



THE MUSCOGEE NATION



HIGH SCHOOL NATIVE STUDIES CURRICULUM

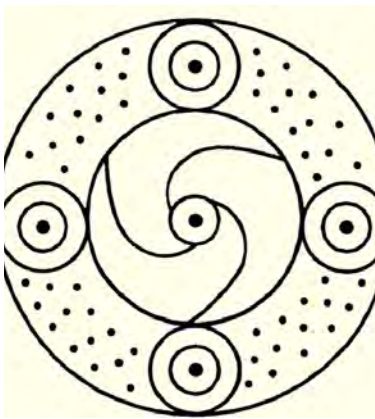
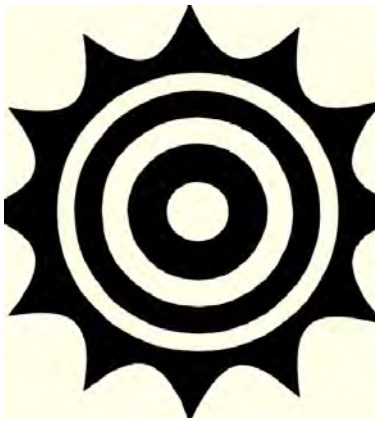
Native Youth Community Project (NYCP)

Muscogee (Creek) Nation

Reviewed June 2022



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Native American Studies



THE MUSCOGEE NATION

The Native American Studies Curriculum began as a collaborative effort between the Muscogee (Creek) Nation's Education Development and Administration staff and Wetumka High School through the Native Youth Community Project (NYCP) grant *S299A170062*. The initial goal of the project served to create community-based strategies centered on preparing indigenous students for college and careers. As the project developed, the need for a more inclusive culturally-sustaining curriculum emerged, one that tells a story of indigenous peoples, Mvskoke values, and self-determination through a lens of student engagement and reflection.

The Native American Studies Curriculum explores histories and cultural significances of Native American tribes while also devoting time to helping students learn valuable lessons in self-efficacy and exploration. These Native American Studies lessons are written and formatted to support *all* students through Native American content. The curriculum sets the stage for research-based culturally responsive teaching methods, weaving in active learning techniques through student-centered protocols. These protocols facilitate learning environments that allow for student choice, movement, participation, and instructional strategies that engage students with basic tools for independent learning.

While traditional curriculum tends to be rigid within a formal structure, it is important to note that flexibility is encouraged within the Native Studies curriculum. As Indigenous people, we are often taught from several disciplines at once, so we worked intentionally to ensure Native Studies contained more than just history and social studies. We also encourage our educators to explore diverse paths as we work through Native American Studies Curriculum with our students.

It is our hope that Native American Studies will tell the story of the Muscogee (Creek) Nation and other Native American tribes from an engaging perspective while also teaching traditional Mvskoke language and values to students. These values such as: *Estemet-* which encompasses '*giving, reciprocity, community engagement, and civic virtue*', and *Ecayecet-* '*Loving and caring for yourself*' are both found in units such as the '*Nak-Onvkv, The Coming of Age*' unit. Within Native American Studies Curriculum units, students are posed essential questions that personalize their classroom experience. Questions like, '*What turning points determine our individual pathways to adulthood?*' provide a foundation for students to reflect upon their own lives and decisions.

We want to say mvto (thank you) for choosing to use this curriculum in your classrooms. The Muscogee (Creek) Nation embraces all students, educators, support staff, administrators, and public schools within our great Muscogee Reservation, and all of Oklahoma. As always, we will continue to build upon notable education partnerships that achieve many successes, and look forward to learning and growing together as we educate our children.

-Muscogee Education Development and Administration

Laurisa Roberts, James Turnbow and Sarah Price

A very special 'MVTO!' goes out to all of those that supported this project for their input, discussions, suggestions, reviews, endorsement and advocacy. We could not do this without you!

- **Dr. Tiffany Ballard and Lisa Payne**, who oversaw the project and worked tirelessly to help build the curriculum from a culturally responsive framework.
- **The Cultural Education Resource Council (CERC)** for their commitment to providing important insight from a respected Mvskoke perspective.
 - Leonard Gouge, National Council Representative
 - Joy Harjo, United States Poet Laureate and Muscogee Living Legend
 - Dr. Monte Randall, President of the College of Muscogee Nation
 - Elizabeth Townsend-Edwards, MCN Citizens Beyond the Reservation Liaison
 - Emman Spain, Cultural Preservation NAGPRA Coordinator
 - Elizabeth Rowland, Mvskoke Nation Youth Services Digital and Social Media Coordinator
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 - Pete Coser, Jr., Higher Education Manager
 - Rochell Werito, Educator
- **The Mvskoke Language Preservation Program** for translating the English vocabulary words to Mvskoke and providing phonetics for the students to learn and speak the Mvskoke Language.
 - Rebecca Barnett, Mvskoke Language Mvhayv
 - Gracine Hicks, Mvskoke Language Mvhayv
 - Phillip 'Oscar' Harjo, Mvskoke Language Mvhayv
 - Steven Powell, Mvskoke Language Mvhayv
 - Brandon Barnett, Mvskoke Language Graphic Designer
- **And finally, the CERC Ad Hoc Curriculum Committee Members** who met many times throughout the final six months to discuss details, ask questions, and weave in valuable recommendations that advanced the project to where it is now:
 - Galen Cloud, National Council Representative
 - Mark Randolph, National Council Representative
 - Nelson Harjo, Sr., National Council Representative
 - Norma Marshall, College of Muscogee Nation Native American Studies instructor
 - Raelynn Butler, Historic and Cultural Preservation Manager
 - Melissa Harjo-Moffer, Historic and Cultural Preservation Archivist
 - Gano Perez, Cultural Preservation GIS Cultural Specialist
 - Thomasine Fife, Behavioral Health Program Director/ Clinician
 - Tricia Fields, Youth Wellness Program Coordinator
 - Cassandra Thompson, Educator
 - Randy Jackson, Educator
 - Jay Fife, Community Leader and Yale University Graduate

Term	Typical Usage of Term	Popular Time Frame of the Term Use
Creek	Name for Mvskoke people given by Europeans due to their residences being near rivers, streams, and creeks.	1700s to present day.
Creek Confederacy	Used by Euro-Americans during the 18th and 19th centuries to describe a union of the dominate Muscogee (Creek) people and various Muscogee-speaking and some non-Muscogee-speaking tribes organized in an attempt to present a united front against both tribal and white invaders.	18th and 19th centuries
Mvskoke	Tribal spelling for the Muscogee people and the Muskogean language.	Pre-contact to present
Muskogean	Refers to the Muskogean language family, one of five language families indigenous to the southeastern United States. Muskogean languages include: Alabama, Apalachee, Chickasaw, Choctaw, Creek, Hitchiti-Mikasuki, and Koasati	Contact to present
Muscogee	English spelling of the Tribe and its people and Nation.	Contact to present
Muscogee (Creek) Nation	Official Tribal Government Name.	Codified on June 26, 1936 in the Muscogee Constitution and used to present day.
Muscogee Nation	Used in advertising and Tribal Nation promotions.	Rebranding of the common name of the tribe began in 2021.

Curriculum Overview:

This curriculum map considers five components of what a student should be able to do based on experience in the classroom and a wide range of pedagogical research.

The Native Studies curriculum is built on the following understandings:

ONE: The Muscogee (Creek) Nation is a diverse self-governed Native American tribe with origins in the Southeast United States. The Muscogee (Creek) Nation’s sovereignty, culture, history, epistemologies, and people have existed since time immemorial.

