Share: America's Protected Areas" Story Map. Choose one of the maps.

Using Google Slides or another presentation program create a presentation describing:

1. Why you chose your map?
2. What data the map displays?
3. What types of questions the map can be used to answer?
4. Who might find the information in the map useful?

Closing Activity:

Complete the Exit ticket: If you were to create a map with information related to your family history, what types of data would it include?

Homework/Follow Up:

Discuss with your parents, grandparents, and/or guardians the data that could be included on a family map.

Social Studies/History

6th-8th Grade

By Tera Shows, Hilldale Public Schools

State Standards Addressed:

OKH.4 The student will analyze the formation of a constitutional government in Oklahoma.

5.4.4 Describe the relationship between the federal government and sovereign American Indian nations, as established under the Constitution of the United States.

6.3 The student will identify the characteristics, distribution, and demographic patterns of human populations and systems of the Western Hemisphere.

Lesson Objective:

Students will study the process of establishing their own territory, using the steps that those who were part of the Sequoyah Convention used.

Materials Needed:

- Map of Oklahoma Territory prior to statehood

Activity

The State of Sequoyah Step 1: Present this museum fact to students: In response to the forced ending of tribal governments, the Five Civilized Tribes in Indian Territory proceeded to create a state, separate from Oklahoma territory. The five tribes met and agreed that their new state would be called the State of Sequoyah. President Roosevelt rejected this proposition and eventually combined the territories into the State of Oklahoma.

Step 2: Examine the map of Sequoyah and Indian territories (available online through the OSU library or you could provide one with the curriculum book) Discuss with students the steps that lawmakers went through to establish a new state and how it led to present-day Oklahoma. Talk about territorial boundaries. Students will then draft a constitution for their "territory" inside the classroom. They will describe the boundaries (the area around their desk), the rules for their "territory" and laws that will establish for their space. They will draft them on paper first, then share them with the classroom. Once all constitutions are drafted, the teacher then explains how all of the individual territories now reside together in his or her classroom and must together as one. Much like what happened to Oklahoma Territory and Indian Territory.

Closing Activity:

Students will write a reflection paper on how it felt to be able to draft their own constitution then what it felt like to find out that their "territory" ultimately belonged to someone else. Were they upset that they had gone through this process, only to be overruled or relieved that they didn't have to worry about things like prosecuting trespassers?

6th-8th Grade

By Tera Shows, Hilldale Public Schools

State Standards Addressed:

Standard 3 The student will analyze selected cultures which has affected our history.

1. Define the characteristics of culture and the role culture played on the development of the world's peoples.

Lesson Objective:

Students will study the Mississippian era and attempt to make an earthen mound using the old ways.

Materials Needed:

- Baskets
- Dirt
- Art platforms

Activity

While studying the Mississippian era in History, students will learn that the Muscogee Creek people belong to the Mississippian culture and were a mound-building society. Show students pictures of the Ocmulgee National Mounds to give them an idea of the size that these mounds were and the shapes they consisted of. Now, play in the mud! Students will build their own earthen mound. Establish the area that they are to gather their mud from (a designated plot of land at your school or a sandbox of dirt just for this project), Establish an area where the mounds are to be built. This should be a ways away from their supply, as to demonstrate the struggle with carrying dirt. Supply the students with baskets to carry their dirt in, or have them make their own (see basket making lesson plan). Students will then work in groups to shape a small earthen mound that is representative of the mounds used by the Muscogee people. They may use only things found in nature to support their structures such as water, sticks, and grass. Have them chart their progress at the end of each class period. They should record both their successes and their failures.

Closing Activity:

Once the project is finished, students should reflect on why they think that mounds were the chosen method of housing for the Muscogee people during this time period.

Social Studies/History

6th-8th Grade

By Tera Shows, Hilldale Public Schools

State Standards Addressed:

Social Studies 6.3.5 Compare the systems of government, including representative governments (democracy, republic, constitutional monarchy) and authoritarian systems (dictatorship, absolute monarchy).

Lesson Objective:

Students will examine the tribal legislative process and how it came to be known as the House of Warriors for the Creek people.

Materials Needed:

- Tour the MCN Council House
- Sample Act or Resolution proposal template
- Vocabulary definitions for: Act, Resolution, Debate, and Law

Activity

Read the background material used in the Council House Museum to establish recognition of the term House of Warriors. Divide students into groups by table, row, or shirt color, etc. Each group will become a tribal town and will hold an "election" to elect their representative. Each group will propose an act or resolution to present to the House of Warriors. This can include anything that relates to them and their grade. Maybe they want to establish a rule that pencils can only be sharpened at the beginning of the class period or that they get 5 minutes of talk time at the end of the period. Each tribal town will draft a proposal for their new "rule" that will be heard by the House of Warriors. Then, the House of Warriors will hold a mock debate and reach a final decision on the acts they believe are viable. The teacher should moderate the debate and encourage healthy discussion. The teacher then will represent the full Council and make the final decision on which laws are approved.

Closing Activity:

Random partnering - Describe to your partner one way in which you practice a cultural tradition in your house /community/family. (Examples: Speaking your language, dance, food, family stories, etc) (5 mins w/ share out)

Homework/Follow-Up:

Review the lesson and provide an exit ticket with vocab comprehension, ask students to compare and contrast the House of Warriors to the government legislative that is used today.

6th-12th Grade

By Jay Hester, Tulsa Public Schools

State Standards Addressed:

5. Engage in Evidence-Based Writing - Students will apply effective communication skills by developing a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.

5.B. Students will engage in authentic inquiry to acquire, refine, and share knowledge through written presentations related to social studies.

Lesson Objective:

Students will refine ideas/concepts into a Creek word or phrase.

Materials Needed:

- https://www.youtube.com/watch?v=UoLSE_4Jwjs (youtube video) <https://www.c-span.org/video/?471216-1/muscogee-creek-nation-council-house>
- Talking points (Next Page)

Activity

This lesson can be used individually or before a field trip to the Creek Nation Council House. Show the video overview of the Muscogee (Creek) Nation. Let questions emerge organically from students. Focus on the building of the Council House in Oklahoma. Talk about the make up of the Council House. The House of Kings and The House of Warriors. (The material is included above.)