TWO: The Muscogee (Creek) Nation through working alongside partnering Oklahoma school districts and its valuable educators can and will strengthen the learning and growth of Oklahoma students and communities.

THREE: A high school Native Studies curriculum should be inquiry-driven and strive to build curiosity, academic and C/C skills, self-efficacy, and self-determination through fostering safe communal learning environments for all diverse learners.

FOUR: A high school Native Studies curriculum should concern itself with important and inclusive Native history, self-reflection, and culturally responsive teaching and learning.

FIVE: A high school Native Studies curriculum should strive to build informed educators and student citizens engaged in critical thinking, community building, reciprocity and respect for all life and learning.

What does a high school Native Studies student need to know?

To date, there has been no adoption of cultural or Native Studies standards within the Oklahoma State Department of Education. As such, the Muscogee (Creek) Nation has compiled standards from multiple education entities to fit the needs of a Native Studies class from a research-based approach.

Muscogee Educational Standards

- Love Yourself and Others
- Honor Your Clan/Family
- Honor Gifts and Talents and Others
- Be Active
- Honor the Kinships
- Muscogee Wealth is Love and Generosity

Native Studies Standards	PACE Standards	Oklahoma Social Studies	Oklahoma ELA Standards (10th Grade was used as a guide)	Social Justice Standards
<p>Students will recall basic Muscogee Language words/phrases and understand the significance to the tribe and the culture.</p> <p>Students will recall the number of Federally Recognized Tribes in Oklahoma and the United States at 574 (five-hundred and seventy-four). <i>*as of June 2022</i></p> <p>Students will examine the complexities of Tribal Nations to build knowledge of cultural and historical</p>	<p>PERSONAL DISCOVERY Students will understand tribal components of native people as they relate to cultural awareness, heritage, historical transgressions and the American public school system.</p> <p>Students will connect to tribal nations and value their citizenship as they develop knowledge of indigenous peoples and the world</p>	<p>6th Grade Social Studies Content Standards 6.3.2 Identify and describe cultural traits of language, ethnic heritage, religion, and traditions practiced among peoples.</p> <p>6.3.7 Identify and explain topics related to indigenous sovereignty.</p> <p>6.4.3 Analyze the impact of climate and natural disasters on human populations, including forced migration, scarcity of consumer goods, economic activities, and loss of life.</p> <p>6.5.2 Explain how cultural diffusion, both voluntary and forced, impacts societies of a region.</p>	<p>10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p> <p>10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.</p> <p>10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building</p>	<p>IDENTITY I.1. Students will develop positive social identities based on their membership in multiple groups in society.</p> <p>I.3. Students will recognize that people's multiple identities interact and create unique and complex individuals.</p> <p>DIVERSITY D.8. Students</p>

<p>components unique to specific tribes.</p> <p>Students will distinguish between 'Tribal Citizenship Cards' and Certificate of Degree of Indian Blood 'CDIB Cards'.</p> <p>Students will investigate the complexities and lasting impacts of Historical Trauma on Native peoples and communities through American boarding schools, forced removal, other genocidal and acculturation practices.</p> <p>Students will examine the concepts of 'self-determination' and 'personal sovereignty' through connections to tribal sovereignty.</p> <p>Students will define self-determination as the process by which a person controls their own life.</p> <p>Students will summarize self-determination through</p>	<p>around them.</p> <p>Students will develop a sense of self-awareness as a basis for self-determination/ personal sovereignty.</p> <p>ACADEMIC KNOWLEDGE</p> <p>Students will explore resources and goals to improve their academic status and increase college and career readiness skills.</p> <p>COLLEGE & CAREER PLANNING</p> <p>Students will explore and develop Individual Career Academic Plans to guide their current and postsecondary efforts.</p> <p>Students will examine colleges and careers to prepare them in planning and participation in</p>	<p>6.5.5 Analyze reasons for conflict and cooperation among and between groups, societies, nations, and regions.</p> <p>8th Grade Social Studies Content Standards</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> C. forced removals of American Indians. <p>8.8.4 Analyze the consequences of westward expansion, including the impact on the culture of American Indians and their homelands.</p> <p>8.9.5 Identify the ideals, significance, and key leaders of the Second Great Awakening and the Women's Suffrage Movement, including the Declaration of Sentiments and the leadership of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth.</p> <p>8.12.5 Evaluate the impact of federal policies including:</p> <ul style="list-style-type: none"> B. impact of continued displacement of American Indians. 	<p>on the ideas of others in pairs, diverse groups, and whole class settings.</p> <p>10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p>10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect author's stylistic and organizational choices in grade-level literary and informational genres.</p> <p>10.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work</p> <p>10.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: • figurative language •</p>	<p>will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p>D.10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</p> <p>JUSTICE</p> <p>J.11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.</p> <p>J.13. Students will analyze the harmful impact of bias and</p>
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<p>a Native American historical lens.</p> <p>Students will defend self-determination/ personal sovereignty ideals through introspective connections to values, goals and post-secondary aspirations.</p> <p>Students will describe tribal sovereignty through exploring tribal functions such as governmental agencies, laws, legislative bodies and a nation's inherent right to self-govern.</p> <p>Students will integrate visual information to make connections to history and contemporary impacts to and by Native Americans.</p> <p>Students will demonstrate comprehension of contemporary political advocacy including:</p> <ul style="list-style-type: none"> - Standing Rock Protests - water rights, land bases, 	<p>postsecondary opportunities.</p> <p>Students will explore college and career application and admission processes as they relate to their personal interests and goals.</p> <p>EMPLOYABILITY SKILLS</p> <p>Students will recognize their interpersonal and communication skills and apply them in their educational lives.</p> <p>Students will demonstrate personal qualities through activities in personal and professional growth.</p>	<p>Economics</p> <p>E.1.4 Explain that people tend to respond to fair treatment with fair treatment and to unfair treatment with retaliation, even when such reactions may not maximize their material wealth.</p> <p>Oklahoma History Content Standards</p> <p>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.</p> <p>OKH.1.2 Summarize the accomplishments of pre-contact cultures including the Spiro Mound Builders.</p> <p>OKH.1.3 Compare the goals and significance of early Spanish, French, and American interactions with American Indians, including trade, the impact of disease, the arrival of the horse, and new technologies.</p> <p>OKH.1.4 Compare cultural perspectives of American Indians and European Americans regarding land ownership, structure of self-government, religion, and trading practices.</p> <p>OKH.2.3 Analyze the motivations for removal of American Indians and the passage of the Indian Removal Act of 1830; trace the forced</p>	<p>imagery • tone • symbolism • irony</p> <p>10.3.R.5 Students will distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts.</p> <p>10.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (e.g., print and digital), following ethical and legal citation guidelines.</p> <p>10.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p> <p>10.7.R.1 Students will analyze techniques used to achieve the intended rhetorical purposes in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.</p>	<p>injustice on the world, historically and today.</p> <p>ACTION</p> <p>A.16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p> <p>A.18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</p>
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<p>- and conservationism.</p> <p>Students will analyze the role of environmentalism and water protection as components of Native values systems.</p>	<p>removal of American Indian nations, including the impact on the tribal nations removed to present-day Oklahoma and tribal resistance to the forced relocations.</p> <p>OKH.2.4 Describe the consequences of Indian Removal on intertribal relationships with western nations, such as the Osage, Comanche, Kiowa, Cheyenne and Arapaho.</p> <p>OKH.3.1 Summarize the impact of the Civil War and Reconstruction Treaties on American Indian peoples, territories, and tribal sovereignty including: A. required enrollment of the Freedmen B. Second Indian Removal C. significance of the Massacre at the Washita D. reasons for the reservation system and the controversy regarding the reservation system as opposed to tribal lands. E. establishment of the western military posts including the role of the Buffalo Soldiers F. construction of railroads through Indian Territory</p> <p>OKH.3.4 Compare multiple points of view to evaluate the impact of the Dawes Act (General Allotment Act) which resulted in the loss of tribal communal lands through a transfer to individual property and the redistribution of lands, including the Unassigned Lands and the Cherokee Outlet, by various means.</p>	<p>10.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p> <p>Writing</p> <p>10.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p> <p>10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.</p> <p>10.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p>	
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	<p>OKH.3.5 Explain how American Indian nations lost control over tribal identity and citizenship through congressional action.</p> <p>OKH.4.1 Compare the governments among the American Indian nations and the movement for the state of Sequoyah.</p> <p>OKH.4.4 Describe and summarize attempts to create a state constitution joining Indian and Oklahoma Territories including the impact of the Progressive and Labor Movements resulting in statehood on November 16,1907.</p> <p>OKH.5.1 Examine the policies of the United States and their effects on American Indian identity, culture, economy, tribal government and sovereignty including:</p> <ul style="list-style-type: none"> D. exploitation of American Indian resources, lands, trust accounts, head rights, and guardianship as required by the Bureau of Indian Affairs <ul style="list-style-type: none"> A. passage of the Indian Citizenship Act of 1924 B. effects of the federal policy of assimilation including Indian boarding schools (1880s-1940s) C. authority to select tribal leaders as opposed to appointment by the federal government <p>OKH.5.8 Describe the contributions of Oklahomans including African-American jazz musicians, the political and social commentaries of Will Rogers and Woody</p>	<p>10.3.W.1 Students will write narratives embedded in other modes as appropriate.</p> <p>10.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).</p> <p>10.3.W.4 Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.</p> <p>10.3.W.5 Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument.</p> <p>10.4.W.2 Students will select appropriate language to</p>	
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		<p>Guthrie's, Wiley Post's aviation milestones, and the artwork of the Kiowa Six.</p> <p>OKH.6.1 Evaluate the progress of race relations and actions of civil disobedience in the state.</p> <p>OKH.6.3 Describe the artistic contributions of Oklahomans in the fields of music, art, literature, theater, and dance such as Ralph Ellison and the Five Indian Ballerinas.</p> <p>OKH.6.9 Examine ongoing issues including immigration, criminal justice reform, employment, environmental issues, race relations, civic engagement, and education.</p> <p>United States Government</p> <p>USG.3.3 Summarize and explain the relationships and the responsibilities among national, state, tribal, and local governments.</p> <p>USG.3.4 Explain that tribal sovereignty is a tribal nation's inherent power to self-govern, such as challenges made regarding the Major Crimes Act.</p> <p>USG.3.5 Analyze how the Commerce Clause established the initial constitutional relationship between the Indian tribes and the United States government.</p>	
<p>create a specific effect according to purpose in writing.</p> <p>10.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).</p> <p>10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p> <p>10.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and/or draw and justify appropriate conclusions.</p>			

U.S. History Content Standards

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

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.

World Human Geography Content Standards

WG.3.1 Assess the spatial dimensions of culture as defined by language, religion, ethnicity, and gender

WG.3.2 Analyze and summarize the role the environment plays in determining a region's culture.

WG.3.3 Explain the processes of cultural diffusion, acculturation, assimilation, and globalization regarding their impact on defining a region.

WG.3.4 Compare the world's major cultural landscapes to analyze cultural differences, cultural identity, social mores, and sets of beliefs, which determine a sense of place.

WG.3.5 Explain how cultural characteristics, such as language, ethnicity, and religion impact different regions.

WG.4.4 Examine changes and challenges to political/territorial arrangements, the changing nature of sovereignty, and evolution of contemporary political patterns.

WG.4.5 Evaluate how the forces of cooperation and conflict among people influence the division and control of territory and resources.

Sociology Content Standards

S.2.1 Examine how relationships, structures, patterns and processes influence culture.

S.2.2 Recognize the key components of a culture including knowledge, language and communication, customs, values, and physical artifacts

S.3.2 Recognize how role expectations can lead to conflict including gender, age, racial groups, and ethnic groups within different societies

S.4.1 Examine why individuals become members of or associate with different social groups.

		<p>S.4.2 Compare various types of norms including folkways, mores, laws, and taboos; explain why rules of behavior are considered important to society.</p> <p>S.4.5 Investigate stereotypes of different groups including gangs, generational groups, immigrants, and the homeless.</p> <p>S.5.1 Analyze the impact of social institutions on individuals, groups and organizations within society; explain how these institutions transmit the values of society including familial, religious, educational, economic, and political.</p> <p>S.5.2 Examine rites of passage within various social institutions such as religious ceremonies, school proms, quinceañeros, graduation, marriage, and retirement.</p> <p>S.7.3 Examine individual and group response and potential resolutions to social problems as well as the consequences of such solutions.</p> <p>S.8.1 Describe the traditions, roles, and expectations necessary for a society to continue and flourish.</p> <p>S.8.2 Examine factors that can lead to the breakdown and disruption of a society.</p> <p>Psychology Content Standards</p>	
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PS.7.2 Explain how bias, discrimination and use of stereotypes influence behavior with regard to gender, race, sexual orientation and ethnicity.

Social Studies Practices

1.A.9-12.2 Evaluate the impact of perspectives, civic virtues, democratic principles, constitutional rights, and human rights on addressing issues and problems in society.

2.A.9-12.1 Develop, investigate and evaluate plausible answers to essential questions that reflect enduring understandings across time and all disciplines.

2.A.9-12.2 Compare points of agreement and disagreement from reliable information and expert interpretations associated with discipline-based compelling and supporting questions.

2.B.9-12.2 Demonstrate understanding of content through the development of self-driven investigations and the completion of multi-staged, authentic tasks and assessments.

3.A.9-12.1 Gather, organize, and analyze various kinds of primary and secondary source evidence on related topics, evaluating the credibility of sources.

		<p>3.A.9-12.2 Evaluate the usefulness of primary and secondary sources for specific inquiry, based on the author, date, place of origin, intended audience, and purpose.</p> <p>3.A.9-12.5 Evaluate how multiple, complex events are shaped by unique circumstances of time and place, as well as broader historical contexts.</p> <p>3.A.9-12.7 Analyze complex and interacting factors that influence multiple perspectives during different historical eras or contemporary events.</p> <p>4.A.9-12.2 Analyze information from visual, oral, digital, and interactive texts (e.g. maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.</p> <p>4.A.9-12.3 Appropriately apply and demonstrate understanding of academic vocabulary in a social studies context.</p> <p>4.B.9-12.3 Actively listen, evaluate, and analyze a speaker’s message, asking questions and engaged in collaborative discussions and debates about social studies topics and texts.</p> <p>5.A.9-12.3 Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing</p>	
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		<p>logical reasoning, and providing credible evidence to develop a balanced argument.</p> <p>5.B.9-12.3 Construct visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings and reasoning, for diverse audiences.</p>		
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Costello, M. B., Van der Valk, A., Phillips, H. J., III, Botello, J., Bell, M. K., & Delcroix, J. (n.d.). *Social Justice Standards: The Teaching Tolerance Anti-Bias Framework* [Scholarly project]. In *Social Justice Standards*. Retrieved from <https://www.tolerance.org/sites/default/files/2020-09/TT-Social-Justice-Standards-Anti-bias-framework-2020.pdf>; **OSDE SS Standards; PACE Standards reference to be included here; PACE; other research sources from IES**