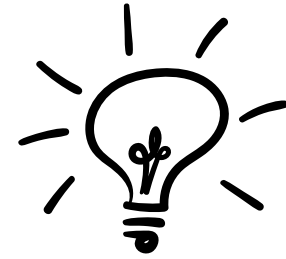
Closing Activity:

Have students divide into House of Kings or House of Warriors. Students have to come up with one idea that would have probably been discussed in the Council House in 1878. Older grades will compose an argument to support their idea.

Homework/Follow-Up:

Tour the Muscogee (Creek) Nation Council House.

Prior Knowledge



House of Kings and House of Warriors

The Muscogee (Creek) Nation

In October of 1867, the Muscogee people adopted a written constitution. The Creeks formed three branches of government roughly resembling the U.S. federal system. The executive branch consisted of a principal and a second chief elected every four years. The legislative branch called the national council, comprised two houses, the House of Kings, the upper legislative body, and the House of Warriors, the lower house. Representatives to the national council were chosen by the eligible male voters eighteen or older. Forty-seven tribal towns, which included three African Creek towns, Arkansas Colored, North Fork Colored, and Canadian Colored, elected representatives to the national council. Each town elected one member to the House of Kings and one to the House of Warriors, with an additional warrior for every two hundred people in the town. The constitution also created a judicial branch, with a supreme court and six judicial districts. The national council elected Supreme Court and district justices, and the principal; chief appointed prosecuting attorney for each district. The voters in each district elected a Lighthorse Company, which was similar to a sheriff's office, of one captain and four privates to enforce the laws.

Government

Chiefs vs Chairman; Elected or Paternal: In 1867, the Muscogee people adopted a written constitution that provided for a Principal Chief and a Second Chief, a judicial branch and a bicameral legislature composed of a House of Kings and a House of Warriors. Representation in both houses of this Legislative assembly was determined by tribal town. This "constitutional" period lasted for the remainder of the 19th century. The Muscogee (Creek) Nation 1979 Constitution continued the 1867 constitutional organization of the executive, legislative, and judicial branches of the government, with distinct separation of power among the three.

CONSTITUTION OF THE MVSKOKE NATION, 1867 (Excerpt)"In order to form a perfect union, establish justice, and secure to ourselves, and our children, the blessings of freedom, We, the people of the Mvskoke Nation, do adopt the following Constitution: ARTICLE I. SECTION 1. The law-making power of this Nation shall be lodged in a Council, which shall consist of two houses: the House of Kings and the House of Warriors. SECTION 2. The House of Kings shall be composed of one representative from each town. Each member shall be elected by the vote of the town which he represents, and shall hold his office for four years. SECTION 3. The House of Warriors shall consist of one representative from each town, and an additional representative for every two hundred persons belonging to the town. Each member shall be elected by the vote of the town which he represents, and shall hold his office for four years."

(1867 Constitution) Or See <https://www.okhistory.org/publications/enc/entry.php?entry=CR006>

http://www.bigorrin.org/creek_kids.htm <https://www.youtube.com/watch?v=1LEqubi4zRQ> (1-hour video overview of Creek Nation)

6th-12th Grade

By Jay Hester, Tulsa Public Schools

State Standards Addressed:

5. Engage in Evidence-Based Writing - Students will apply effective communication skills by developing a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.

5.B. Students will engage in authentic inquiry to acquire, refine, and share knowledge through written presentations related to social studies.

Lesson Objective:

Students will produce a document showing an understanding of the Creek government in 1878. The students will write an article showing support for their idea. The students will also write a Creek word or phrase they believe the walls would have heard in 1878.

Materials Needed:

- Tour of council House, Okmulgee, OK
- Dictionary of Mvskoke Creek Language
 - <https://www.mcn-nsn.gov/services/mvskoke-language-program/mvskoke-dictionary/>

Activity

Students will tour the Council House. Have students divide into their previously decided upon House. Students will read their idea for discussion. Students can debate current ideas or form new ones depending on what they discover at the Council House.

Closing Activity:

Students are asked if their arguments or thoughts would have been discussed in 1878. Why or why not? Would the Houses have different answers today than in 1878? Do the needs of the people change? Why or Why not? Students pick a word they believe would have been uttered inside the Council House.

Homework/Follow-Up:

Students will search the dictionary to find the Creek word they think would have been said. (Mvskoke Creek language program will help, if needed, at MCN headquarters.)Upper grades write an argument for a proposal they think would have been heard in Council in 1878.

Social Studies/History

6th-12th Grade

By Tera Shows, Hilldale Public Schools

State Standards Addressed:

The student will analyze selected cultures which has affected our history.

1. Define the characteristics of culture and the role culture played on the development of the world's peoples.

Lesson Objective:

Students will make a basket to use to carry their supplies in for the Mississippian Era lesson.

Materials Needed:

- Round basket reed
- Buckets of water

Activity

1. Soak round basket reed in water until it is soft and pliable
2. Cut reed into three-foot sections, and six-foot sections
3. Each basket will need (13) 3 foot sections and (1) 6 foot section
4. Split the 3 foot sections into two groups; one group of 6 and one group of 7
5. Lay the two sections across each other at the centers, making an X.
6. Use the six foot section to secure the middle of the X looping over once. Then wrap the six foot section around the middle section, going over then under each section. Repeat three times.
7. Now section the basket reeds into groups of two and wrap the six foot section (runner) over two reeds, then under two reeds. Repeat all the way around the center.
8. Shape the reed into a bowl shape as you weave in and out.
9. If you run out of runner, you can add another in the spot where it stops.
10. When the basket has a round shape, and only 3-4 inches of reeds left, shape them down into a rounded shape and tuck them into the inside of the basket. <https://www.youtube.com/watch?v=e-ZFtsLuiMo>

Closing Activity:

Students should be able to hold items in their basket and logically discuss the steps they took to complete the basket by peer mentoring those who need assistance.

6th-12th Grade

By Taler Adney, Okmulgee

State Standards Addressed:

OKH.1.1 Integrate visual information to identify and describe the significant physical and human features including major trails, railway lines, waterways, cities, ecological regions, natural resources, highways, and landforms.

Lesson Objective:

Students will learn the story of creation for the Creek people

Materials Needed:

- Internet
- Computer
- Projector
- PowerPoint of creation story.

Activity

NOTE***This lesson would be aimed more towards Native American History. This may also be easier for school systems within the Creek Nation Borders to relate to since this is the tribe that they are familiar with and around. Due to the video being lengthy and not interesting for a younger crowd.

The teacher should watch the video/PowerPoint to gain knowledge and understanding to present to the students. In class, the teacher will go through the PowerPoint (showing images and available short videos) and "tell" the story of creation.

Please view "Video 1: Pre-Contract", "Video 3: Removal to Allotment",

Closing Activity:

Where did the Muscogee Creeks come from? What are tribal towns and why do we have them? What was the reason for the removal? What was the process of the Removal? Have students identify the clans and how they received their names and why?

Homework/Follow-Up:

Have students answer the provided questions and open the floor for discussion over the topic

Social Studies/History

6th-12th Grade

By Taler Adney, Okmulgee

State Standards Addressed:

Visual Art Standard 3 Rationale: Art making is a complex cognitive process. It can involve developing an idea, visually describing a real world experience, expressing an emotional state or illustrating an intuitive feeling. Creating visual art will help students learn to express themselves more confidently at a deeper level of aesthetic reflection and a greater sense of craftsmanship. This process begins by discussing some Essential Questions: • How was the artwork made? • What materials were used? • Why was the artwork created?

Lesson Objective:

Students will learn the history of Moccasins and the making of them

Materials Needed:

- Brown Paper Bag Buck skin (1-1.5 yards)
- Pens/Markers
- Scissors
- Size 4 Glover needle
- Sinew
- Wax (for when sinew starts to fray)
- Size 11 glass beads (but any smaller size or style will work)
- Follow the YouTube tutorial as provided: "How to make a Pucker Toe Moccasin" YouTube Video: <https://www.youtube.com/watch?v=stsyNfWdPXc&feature=youtu.be>
- Use a lazy stitch to add the beadwork to the ears of the moccasins. "Beading How To-Lazy Stitch Technique" YouTube Video: <https://www.youtube.com/watch?v=R7FEAGCZdtI>

Activity

Begin this lesson by going to the history of Muscogee Creek Nation Moccasins. Where they originated, how they were made, and why they were worn. Where they originated: Moccasins originated from North America. Moccasins were one of the ways tribes could differentiate one from another. How they were made: They were made from deerskin and sinew. Buck's skin was used because larger animals had thicker skin making it harder to get the needle through when sewing. Another key was using as much of the leather as possible so none went to waste. Why they were worn: Moccasins were worn to protect their feet from the ground and winter weather elements. In warmer climates and seasons Native Americans could go barefoot. Pucker Toe moccasins were designed to help with travel in areas that had leaf and pine needles covering the ground. Once this information has been reviewed, follow YouTube videos above to create your own moccasins.

Closing Activity:

Once the students have the completed moccasins they can wear them and see how they compare to current footwear. Wear them outside to see how they feel and how they protect against rocks, soil, and the elements.

7th Grade

By Carla Brown, Preston Public Schools

State Standards Addressed:

7.3.2 Compare common traits, including language, ethnic heritage, social system and traditions

Lesson Objective:

Understand the social system, traditions, and ethnic heritage within the Creek tribe in comparison with other social systems, traditions, and ethnic heritage.

Materials Needed:

- Creek Family Clans History Fact Sheet

Activity

Provide overview of Creek Family Clans History Fact Sheet. Have the class divide into at least 3 to 4 groups and have them develop clan names to better understand a social system. Have each group establish a "mother", "uncle", "elder" then have the students determine who played which role in the clan (I.E. Disciplinarian- the uncle, who was the clan established from -the mother and so forth)

Closing Activity:

Provide a questionnaire over the Creek Family Clans:FAMILY CLANS (PART 1)

1. What is the basis of a family within the Creek society? _____
2. Unlike the Europeans, clan members are considered family instead of Clans are composed of all people who are descendants of the: _____
3. Each person belongs to the clan of his or her mother, who belongs to the clan of her mother; this is called: _____
4. The mother's _____ who functions as the primary disciplinarians and role model
5. Elder clan members are considered the _____ to the younger clan members.

Homework/Follow-Up:

Ask your students to research, ask their parents or grandparents if they belong to a tribal clan and turn their answers in.



Families/Clans Prior Knowledge



Families/Clans are the basis of a family within the traditional Muscogee society. Unlike the Europeans, clan members are considered family instead of members of 'blood relation'. Clans are composed of all people who are descendants of the same ancestral clan grouping. Each person belongs to the clan of his or her mother, who belongs to the clan of her mother; this is called matrilineal descent. Fathers are important within the family system, but within the clan, it is the mother's brother (the mother's nearest blood relation) who functions as the primary disciplinarian and role model. The same titles are used for both family and clan relations. For example, clan members of approximately the same age consider each other as brother and sister, even if they have never met before. Elder clan members are considered the grandparents to the younger clan members. When a marriage took place, the man would leave his parents to live with his wife's family. When a home was built for them, all the property and contents belonged to the wife. A man's home was not usually where he spent most of his adult life, but the home of his mother and the other women of his clan. In case, a stranger visited the town and made known to what clan he belonged, it was the duty of a man married into that clan to invite him to his house. In case of separation, the woman would gather all of her husband's belongings and set them outside their home. That was a sign she wanted him to leave and go back to his mother's home. Traditionally, the father had no care of his own child. The invariable custom was, for the women to keep and rear all the children; having the entire control over them until they were able to provide for themselves except for the disciplinarian role. The women appeared to have sufficient natural affection for them: they never struck or whipped a child for its faults. Cultural values were essential in raising children to become respected clan members. Elders observed them during their childhood so when the time came to choose a leader, the elders would know who would be best suited for the position of their clan or tribal town. Children were taught respect for the elders from an early age in the following ways. Children:

- left the room or went outside when elders were talking.
- never interrupted a conversation.
- spoke only when spoken to.
- never looked into the eyes of an elder when being spoken to.
- shook hands with an elder only when the elder extended their hand.
- did chores when told to do so without asking questions.
- were always last to eat during feast or gatherings.

Clan names were orally passed down to the next generation. It was important to know one's own clan. During the ceremonial dances, the men and boys were seated according to their clan. At one time, there were more than fifty known clan names although some may not be true clans. The elders would randomly ask the children their clan name to make certain they knew. Sometimes, a family would have a picture or sketch of their clan on pottery or a tattoo on their body to represent their clan. Clan ties were strong; they served as a traditional bond. The clan system added structure to the Creek society by influencing marriage choices, personal friendship and partnerships with other tribal towns in tribal affairs. For instance, if a clan family needed assistance to build a home, the clan members would come together and help build his home or if food was needed, clan members would provide food for them. Clan families looked after one another. It was traditionally considered a serious offense to kill or eat one's own clan animal or to marry into one's own clan. Clan members would discipline a member if he/she committed any one of these offenses. To marry into one's own clan was the most serious offense which had severe consequences.