Learning Priorities:

Cyclical nature of history and present day students

References

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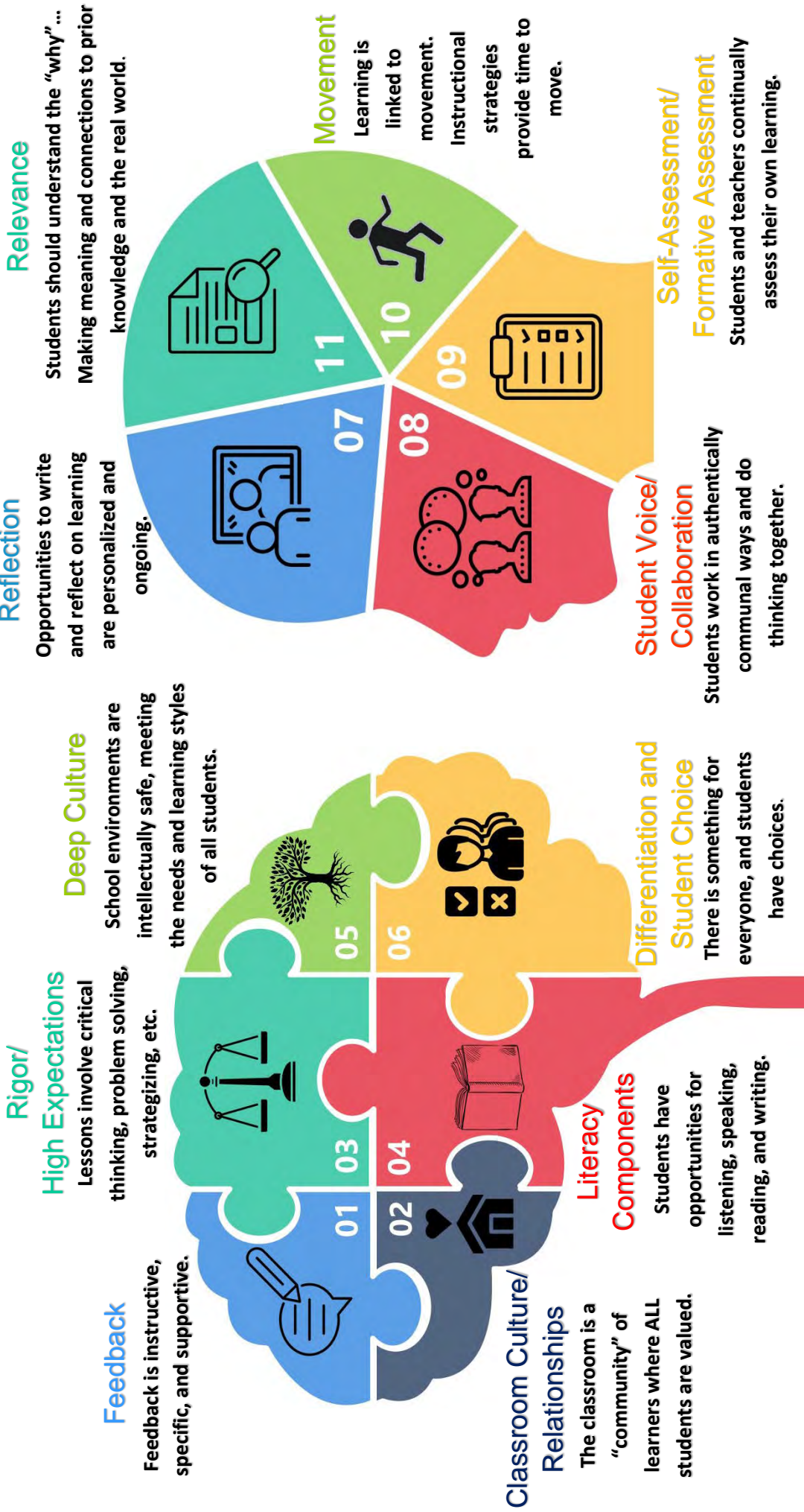
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OSDE Social Studies Standards



Culturally Responsive Teaching Indicators

Created by the Muscogee (Creek) Nation Teacher Fellowship



"To be a culturally responsive educator, you must commit to the journey...developing the right mindset, engaging in self-reflection, checking our implicit biases, practicing social-emotional awareness, and holding an inquiry stance regarding the impact of our interactions on students." - Zaretta Hammond, Culturally Responsive Teaching and the Brain

NATIVE AMERICAN STUDIES

	PRE-UNIT: BUILDING COMMUNITY (FIRST DAYS OF SCHOOL)	MVSKOKE PEOPLE, OLDER THAN AMERICA	CONFLICT AND REMOVAL UNIT
LESSONS	<ol style="list-style-type: none"> 1. Compass Points: How do we learn best in a group? 2. Zones of Comfort, Risk, and Danger/Creating Classroom Norms 3. Muscogee Educational Standards Review and Discussion/ PreAssessment 4. Mvskoke Language Introductions 5. 'Dear Past Self' Introduction to Personal and Tribal Sovereignty 	<ol style="list-style-type: none"> 1. Muscogee Creation Story and Clan System 2. Muscogee Daily Life 3. Muscogee Life after Contact 4. Diorama Project 	<ol style="list-style-type: none"> 1. Overview of American Indian Removal 2. Impacts of Indian Removal 3. Summative Argument Slideshow
ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> 1) Who are we as a group of learners? 2) How do we learn best in the risk zone? 3) What will we agree to in order for all of us to Learn? 4) How do I define what I value? 5) How do I describe my community/family and other values? 6) How do we 'build community'? 7) What are some authentic 'values' of Mvskoke people? 8) Why are Native languages important? 9) What Mvskoke words/phrases can I recall to pay respect to Mvskoke people and others? 10) What Mvskoke value should I personally develop more? 11) How do I define and justify my own self-determination/sovereignty? 12) What is tribal sovereignty? 13) How do I begin to build community within myself? 14) Why and how do tribes have 'tribal sovereignty'? (the right to self-govern) 	<ol style="list-style-type: none"> 1) Who are the Muscogee Creek people? 2) How did the Muscogee Clan system affect Creek society? 3) What is the importance of the Muscogee Creation Story? 4) What did the daily life of an average Creek person look like? 5) What were the traditional beliefs of the Muscogee Creek People? 6) What was the social and political structure for Muscogee Creek People? 7) How did Creek people begin to intertwine their culture with that of Europeans? 	<ol style="list-style-type: none"> 1) What does it mean to remove a people? 2) What accounted for different points of view regarding the removal of Native Americans from their homelands? 3) What Was the Muscogee Nation's experience with removal? 4) In what ways was Indian removal viewed as "progress" by many Americans and their leaders? 5) To what extent can Indian removal be considered a "setback" for American democracy? 6) When and how, if ever, can recovery from forced migration be overcome by a people?
ACADEMIC AND MVSKOKE VOCABULARY	<ul style="list-style-type: none"> • Community- Emetohkviketv • Love- Vnokeckv • Love Yourself- Evnokecv • Honor Others- En Vrakkuuecupvs • Be Generous- Heromv 	<ul style="list-style-type: none"> • Creation Story- Nak onkv • Mound Builders- Rvne Cuko Hayv • Upper Creek- Onvvpvike • Lower Creek- Elecvlke • War of 1812- Horre pale cenvpohkaken palen hokkolohekaken 	<ul style="list-style-type: none"> • Indian Removal Act of 1830- Este Cate Vtohketv Vhakv Cukpe rakko hvnmken, Pale Cenvvpaken, pale tucunen • Trail of Tears- Turwv Puswv Nene • Treaty- Etenfvccetv

	<ul style="list-style-type: none"> ● Be Active- Enekeyivcvs (Be active) ● Hello- Hesci ● How are you?- Estonko ● Good- Here ● Not Good- Here ko ● I have a question. - Vpohkv ocis 	<ul style="list-style-type: none"> ● Chief- Mekko ● Ceremonial Grounds- Etlivw ● Stickball- Pokkecetv ● Traditional House/ Home- Cuko ● Good times- Afvckety 	<ul style="list-style-type: none"> ● Homeland- Pun ekvnyv tate ● Sing- Yvhikeyv ● I will see you again- Hvtvm ● Cehcareas ● Sadness- Feknokkety ● Winter/ dark time- Rvfo/ yomuckat
SKILLS AND OBJECTIVES	<p>Muscogee Educational Standards: Love Yourself and Others Honor Your Clan/Family Honor Gifts and Talents and Others Be Active Honor the Kinships Muscogee Wealth is Love and Generosity</p> <p>Plus a variety of ELA Standards, SS Practices, Native Studies Standards, PACE Standards, and Social Justice Standards</p>	<p>Muscogee Educational Standards: Love Yourself and Others Honor Your Clan/Family Honor Gifts and Talents and Others Be Active Honor the Kinships Muscogee Wealth is Love and Generosity</p> <p>6th Grade SS: 6.1.1, 6.1.3, 6.1.4, 6.3.2, 6.3.5, 6.3.7</p> <p>World Human Geography: WG.1.2, WG.3.1, WG.3.2, WG.3.4, WG.3.5</p> <p>Sociology: S.2.2, S.2.5, S.5.1, S.8.1</p> <p>Plus a variety of ELA Standards, SS Practices, Native Studies Standards, PACE Standards, and Social Justice Standards</p>	<p>Muscogee Educational Standards: Love Yourself and Others Honor Your Clan/Family Honor Gifts and Talents and Others Be Active Honor the Kinships Muscogee Wealth is Love and Generosity</p> <p>6th Grade SS: 6.3.7, 6.4.3, 6.5.2, 6.5.5</p> <p>8th Grade SS: 8.7.3, 8.8.4, 8.12.5</p> <p>Oklahoma History: OKH.1.2, OKH.1.3, OKH.2.3, OKH.2.4, OKH.3.1, OKH.3.5, OKH.5.1</p> <p>Psychology: PS.7.2</p> <p>U.S. History: USH.1.3</p> <p>World Human Geography: WG.3.4, WG.3.5, WG.4.2, WG.4.5</p> <p>Plus a variety of ELA Standards, SS Practices, Native Studies Standards, PACE Standards, and Social Justice Standards</p>
ASSESSMENT + PROJECTS	Diorama Project Rubric Diorama Samples		
TEACHER RESOURCES	Building Community Unit Plan Building Community Unit Resources		
	Summative Argument Project Conflict and Removal Unit Plan Conflict and Removal Unit Resources		

<p>CULTURALLY RESPONSIVE INSTRUCTIONAL STRATEGIES</p>	<p>Compass Points (PC, p. 37, SRI, p. 154) Zones of Comfort, Risk and Danger (SRI, p. 144) The Ripple (TPT, p. 19)</p>	<p>Reflection and Closure Strategies Document ... ELL Strategies Document... "What's it Really About, Carousel?" (TPT, p. 122-123) What? So What? Now What? (SRI, p. 43) Gallery Walk Confer, Compare, and Clarify (TPT, p. 93) Chalkboard Splash Debriefing Form (TPT, p. 49) IQ Card (TPT, p. 118-120) See, Think, Wonder Line-Up (TPT, p. 71) Brainstorming Charts Signs of Learning Newspaper 4 Square Step In, Step Out, Step Back</p>	<p>Reflection/Closure Strategies ELL Strategies Document Quick Write (TPT, p. 42-43) Think, Pair, Share (TPT, p. 41) Text Rendering Experience (SRI, p. 69, PC, p. 67) Anticipation Guide (TPT, p. 95) 4 Square Reading for Meaning Confer, Compare, Clarify (TPT, p. 93-94) Appointment Agendas (TPT, p. 80)</p>
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<p>LESSONS</p>	<p>OKLAHOMA STATEHOOD</p> <ol style="list-style-type: none"> 1) Indian Territory Through the Reconstruction Period 2) Oklahoma Territory 3) Pre-Statehood 4) The Curtis Act and the Crazy Snake Rebellion 5) State of Sequoyah to Oklahoma Statehood 6) Unit Project - Oklahoma Statehood Research 	<p>THE BOARDING SCHOOL ERA</p> <ol style="list-style-type: none"> 1) An Introduction to Boarding Schools 2) Effects of Boarding Schools 3) Researching Muscogee Students and Boarding Schools 4) Unit Project- Personal Letter 	<p>MVSKOKE WARRIORS</p> <ol style="list-style-type: none"> 1) Unit Terms, Mvskoke Spellings, and Mvskoke Pronunciations 2) What Does Warrior Mean to You? 3) Why War? 4) Code Talkers 5) A Focus on Muscogee Military Service 6) What's it really about? 7) Unit Project- Research Women Warriors
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<p>ESSENTIAL QUESTION</p>	<p>1) Why was Oklahoma's path to statehood so complicated?</p> <p>2) How have the policies and decisions of the U.S. government impacted tribal sovereignty?</p> <p>3) How did the Reconstruction Treaties of 1866 impact the Native American people in Indian Territory?</p> <p>4) How did coal mines and railroads, which caused an influx in a diverse population, permanently affect the Native American tribes in Indian Country?</p> <p>5) What political and economic factors influenced rapid change and development prior to statehood?</p> <p>6) How did past tribal experiences influence leaders to propose the State of Sequoyah?</p> <p>7) How does the principle of tribal sovereignty impact the relationship of Indian tribes to the state of Oklahoma?</p>	<p>1) Why is preserving the cultural traits of indigenous peoples important?</p> <p>2) Why have governments felt it necessary to assimilate native cultures in preservation of the dominant culture?</p> <p>3) What impact did boarding school experiences have on the future lives of Native students and on the Native culture as a whole?</p> <p>4) What impact did boarding school experiences have on schools/learning environments and parent engagement?</p> <p>5) What does it say regarding the strength of American Indians that despite all the effort and energy that has been spent on eradicating their culture, Native languages, spiritual practices, and other customs live on?</p>	<p>1) What is a warrior?</p> <p>2) Considering the tumultuous history between the U.S. government and Native Americans, how does a combination of the warrior spirit and Native American culture influence their people's feelings of responsibility to serve this country?</p> <p>3) How did a language, other than English, prove necessary in a time of conflict, thus proving the importance of keeping a culture's language alive?</p> <p>4) How have Native Americans (people, culture, and language), including Muscogee Creek citizens, impacted United States history by their contributions and sacrifices during military conflict?</p> <p>5) How can we honor Muscogee (Creek) Nation veterans for their service to our country?</p>
<p>ACADEMIC MUSKOGEE VOCABULARY</p>	<ul style="list-style-type: none"> • Allotment- Ekvnv ensatkv • Land Grafters- Ekvnv Vhocv • Curtis Act- Curtis Vhaka • State of Sequoyah- Hvsossv Fvtcv Ekvnv • Chitto Harjo (Crazy Snake- Wilson Jones)- Cetto Haco • Tribal Town- Etlwv • Resistance- Sesolopet (not giving in) / Vnrpety (to oppose) • Constitution- Vhkv em pvtakv 	<ul style="list-style-type: none"> • Boarding School- Hopuetake • Emvpoktv • Culture- Emvyetv • Religious Practices- Emvyetv Semvhayetv • Captain Richard Henry Pratt- Enhomayv Richard Henry Pratt • Assimilation- Vhakecetv • Language- Oponakv • Escape- Letketv • Mother- Ecke • Father- Erke • Children- Hopuetake 	<ul style="list-style-type: none"> • Veteran- Suletawvlke Tate • Warrior - Tvstvnvke • Honor- Vrakuekv • Military- Suletaw • Code Talkers- Ponayvke • Teyposecvlke • Strong- Yekce • Brave- Fekhvmeke • Kind- Lopice • Fight- Etepokv
<p>SKILLS AND OBJECTIVES</p>	<p>Muscogee Educational Standards: Love Yourself and Others Honor Your Clan/Family Honor Gifts and Talents and Others Be Active Honor the Kinships Muscogee Wealth is Love and Generosity</p>	<p>Muscogee Educational Standards: Love Yourself and Others Honor Your Clan/Family Honor Gifts and Talents and Others Be Active Honor the Kinships Muscogee Wealth is Love and Generosity</p>	<p>Muscogee Educational Standards: Love Yourself and Others Honor Your Clan/Family Honor Gifts and Talents and Others Be Active Honor the Kinships Muscogee Wealth is Love and Generosity</p>