8th Grade

By Tyler Blizzard, Beggs Public Schools

State Standards Addressed:

OK 8.7.3.C Analyze the impact of Jackson's policies and decisions concerning American Indian nations and their tribal sovereignty as a nation's inherent right to self-govern, including: A. non-adherence to federal treaties B. disregard for the Worcester v. Georgia decision C. forced removals of American Indians

Lesson Objective:

Students will understand the concept of Indian Removal, and how it affects the structures of tribes of today.

Materials Needed:

- Google Slides
- Internet
- Chrome Book

Activity

Indian Removal Slide Show Instructions: Students, you will be creating a google slide presentation over one of the tribes affected by Andrew Jackson's Indian Removal Act. Follow the directions and add pictures for every slide. When completed attach your slideshow to your google classroom assignment and then turn it

Slide 1 - What is your tribe's name and where were they located pre-removal

Slide 2- Describe their structure and leadership

Slide 3 -Describe the tribe's culture (language, religion, activities, etc)

Slide 4- Describe what removal looked like for them (When, Route, Treaty name, number of people)

Slide 5- Where did the tribe settle after removal

Slide 6- What does that tribe look like today (headquarters, services for its members, businesses)

Slide 7- Tell us about someone famous from that tribe.

Closing Activity:

Students will present their slide show to the class.

Homework/Follow-Up:

Students will correct in misinformation given in the presentation

Social Studies/History

8th Grade

By Carla Brown, Preston Public Schools

State Standards Addressed:

8.7.3 Analyze the impact of Jackson's policies & decisions concerning American Indian Nations & their tribal Sovereignty as a nations inherent right to a self-govern, including:A. Non- adherence to federal treaties B. Disregard for the Worcester V. Georgia decision C. Forced removals of American Indians

Lesson Objective:

Lesson Objective Understanding the events leading to the Creek specific forced removal and its impact on the Muscogee Creek People

Materials Needed:

- Creek Removal Video Link: <https://www.mcn-nsn.gov/culturehistory/history-videos/>
- History Sheet (European Contact & Muscogee Creek Removal)
- Creek Removal Fact Sheet (Provided after Prior Knowledge)
- Creek Removal Quiz Sheet (Provided after Fact Sheet)
- Prior Knowledge (Next three Pages)

Activity

Watch the video #2 & #3 regarding European Contact and removal. Present History Sheet information to class Provide fact sheet & review. Open classroom discussion regarding treaties and removal policy and how they impacted the Creek people as well as who benefited from these treaties and removal policy.

Closing Activity:

Have students complete the European Contact & Creek Removal Quiz Sheet

Homework/Follow-Up:

Students complete a one page essay regarding the lesson on the Removal (or) have student illustrate a drawing in story form and narrate the story to the class their interpretation of the removal.

Prior Knowledge

The colonist's victory over Great Britain in the 1776 American Revolutionary War created a new power for the Creeks to deal with. Without the aid of the French or Spanish, they were at the mercy of this new government. The federal government in its first treaty with the Creeks, the Treaty of New York, 1790, guaranteed Creek claim to their land and promised protection against Georgian encroachment. Land cessions of 1783, 1785, and 1786 were approved in this treaty. In 1796, President Washington appointed Benjamin Hawkins as the Southeastern Indian Superintendent. Hawkins implemented an assimilation policy. For 20 years he was able to destruct the traditional Creek system of government. He encouraged the council to create an executive committee and appoint a national police force, who was to arrest and punish tribal members who violated tribal law. He also urged them to allow missionaries to establish schools and instruct the Muscogee children in Christian religion, the English language, mathematics and the English farming and social practices. Hawkins also wanted to change the social structure by switching the roles of women and men. In order to survive, many "Lower Creeks" did make this change as the deerskin industry declined. But only a few of the "Upper Creeks" did. This created some resentment among the "Upper Creeks" who wanted to maintain the traditional Muscogee way of life. This division between the two groups of "Creeks" was made worse by the U.S. Government's plan to convert an old trading path into a Federal Road that would cut right through the Creek Nation. The road was first intended to be a postal route from Washington to New Orleans. The Upper Creeks knew that the road would enable more and more white settlers to come with their families, herds, and slaves and kill their game, cut their trees, foul their water, sell whiskey to their young and settle in their land. The mounting assaults on their lands, hunting grounds and culture increased their anxiety. A century of trading, intermarriages and factions produced fertile ground for the agitations of Tecumseh. In 1811, Tecumseh and his followers came to Tuckabatchee, a major Creek population and political center located on the west bank of Tallapoosa River, to ask the main Upper Creek town to join in his revolution against the U.S. A group of Koasati warriors accompanied Tecumseh to his home in Shawnee territory. In the spring of 1812, on their return home, they executed several white settlers in Tennessee. As a result, the Secretary of War instructed the Tennessee governor to retaliate, which was a precursor to the conflict between the Creeks and Andrew Jackson. The Red Stick Warriors Tecumseh's speech struck a chord with many of the warriors at Tuckabatchee. Angered by the events of the last 15 years, a group of "Upper Creeks" emerged to ward off the impending destruction of the Muscogee Nation. Hillis Hadjo (Josiah Francis), Cussetah Tustenuggee (High Head Jim), Paddy Walsh and Peter McQueen, among others, advocated the return to traditional ways, severing all ties with Americans, expelling all whites and mixed-blood Creeks who lived like whites, and overthrowing the leaders who responded to Hawkins more than their own people. This group came to be known as the Red Stick Warriors. For two years, the Red Sticks fought twelve major battles known as the Creek War of 1813-1814. The more traditional Creeks were against the new life that was being introduced. Encroachment of the whites into the traditional lands of the Upper Creeks instigated the Red Stick War. This conflict was looked upon by the U.S. as a means to weaken Creek people by pitting one side against the other (divide and conquer).

The Battle of Horseshoe Bend

The Red Sticks at Horseshoe Bend were led by the respected war leader Menawa. The previous December, he had led some of the inhabitants of six Upper Creek towns (Nuyaka, Okfuskee, Eufaula, Fish Pond, Okchaya, and Helvpe), to a bend in the Tallapoosa River where they built a fortified town. They constructed a village of 300 log homes at the southern toe of the bend, and a fortified log & mud wall across the neck of the bend for protection. Calling the encampment Tohopeka (doe-hoe-be-guh), Menawa hoped that the wall would hold off attackers or at least delay them long enough for the 350 women and children in the camp to escape across the river if necessary. To defend Tohopeka (doe-hoe-beguh), he had around 1,000 warriors of whom about a third possessed a musket or rifle; the rest fought using bows & arrows, tomahawks and war clubs. Approaching the area early on March 27, 1814, Commander Andrew Jackson split his command of 3,300 men and ordered Brigadier General John Coffee to take the 1,300 mounted militia and the allied Creek and Cherokee warriors downstream to cross the river at the toe of the bend. From this position, they were to act as a distraction and cut off the Red Sticks' line of retreat. Jackson moved towards the fortified wall with the remaining 2,000 men of his command. At 10:30 AM, Jackson's army opened fire with two cannons. For 2 hours they shot cannon balls at the wall, but could not penetrate it. The 1,000 Red Sticks stood on the inside of the wall shouting at Jackson's army to come and fight them in hand to hand combat. While the canons were firing, three of Coffee's Cherokee warriors swam across the river, stole several Red Stick canoes and canoed their Cherokee and Lower Creek comrades across the river to attack Tohopeka (doe-hoe-be-guh) from the rear. Once across the river, they set fire to several of the homes. Around 12:30 PM, when Jackson saw the smoke rising from the burning houses, he knew that Coffee was attacking from the rear. He ordered his men forward and they scaled the walls. In the brutal fighting, the Red Sticks were outnumbered and out gunned, but they fought fearlessly. Seeing that there was no way for them to defeat his army, Jackson offered them a chance to surrender, but they fought even harder. Fighting in the camp raged through the day as the Red Sticks made a valiant final stand. At the end of the day, over eight hundred Red Sticks were slain, 557 on the battlefield, 300 shot in the river. Menawa lay wounded and unconscious until nightfall, when he crawled to the river and escaped by climbing into a canoe. Having lost so many warriors, the Red Sticks would never again be able to pose a military threat to the South. After The Battle of Horseshoe Bend Andrew Jackson built Fort Jackson at the confluence of the Coosa and Tallapoosa, right in the heart of the Red Stick's Holy Ground. From this position, he sent out word to the remaining Red Stick forces that they were to sever their ties to the British and Spanish or risk being wiped out. Noted Red Stick leader William Weatherford (Red Eagle) was not present at Horseshoe Bend, but he was wanted for the attack on Fort Mims. Understanding his people to be defeated, he walked into Fort Jackson and surrendered, telling Jackson that if he had warriors, he would still fight till the last. As a matter of vengeance, 22 million acres of land, what was determined to be equivalent to the expenses of the war, was ceded to the U.S. under the Treaty of Ft. Jackson in 1814.

REMOVAL ERA

The Indian Removal Act In 1829, Andrew Jackson was elected president largely because of his defeat of the Red Stick Creeks and his support for the Removal Policy. He immediately went to work on the Removal of all tribes in the east. Although opponents of the Removal claimed it was an immoral violation of the spirit of the treaties with the tribes, Jackson still won. On May 26, 1830, the Removal Act was signed into law. Jackson appointed commissioners to negotiate Removal treaties, targeting the Southeastern tribes first because of their gold mines and fertile land. Although less than three thousand Creeks voluntarily emigrated to the west, the Creek leaders had every intention of staying in their homelands and did everything they could to fight Removal. They were pushed to their breaking point by many factors. Not only were the people starving, their lands had been stolen on a daily basis, whites were committing acts of violence against them and more and more whites were encroaching on what land they had left. Creditors charged them with false debts. The state of Alabama passed a law that placed all Indians under Alabama state law and yet Indians were not allowed the right to testify in court, thus they had no way of defending themselves. Several leaders went to Washington to make the officials aware of their situation, but no action was taken, just another worthless treaty that the government had no way of upholding. Whiskey was also used to defraud the Creek people. All this led them to begin to retaliate against the whites. The U.S. government used their retaliation as justification to begin the forced Removal of over 20,000 Creek people from the southeast. new homes, transplanted their religious and political institutions, and worked hard to strengthen their independent republic.

Facts Sheet

Indian Removal

- 1829- Andrew Jackson was elected President
- Jackson was elected president largely because of his defeat of the Red Stick Creeks and his support for the removal policy
- Jackson immediately went to work on the removal of all tribes in the east
- May 26, 1830 the Removal Act was signed into law
- Jackson appointed commissioners to negotiate removal treaties
- Southeastern tribes were targeted first because of their gold mines and fertile land less than 3000 Creeks voluntarily emigrated to the west
- Creek leaders had every intention of staying in their homelands
- Creek people were pushed to their breaking point by many factors: Starving, land stolen, white people committing acts of violence and white people encroaching on their land, charged with false debt
- State of Alabama passed a law that placed all Indians under Alabama state law and yet Indians were not allowed the right to testify in court and had no way to defend themselves
- Several leaders went to Washington to make the officials aware of their situation, but no action was taken.
- Whiskey was also used to defraud the Creek people
- When the Creek people retaliated against the white people, the U.S government use their retaliated as justification to begin the forced removal of over 20,000 Creek people from the southeast

Indian Removal Act

Who was the leader that fought and conquered the Creeks at the Battle of Horseshoe Bend and became president in 1829 because of that battle?

What did Andrew Jackson sign into law on May 26, 1830?

Why were southeastern tribes targeted?

Less than how many Creeks voluntarily emigrated to the west?

Creek people were pushed to their breaking point by many factors. What were those factors?

The state of Alabama passed a law that placed Native Americans under Alabama state law and yet Native Americans were not allowed the right to testify in court and had no way of what?

Several leaders went to Washington to make the officials aware of their situation., what action was taken?

What was used to defraud the Creek people?

What did the U.S government use to justify the beginning of the forced removal of 20,000 Creek people from the southeast? What part did Tecumseh play in all of this?

Who was elected by President Washington as the Southeastern Indian Superintendent?

Who became agitated by a century of trading, intermarriages and other factions?

What was Tuckabatchee? Where was it located?