	<p>6th Grade SS: 6.1.3, 6.3.2, 6.3.7, 6.5.2, 6.5.5</p> <p>8th Grade SS: 8.7.3, 8.8.4, 8.12.5</p> <p>Oklahoma History: OKH.1.4, OKH.2.3, OKH.3.1, OKH.3.2, OKH.3.3, OKH.3.4, OKH.3.5, OKH.4.1, OKH.4.2, OKH.4.3, OKH.4.4, OKH.4.5, OKH.4.6, OKH.5.1, OKH.5.2, OKH.5.4</p> <p>U.S. History: USH.1.3</p> <p>Plus a variety of ELA Standards, SS Practices, Native Studies Standards, PACE Standards, and Social Justice Standards</p>	<p>6th Grade SS: 6.3.2, 6.3.7, 6.5.5</p> <p>8th Grade SS: 8.7.3, 8.8.4, 8.12.5</p> <p>Oklahoma History: OKH.1.4, OKH.3.5, OKH.5.1</p> <p>U.S. History: USH.1.3</p> <p>World Human Geography: WG.3.1, WG.3.3, WG.3.5</p> <p>Sociology: S.2.1, S.2.2, S.2.5, S.3.2, S.4.1, S.4.2, S.4.4, S.4.5, S.5.1, S.7.3, S.8.1, S.8.2</p> <p>Plus a variety of ELA Standards, SS Practices, Native Studies Standards, PACE Standards, and Social Justice Standards</p> <p>Personal Letter Rubric</p> <p>Boarding Schools Unit Plan Boarding School Unit Resources</p>	<p>6th grade SS: 6.3.2, 6.3.7, 6.5.5</p> <p>Oklahoma History: OKH. 5.9</p> <p>U.S. History: USH. 3.2, USH. 4.1, USH. 5.1, USH. 5.2</p> <p>World Human Geography: WG.3.5, WG.4.4, WG. 4.5</p> <p>World History WH. 4.2</p> <p>Sociology: S.2.2, S.2.5, S.3.2, S.4.1, S.4.2, S.8.1</p> <p>Plus a variety of ELA Standards, SS Practices, Native Studies Standards, PACE Standards, and Social Justice Standards</p> <p>Native American Women Warriors Project</p> <p>Mvskoke Warrior Unit Plan Mvskoke Warrior Unit Resources</p>
ASSESSMENT + PROJECTS	<p>Oklahoma Statehood Unit Project</p>	<p>Personal Letter Rubric</p>	<p>Native American Women Warriors Project</p>
TEACHER RESOURCES	<p>Oklahoma Statehood Unit Plan Oklahoma Statehood Unit Resources</p>	<p>Boarding Schools Unit Plan Boarding School Unit Resources</p>	<p>Mvskoke Warrior Unit Plan Mvskoke Warrior Unit Resources</p>
CULTURALLY RESPONSIVE INSTRUCTIONAL STRATEGIES	<p>Reflection and Closure Strategies Document... ELL Strategies Document... Frayer Model APPARTS Document Quick Write (TPT, p. 42-43) Chalkboard Splash (TPT, p. 49) Chalkboard Splash Debriefing Form (TPT, p. 49) Gallery Walk Stop and Jot Connect, Extend, Challenge Pair/Share (TPT, p. 41) Networking Sessions (TPT, p. 75) I used to think...Now I think...</p>	<p>Reflection and Closure Strategies Document ... ELL Strategies Document... Anticipation Guide Pair/Share (TPT, p. 41) Thumbs up/Thumbs down (TPT, p. 58) Quick Write (TPT, p. 42-43) Bounce Cards (TPT, p.) SIT Strategy Confer, Compare, and Clarify (TPT, p. 93-94) Making Meaning Protocol (SRI, p. 63) Exit Ticket I Notice, I Wonder Debate Team Carousel (TPT, p. 107)</p>	<p>Reflection and Closure Strategies Document... ELL Strategies Document... OWL Strategy 4 Square Vocabulary Pair/Share (TPT, p. 41) Text Rendering Protocol (SRI, p. 69) Exit Ticket The Ripple (TPT, p. 21) Jot-Pair-Share Exit Ticket Lesson 3 Three-Sentence Wrap-Up (TPT, p. 128) Biggest AHA Quick Write (TPT, p. 125) Code Talkers Reflection Log (TPT, p. 103) Connect, Extend, Challenge Veteran's Reflection Log (TPT, p. 103)</p>

	<p>Three Sentence Summary (TPT, p. Somebody Wanted But So... Biggest AHA Quickwrite (TPT, p. 125))</p>		<p>Video Analysis Quick Write (TPT, p. 42-43) Chalk Talk (SRI, p. 88) What's it Really About? Carousel (TPT, p. 121)</p>
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	NAK ONVKV COMING OF AGE	MUSCOGEE (CREEK) FOOD HOMPETV	OPVNVKV (STORYTELLING)
LESSONS	<ol style="list-style-type: none"> 1) Building Background 2) Coming of Age in Different Cultures 3) <i>Joshua and the Biggest Fish</i> 4) Project Choice Board 	<ol style="list-style-type: none"> 1) Foods as a Part of our Culture 2) Passing Down our Culture 3) Wild Onions 4) Book Projects 	<ol style="list-style-type: none"> 1) The Importance of Storytelling 2) Documentary Background 3) TeAta Documentary 4) Exploring Primary Sources 5) Our stories
ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> 1) What is meant by the term "coming of age"? 2) Why is it important to preserve the cultural traditions and histories of Indigenous peoples? 3) What are "coming of age" moments important elements in Native American culture? 4) What are some similarities and differences in how different cultures celebrate the "coming of age"? 5) What turning points determine our individual pathways to adulthood? 6) What are some changes that individuals might experience when they traverse the line between childhood and adulthood? 7) What obstacles and challenges might one face in life while "coming of age"? 	<ol style="list-style-type: none"> 1) Why is passing down traditions and culture from one generation to another important in preserving that culture's history? 2) How are foods and the traditions that surround them connected to one's culture? 3) What are some factors that influence a culture? 4) How can primary documents help us understand about cultures? 5) What are ways to show respect to different cultures? 	<ol style="list-style-type: none"> 1) Why is it important to preserve the cultural traditions and histories of indigenous peoples? 2) How has storytelling impacted literature, history, and the preservation of culture? 3) What is unique in using the performing arts as a way to express Native American culture? 4) How does storytelling link us to our cultural past? 5) How can learning about other cultures help overcome stereotypes and prejudices?
ACADEMIC AND MUSKOGEE	<ul style="list-style-type: none"> • Story- Nak Onvkv • Fish- Rvrv 	<ul style="list-style-type: none"> • Food- Hompetv • Corn- Vce 	<ul style="list-style-type: none"> • Story- Nak Onvkv • Culture- Emayetv