Who was asked to join the revolution against the U.S.?

In the spring of 1812, on their return (the Koasati Warriors) who was executed?

Tecumseh's speech struck a chord with many of the warriors at Tuckabatchee. Angered by the events of the last 15 years, a group of "Upper Creeks" emerged to ward off the impending destruction of the Muscogee Nation. This group became known as the _____.

For two years this group fought how many battles?

These battles were known as the what?

This conflict was looked upon by the U.S. as a means to weaken Creek people by pitting one side against the other (Divide and _____).

What does Encroachment mean in this article ?

What was the name of the war that this encroachment instigated?

Social Studies/History

8th Grade

By Robin Jenkins, Holdenville Public Schools

State Standards Addressed:

OAS-Visual Art:2.3: Use visual images from a variety of media and technological sources to communicate creatively.OAS-Visual Art: 4.4: Make learning connections between visual art and other disciplines, such as mathematics, science, English Language Arts, social studies, and media arts.OAS-Social Studies: 8.4.2 Describe President Washington’s attempt to develop a cohesive Indian policy, which included respectful interactions with American Indian leaders, treaties to delineate tribal lands, and precedent-setting practices of assimilation.OAS-Social Studies: 8.7.3 Analyze the impact of Jackson’s policies and decisions concerning American Indian nations and their tribal sovereignty as a nation’s inherent right to self-govern, including: A. non-adherence to federal treaties C. forced removals of American IndiansOAS-Social Studies: 8.8.4 Analyze the consequences of westward expansion, including the impact on the culture of American Indians and their homelands, and the growing sectional tensions regarding the expansion of slavery.

Lesson Objective:

Students use information about the Muscogee (Creek) Council House Museum, Muscogee (Creek) Nation History/Culture, tribal government, and maps of the Muscogee Creek Nation (past or present) to create a diorama/shadow box.

Materials Needed:

- Printed Informational resources about Muscogee (Creek) Nation culture/history:
 - Culture/History – Muscogee (Creek) Nation, www.mcn.nsn.gov/culturehistory/
 - The Muscogee (Creek) Nation- Legends of America, www.legendsofamerica.com/na-creek
 - Creek(Mvskoke)| the Encyclopedia of Oklahoma History and...., www.okhistory.org/publications/enc/entry.php?..
 - Historic & Culture Preservation – Muscogee (Creek) Nation,www.mcn-nsn.gov/historic-culture-preservation
 - Council House – Muscogee (Creek) Nation <https://www.mcn-nsn.gov/tag/council-house>
 - Muscogee (Creek) Nation Council House creekculturalcenter.com/2014/05/muscogee-creek-nation-council-house
 - Creek National Capitol - Wikipediahttps://en.wikipedia.org/wiki/Creek_Council_House_Museum
- Shoebox
- Maps of the Muscogee (Creek) Nation -past/present
- Scissors
- Glue or Glue Dots
- Newsprint for sketching
- Pencils, markers, paint, colored pencils, or crayons
- Ruler
- Card stock-white, assorted colors.Cardboard

8th Grade (cont.)

By Robin Jenkins, Holdenville Public Schools

Activity

Intro to Muscogee (Creek) History and Culture

- Pre-Removal to 1906
- Muscogee (Creek) Council House
- Churches and Ceremonial Grounds
- Tribal towns and clans
- Muscogee (Creek) Chiefs-President appointed until 1972 and those elected by people- 1979 – Present.
- Legends, myths, and folklore
- Famous Creek Citizens

Discussion-whole group/small groups

- a. Why were the Muscogee (Creek) people removed from their homeland to Indian Territory?
 - b. When was the original Council House built and of what was it made?
 - c. When and why was the current Council House built?
 - d. Can you name any Muscogee (Creek) churches or ceremonial grounds?
 - e. What is the difference? Who is the present Principal Chief of the Muscogee (Creek) Nation?
 - f. Who is the present Second Chief? If you are Muscogee (Creek), what is your tribal town and clan?
 - g. Name 5 famous Muscogee (Creek) citizen-living or deceased.
- Explain the Activity Guide Handout.

How to Make a Shadow Box

- Gather your supplies
 - Decide what you'd like to place inside the shadow box first. Consider the contents of your shadow box. Choose from the following topics: Muscogee (Creek) Council House Museum, Muscogee (Creek) churches or ceremonial grounds, Muscogee (Creek) Chiefs and Second Chiefs, Muscogee (Creek) Tribal Towns and/or Clans, Muscogee (Creek) legends, myths, or folklore, Removal of the Creeks from homelands to Indian Territory, Famous Muscogee (Creek) Citizens
 - Before beginning project on a topic other than those listed, check with your teacher for approval.
 - Arrange the objects you plan to put in the shadow box around a sheet of paper.
 - Choose a frame or a box that has deep sides, such as a shoebox (nothing larger than a shoebox).
 - Muscogee (Creek) Nation maps will be provided for your inside backing paper and outside box cover.
 - Measure the inside of the frame or box. Use the measurement to correctly calculate the size of the backing paper then cut the paper to the correct size.
-

Social Studies/History

8th Grade (cont.)

By Robin Jenkins, Holdenville Public Schools

Activity

- Cover the inside sides of the box with map paper or paint with opaque acrylic paint.
- Cover the outside of the box with the map paper or paint with opaque acrylic paint.
 - Make sure that your backing paper can fit all your objects. Therefore, it is important to plan ahead of time. Try lightly tracing the object you plan to put on the paper in pencil so you can see how the layout works. Don't go to close to the edges of the paper or you'll bump into the frame or sides.
 - Glue the backing paper to the back of the frame or the inside floor (back) of the box. Use craft glue or a spray adhesive to attach the paper to the backing. Don't use too much glue or you might make the paper wet, sticky, and wrinkly.

Creating the Shadow Box Display

- Follow your design plan for adding objects to the backing. Make small markers so you remember where each item was supposed to go. If you want the items to protrude, or stick out, away from the backing, use tiny boxes, card stock/cardboard spacers.
- Attach by gluing your objects to the backing. If you're using glue, make sure you allow the glue to dry before restoring the backing to the frame or box.
- Add any labels or decorative items. This is optional, but appropriately fit the content with the theme of your shadow box. Try to have fun with it. You want the shadow box to look nice and neat. Now is your chance to add any additional decorations.

Closing Activity:

Ask your students: What is the purpose of this art project? Why is it important for you to learn about the Muscogee (Creek) history/culture and people? What is tribal sovereignty? Describe how your art reflects aspects of the Muscogee (Creek) culture, history, and heritage.

Homework/Follow-Up:

Journal -- Self-Evaluation: How could I have improved my project, my art techniques, my reflections of the Muscogee (Creeks)?

8th-11th Grade

By Tyler Blizzard, Beggs Public Schools

State Standards Addressed:

8.7.3- Analyze the impact of Jackson's policies and decisions concerning American Indian nations and their tribal sovereignty as a nation's inherent right to self-govern, including: A. non-adherence to federal treaties B. disregard for the Worcester v. Georgia decision C. forced removals of American Indians 8.8.4 Analyze the consequences of westward expansion, including the impact on the culture of American Indians and their homelands, and the growing sectional tensions regarding the expansion of slavery. USH3 The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920. USH 4.1 Examine the economic, political, and social transformations between the World Wars. A. Describe modern forms of cultural expression including the significant impact of people of African descent on American culture as exhibited by the Harlem Renaissance and the Jazz Age. B. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, the rise of Marcus Garvey and black nationalism, and the use of poll taxes and literacy tests to disenfranchise blacks. C. Assess the impact of the Indian Citizenship Act of 1924 on the American Indian nations. D. Examine growing labor unrest and industry's reactions, including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor. E. Describe the booming economy based upon access to easy credit through installment buying of appliances and inventions of modern conveniences including the automobile. USH 7.1 Analyze the major events, personalities, tactics and effects of the Civil Rights Movement.

Lesson Objective:

Students will gain a comprehensive knowledge of the timeline for Native American and US Government conflict beginning just before Removal.

Materials Needed:

- Chromebook
- Google Classroom

Activity

Major Events US-Native American Events

Step one: Classroom Slideshow over Events

Step two: Classroom Video

Step three: Share Link with Student via google classroom

<https://www.history.com/topics/native-american-history/native-american-timeline>

Have students complete the assignment (Next page)

Name: _____

Teacher: _____

Grade: _____

Date: _____

NATIVE AMERICAN & THE US TIMELINE

Fill out the timeline from the events listed below. Use your classroom notes as well as the link provided to answer the questions.

1814-

1830-

1836-

1838-

1851-

1873-

1876-

1887-

1890-

1907-

1924-

1929-

1968-

EVENTS

- Last of Creeks Leave for Oklahoma
- "Custer's Last Stand"
- Congress Passes the Indian Citizen Act
- US Forces attack Creeks who oppose American expansion in the SE United States
- Congress passes the Indian Appropriations Act
- Sitting Bull is killed
- Charles Curtis serves as 1st Native American US VICE-President
- Dawes Act is signed
- Crazy Horse encounters Custer for the 1st time
- Indian Civil Rights Act is Passed by LBJ
- Indian Removal Act
- Charles Curtis Becomes 1st Native American Senator
- "Trail of Tears"

9th-12th Grade

By Taler Adney, Okmulgee

State Standards Addressed:

OKH.5.1 Examine the policies of the United States and their effects on American Indian identity, culture, economy, tribal government, and sovereignty including: A. passage of the Indian Citizenship Act of 1924 B. effects of the federal policy of assimilation including Indian boarding schools (the 1880s-1940s) C. authority to select tribal leaders as opposed to appointment by the federal government D. exploitation of American Indian resources, lands, trust accounts, head rights, and guardianship as required by the Bureau of Indian Affairs.

Lesson Objective:

Research each of the 5 Civilized Tribes and then compare and contrast them via discussion or lecture.

Materials Needed:

- Books
- Internet
- Computers

Activity

Break the students up into 5 different groups/teams. Assign a tribe to each group and have them conduct research over the assigned tribe. Have a list of specific questions that need to be answered as a minimum.

Example:

1. Where is the tribe originally located and where are they located today?
2. How did they operate in the past?
3. How does the tribe operate today?
4. Do they have a chief or a governor?
5. Approximately how many citizens are there today?
6. What did you find unique about the tribe you were assigned?

Once this has been done, have the students compare and contrast verbally to see how different each tribe operates and conducts themselves.

Closing Activity:

Take up the answers to the assigned questions from the group as a group grade to make sure that each question had an adequate answer.

Homework/Follow-Up:

Have each student go home and write a response to the assignment detailing what information was most interesting to them, what they think could have been done differently, how this affects them today. (For non-native students they would just have to picture themselves in native shoes) It may be interesting to hear a non-native opinion in a controlled response.

Social Studies/History

10th-12th Grade

By Taler Adney, Okmulgee

State Standards Addressed:

USH.9.3 Examine the ongoing issues to be addressed by the Donald Trump and subsequent administrations, including taxation, immigration, employment, climate change, race relations, religious discrimination and bigotry, civic engagement, and perceived biases in the media.

Lesson Objective:

Understanding Life on and off a Reservation

Materials Needed:

- "Off the Rez" Documentary
 - It can be bought or rented from Amazon, Youtube, Google Play, and Vudu.

Activity

Watch documentary*mild harsh language*

Closing Activity:

Have students answer these questions after watching the film:

1. Why would Shoni not want to go out of state to play college basketball?
2. Why didn't Cece Moses play college basketball? This can have 2 different answers.
3. Why is it hard for Native Americans to leave reservations?
4. How were Shoni and CeCe treated off the rez?
5. Why did other Natives travel hours to come to watch Shoni play basketball?
6. Why did it take Shoni so long to choose a college?
7. How were CeCe and Rick's lives different after they got pregnant with their first child? Why was there an issue?

11th Grade

By Tyler Blizzard, Beggs Public Schools

State Standards Addressed:

USH 5.2 Analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conferences at Yalta and Potsdam, and the contributions of Generals MacArthur and Eisenhower.

Lesson Objective:

Students will study and learn the life of the 1st Native American to receive the Medal of Honor(Ernest Childers)

Materials Needed:

- Chromebook
- Internet
- Google docs

Activity

Ernest Childers WEBQUEST Use the web links provided and answer the questions. Type answers in red. Questions 1-4 <https://www.army.mil/americanindians/childers.html>

- How many Native Americans have received the Medal Of Honor?
- What Tribe was Ernest Childers a member of?
- Why did Childers receive the Medal of Honor?
- When and where was Childers born?