<p>VOCABULARY</p>	<ul style="list-style-type: none"> • Coming of Age- Honvnwv hake pat • Responsibility- Kerre Pe Hakat • Differences/ Change- Mvrakrakat • Strength- Yekcety • Growth- Vculepat 	<ul style="list-style-type: none"> • Wild Onions- Tafvmpuce • You all eat- Hompaks ci • Culture- Emayety • Frybread- Taklike Sakmorke • Fellowship- Etohkvikety • Spring- Tasahce 	<ul style="list-style-type: none"> • Documentary- Eonayety • History- Vcule Ocvte • To Hear- Pohety • Woman- Hokte • Native American- Este Cate
<p>SKILLS AND OBJECTIVES</p>	<p>Muscogee Educational Standards: Love Yourself and Others Honor Your Clan/Family Honor Gifts and Talents and Others Be Active Honor the Kinships Muscogee Wealth is Love and Generosity</p> <p>6th Grade SS: 6.3.2, 6.5.5</p> <p>7th Grade SS: 7.3.2, 7.3.3</p> <p>World Geography WG.3.4, WG.3.5</p> <p>Sociology S.2.1, S.2.2, S.2.5, S.3.2, S.4.1, S.4.2, S.4.3, S.5.1, S.5.2, S.6.2, S.8.1</p> <p>Plus a variety of ELA Standards, SS Practices, Native Studies Standards, PACE Standards, and Social Justice Standards</p>	<p>Muscogee Educational Standards: Love Yourself and Others Honor Your Clan/Family Honor Gifts and Talents and Others Be Active Honor the Kinships Muscogee Wealth is Love and Generosity</p> <p>6th Grade SS: 6.3.2</p> <p>7th Grade SS: 7.3.2, 7.3.3</p> <p>Oklahoma History OKH.2.3</p> <p>World Geography WG.3.5</p> <p>Sociology S.2.1, S.2.2, S.8.1</p> <p>Plus a variety of ELA Standards, SS Practices, Native Studies Standards, PACE Standards, and Social Justice Standards</p>	<p>Muscogee Educational Standards: Love Yourself and Others Honor Your Clan/Family Honor Gifts and Talents and Others Be Active Honor the Kinships Muscogee Wealth is Love and Generosity</p> <p>6th Grade SS: 6.3.2</p> <p>7th Grade SS: 7.3.2, 7.3.3</p> <p>8th Grade SS: 8.8.4</p> <p>Oklahoma History OKH.3.5, OKH.5.8, OKH.6.1</p> <p>U.S. History USH.1.3</p> <p>World Geography WG.3.3, WG.3.4, WG.3.5</p> <p>Sociology S.2.2, S.2.5, S.3.2, S.8.1</p> <p>Plus a variety of ELA Standards, SS Practices, Native Studies Standards, PACE Standards, and Social Justice Standards</p>
<p>ASSESSMENT + PROJECTS</p>	<p>Coming of Age Project Choice Board Project Choice Board Rubric</p>	<p>Muscogee (Creek) Foods (Hompety) Book Project Alike but Different Chart</p>	<p>Hosting a 21st Century Chautauqua Project</p>
<p>TEACHER RESOURCES</p>	<p>Nak Onvkv Coming of Age Unit Plan</p>	<p>Muscogee(Creek) Foods (Hompety) Unit Plan</p>	<p>Opvnkv (Storytelling) Unit Plan Opvnkv (Storytelling) Unit Resources</p>

<p>CULTURALLY RESPONSIVE INSTRUCTIONAL STRATEGIES</p>	<p><u>Nak Onkv of Age Unit Resources</u></p> <p><u>Reflection and Closure Strategies Document ...</u> <u>ELL Strategies Document Anticipation Guide</u> <u>The Ripple</u> (TPT, p. 19-21) <u>Debate Team Carousel</u> (TPT, p. 107-110) <u>OWL</u> <u>Confer. Compare. and Clarify</u> (TPT, p. 93-94) <u>A Better Table Summary</u> (TPT, p. 124-125) <u>Making Meaning Protocol</u> (SRI, p. 63) <u>Networking Sessions Organizer</u> (TPT, p. 75-77)</p>	<p><u>Muscookee(Creek) Foods (Hompetv) Unit Resources</u></p> <p><u>Reflection/Closure Strategies ELL Strategies Document Confer. Compare. Clarify</u> (TPT, p. 93-94) <u>Roundtable Strategy</u> (ELL doc) <u>Block Party</u> (SRI, p. 59) <u>Making Meaning</u> (SRI, p.63) <u>A-Z Sentence Summary</u> (TPT, p. 129-130) <u>The Ripple</u> (TPT, p. 19-21) <u>Think. Pair. Share</u> (TPT,p. 41-42) <u>Connections</u> (SRI, p. 152) <u>Brainstorming Charts</u> (SRI, p. 107) <u>Biggest AHA Quick Write</u> (TPT, p. 125-126)</p>	<p><u>Reflection/Closure Strategies Document ELL Strategies Document Chalk Talk</u> (SRI, p. 88 & PC, p. 55) <u>I.Q Card</u> (TPT, p. 118-120) <u>Creating Analogies (Similes)</u> (TPT, p. 52) <u>The Ripple</u> (TPT, p. 19-21) <u>Picture Note Template</u> (TPT, p. 99-100) <u>A to Z Sentence Summary</u> (TPT, p. 129) <u>Reflection Log</u> (TPT, p. 103-104) <u>World Cafe Strategy</u> <u>"What's it Really About?"</u> (TPT, p. 122-123) <u>Zones of Comfort, Risk, and Danger</u> (SRI, p.144-145) <u>Gallery Walk</u> (PC, p. 83) <u>Chalkboard Splash Debriefing Form</u> (TPT, p. 47) <u>Inside/Outside Circle</u> (TPT, p. 71-72)</p>
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Building Community Unit Plan (@2 Days)

In order to build community in the classroom, we recommend the following activities in the first week of your class for two class periods: Compass Points (Who are we as a group of learners?), Zones of Safety (How do we learn best in the risk zone?), and Creating Agreements (What will we agree to in order for all of us to learn?).

Day 1: Compass points: How do we learn best in a group? - @45 minutes

Compass points is an exercise that uses a set of preferences for GROUP behaviors when that group is learning new and difficult information. It helps students explore their preferences for working with others in groups and helps the group understand how our preferences affect our group work and our learning together as a community. Compass Points provides students and teachers with insight into both what individual students can contribute and what challenges them in their interactions with others.