Quest 5-10 <https://www.americanindianmagazine.org/story/creek-indian-wins-medal-of-honor>

- How many American Indians saw active duty between the years of 1941-1945?
- Childers' father served the Creek Nation in which way?
- Where did Childers attend grade school? List all of Childers Military Accomplishments
- List every war Earnest Childers was serving military duty during.
- Name 2 public places named after Childers.

Closing Activity:

In closing, watch <https://www.youtube.com/watch?v=DS8OHJ3snUQ>

Social Studies/History

11th Grade

By Tyler Blizzard, Beggs Public Schools

State Standards Addressed:

USH 5.2 Analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D- Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conferences at Yalta and Potsdam, and the contributions of Generals MacArthur and Eisenhower.

Lesson Objective:

Learning Native American Soldiers and their native Language involvement in WW2.
Cross Learning Basic Navajo Words

Materials Needed:

- Information Given
- Worksheet (Provided)

Activity

Navajo Code Talkers Assignment

- History of Native Language in the US Military In World War I, Choctaw and other American Indians transmitted battle messages in their tribal languages by telephone. Although not used extensively, World War I telephone squads played a key role in helping the United States Army win several battles in France that brought about the end of the war. Beginning in 1940, the army recruited Comanches, Choctaws, Hopis, Cherokees, and others to transmit messages. The army had special American Indian recruiters working to find Comanches in Oklahoma who would enlist.
- The Marine Corps recruited Navajo Code Talkers in 1941 and 1942. Philip Johnston was a World War I veteran who had heard about the successes of the Choctaw telephone squad. Johnston, although not Indian, had grown up on the Navajo reservation. In 1942, he suggested to the Marine Corps that Navajos and other tribes could be very helpful in maintaining communications secrecy. After viewing a demonstration of messages sent in the Navajo language, the Marine Corps was so impressed that they recruited 29 Navajos in two weeks to develop code within their language.

11th Grade (cont.)

By Tyler Blizzard, Beggs Public Schools

Activity

- After the Navajo code was developed, the Marine Corps established a Code Talking school. As the war progressed, more than 400 Navajos were eventually recruited as Code Talkers. The training was intense. Following their basic training, the Code Talkers completed extensive training in communications and memorizing the code.
- Some Code Talkers enlisted, others were drafted. Many of the Code Talkers who served were underage and had to lie about their age to join. Some were just 15 years old. Ultimately, there were Code Talkers from at least 16 tribes who served in the army, the marines, and the navy.

Constructing The Code

- Many American Indian Code Talkers in World War II used their everyday tribal languages to convey messages. A message such as, "Send more ammunition to the front," would just be translated into the Native language and sent over the radio. These became known as Type Two Codes.
- However, the Navajos, Comanches, Hopis, and Meskwakis developed and used special codes based on their languages. These became known as Type One Codes. To develop their Type One Code, the original 29 Navajo Code Talkers first came up with a Navajo word for each letter of the English alphabet. Since they had to memorize all the words, they used things that were familiar to them, such as kinds of animals.

Have students finish the worksheet (Next page)

Closing Activity:

Checking Decoded Answers after Students are completed. Discuss the importance of coding messages during the war, and why the native language was such a difficult code for the enemies.



Name:

Date:

Instructions: Use this Navajo code talker key to decipher the message at the back of the page. Each Navajo word represents a letter in the alphabet.

Alphabet Letter	Navajo Word	Literal Translation
A	WOL-LA-CHEE	ANT
A	BE-LA-SANA	APPLE
A	TSE-NILL	AXE
B	NA-HASH-CHID	BADGER
B	SHUSH	BEAR
B	TOISH-JEH	BARREL
C	MOASI	CAT
C	TLA-GIN	COAL
C	BA-GOSHI	COW
D	BE	DEER
D	CHINDI	DEVIL
D	LHA-CHA-EH	DOG
E	AH-JAH	EAR
E	DZEH	ELK
E	AH-NAH	EYE
F	CHUO	FIR
F	TSA-E-DONIN-EE	FLY
F	MA-E	FOX
G	AH-TAD	GIRL
G	KLIZZIE	GOAT
G	JEHA	GUM
H	TSE-GAH	HAIR
H	CHA	HAT
H	LIN	HORSE
I	TKIN	ICE
I	YEH-HES	ITCH
I	A-CHI	INTESTINE
J	TKELE-CHO-G	JACKASS
J	AH-YA-TSINNE	JAW
J	YIL-DOI	JERK
K	JAD-HO-LONI	KETTLE
K	BA-AH-NE-DI-TININ	KEY
K	KLIZZIE-YAZZIE	KID
L	DIBEH-YAZZIE	LAMB
L	AH-JAD	LEG
L	NASH-DOIE-TSO	LION
M	TSIN-TLITI	MATCH
M	BE-TAS-TNI	MIRROR
M	NA-AS-TSO-SI	MOUSE
N	TSAH	NEEDLE

Alphabet Letter

Navajo Word

Literal Translation

N	A-HIN	NOSE
O	A-KHA	OIL
O	TLO-CHIN	ONION
O	NE-AHS-JAH	OWL
P	CLA-GI-AIH	PANT
P	BI-SO-DIH	PIG
P	NE-ZHONI	PRETTY
Q	CA-YEILTH	QUIVER
R	GAH	RABBIT
R	DAH-NES-TSA	RAM
R	AH-LOSZ	RICE
S	DIBEH	SHEEP
S	KLESH	SNAKE
T	D-AH	TEA
T	A-WOH	TOOTH
T	THAN-ZIE	TURKEY
U	SHI-DA	UNCLE
U	NO-DA-IH	UTE
V	A-KEH-DI-GLINI	VICTOR
W	GLOE-IH	WEASEL
X	AL-NA-AS-DZOH	CROSS
Y	TSAH-AS-ZIH	YUCCA
Z	BESH-DO-TLIZ	ZINC

THE CODE:

D-AH CHA AH-NAH YIL-DOI WOL-LA-CHEE BI-SO-DIH BE-LA-SANA TSAH DZEH DI-
BEH D-AH TLO-CHIN WOL-LA-CHEE A-WOH THANZIE TSE-NILL MOASI JAP-HO-LONI
CLA-GI-AIH DZEH TSE-NILL GAH DIBEH-YAZZIE CHA BE-LA-SANA DAH-NES-TSA
SHUSH A-KHA AH-LOSZ

YOUR ANSWER:

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