Facilitation Tips:

- Have fun!
- Keep the focus on the direction, not the person.
- Different sized groups are okay. If there is a group with only one person, join it!
- The goal is not to label individuals, but to make sure the **qualities** of each direction are represented in discussions and activities as needed.

- 1) Prior to class, hang chart paper on the four walls of the room labeled *North, South, East, and West*.

Markers should also be available at the four areas.

Appendix 1

Read the following descriptions of a [North, South, East, and West](#), and ask students to consider which compass point best describes their behaviors and style when they are working in a group. Explain that this is about working in a group and that it is not about working alone. Explain that while no one is really only one direction, most people tend to prefer one style over the others.

- 2) Direct students to the [Compass Points Questions](#) Appendix 2 document. They should spend 10-15 minutes answering the questions independently. Remind everyone to not shout out what they think others are on the compass point. Particularly if there are groups of friends in the class at the same time. Let everyone decide which point they are silently and independently.
- 3) Students should now go to the side of the room with the chart paper that is labeled for the compass point they chose. They should take their independent answers from the [Compass Points Questions](#) document with them.
- 4) Groups will discuss their responses to each prompt on the [Compass Points Questions](#) document. They will discuss all of their answers, then come up with a final group answer. For example, for question 1, they will hear the adjectives that everyone chose to describe their strengths, then come to a consensus on the four they want to select to represent the group. All answers will be noted on the chart paper. Allow @10-15 minutes for this small group discussion.
- 5) Once completed, each group will take turns sharing out from their chart paper responses. There is no discussion here, just sharing out. This should take @10 minutes.

Building Community Unit Plan (@2 Days)

6) Facilitate a discussion. Sample question prompts might include:

- What did you learn?
- What surprised you?
- What do you notice about the distribution of people among the directions? What do you think it might mean?
- Why do other directions sometimes drive us crazy?
- How might you avoid being driven crazy by another direction?
- What do you think is the best combination for a group to have, or does it matter?
- What did you learn from this experience that can help us work together as a class and in small groups?

Day 2: Zones of Comfort, Risk and Danger-@15 minutes

1) Prior to class, use masking tape to create large circles on the floor, big enough for students to step in and out of. The largest outside circle will represent the danger zone The slightly smaller middle circle is the risk zone, and the smallest inside circle is the comfort zone. This link may be used for guidance: [Zones of Comfort, Risk and Danger](#).^{Appendix 3}

2) Describe the zones using the School Reform Initiative descriptions below:

The Comfort Zone:

This is usually a place where we feel at ease, with no tension, have a good grip on our environment, and know how to navigate occasional rough spots with ease. It is also a place to retreat from the Danger Zone. For example, one of your Danger Zone aspects may be when people start disagreeing with passion and even disrespect. You might find that when that happens you retreat into your Comfort aspect of listening and not intervening, or even find a way to divert the conversation to a topic that is in your Comfort Zone. The Comfort Zone is a place to relax and renew yourself.

The Risk Zone:

This zone involves adapting to new circumstances, and it is the most fertile place for learning. It is where most people are willing to take some risks, to not know everything, or sometimes, to not know anything at all; where people clearly know they want to learn and will take the risks necessary to do so. It is where people open up to other people with curiosity and interest, and where they will consider options or ideas they haven't thought of before.

The Danger Zone:

This area is so full of defenses, fears, red-lights, desire for escape, etc., that it requires too much energy and time to accomplish anything. The best way to work when you find yourself there is to recognize that it is a Danger Zone and work on some strategies to move into the Risk Zone (either on your own or with others).

3) After describing the zones and explaining that optimal learning happens in the risk zone, have students stand up on the outside of the largest circle. Read the following list of items, things, and ideas one at a time, and have students step into the circle that represents how they feel about it. This list may be added to or taken from, depending on the time you have for this part of the lesson. Also, it may be possible to add concepts related to a

Building Community Unit Plan (@2 Days)

particular content area. For example: conducting experiments, working with partners, giving group presentations, solving equations, discussing political conflicts, etc.

1. Snakes
2. Roller Coasters
3. Speaking in front of the class
4. Heights
5. Sharing work with a partner
6. Giving directions to someone driving
7. Meeting new people for the first time
8. Writing an essay
9. Saying a speech
10. Memorizing a poem
11. Spiders
12. Riding on an elevator

4) Have students go back to their seats and get out a piece of paper and something to write with for this next part of the activity, which includes ^{Appendix 4} [The Ripple](#). Ask the following prompt: “Why is knowing how you learn in a group (from yesterday *N,S,E,W*) and knowing the differences of the comfort, risk and danger zones important for all of us in the class this year?” Allow students @ 2-3 minutes to reflect and write on their own.

5) Next, students share their individual responses with a partner.

6) Finally, facilitate a whole group discussion to complete ^{Appendix 4} [The Ripple](#) and allow volunteers to share their thoughts and reflections with the class.

Day 2: Creating Classroom Norms-@20 minutes

Now that we know how we learn in a group, and that the risk zone is the optimal place for that learning, we now need to create norms. Norms or agreements are important for a group that intends to work together on difficult issues, or who will be working together over time. Doing so builds trust, clarifies group expectations of one another, and establishes points of “reflection” to see how the group is doing in regards to learning together.

1) Distribute post-it notes so that each student has several.

2) Ask each student to think about what he/she needs in order to work productively in a group. For example, to be a successful participant in class, a student might need to make sure that everyone’s opinions matter. Another student might need everyone to listen when others are speaking or need time to think after learning.

Allow @3 minutes for students to come up with as many things as they can think of. They should write each need they think of on its own sticky note. So, one item of need per sticky note.

3) Once the students have their post it notes completed, have them get into a pair to compare their sticky notes notes. They should combine any items from their sticky notes that are the same or are relatively similar.

Building Community Unit Plan (@2 Days)

4) Ask pairs to find another pair (for a total of four students) and complete the same task.

5) At this point, have a big chart paper and a marker ready on the wall at the front of the class. The chart can be labeled, “Norms”. Ask if someone wants to be the person who charts the norms/agreements. Groups will now take turns sharing one of their items at a time to be written on the chart paper. At the end of this exercise the class should have a list of norms.

6) As a debrief, discuss the idea that as of right now, their list is their agreed upon norms. However, the goal is that everyone agrees to and keeps the norms to the benefit of all, which in turn eventually turns norms into agreements. Remind the group that everyone may not need all of the norms/agreements, but someone else might. The norms help us work well together as a class and keep everyone participating without moving into the danger zone. If everyone abides by the class norms, then all students will be able to move in and out of the comfort and risk zones safely.

Periodically, go back to the poster of norms to see how everyone in the class is doing with the norms. Do we need to add, edit or delete anything from our norms list? This list should be a living document that changes and grows as the class community changes and grows.

Building Community Unit Plan (@2 Days)

Resources

School Reform Initiative Protocols:

Compass Points - North, South, East, West

https://schoolreforminitiative.org/doc/compass_points.pdf

Zones of Comfort, Risk and Safety

https://schoolreforminitiative.org/doc/zones_of_comfort.pdf

Books:

Allen, David, et al. *Protocols in the Classroom: Tools to Help Students Read, Write, Think, & Collaborate*. Teachers College Press, 2018.

Himmele, Persida, and William Himmele. *Total Participation Techniques*. 2nd ed., ACSD, 2017.

SRI Resource and Protocol Book. School Reform Initiative, 2014. www.schoolreforminitiative.org.

Building Community Unit Plan (@2 Days)

Alignment to Oklahoma Academic Standards

English Language Arts Standards (10th grade was used as a guide):

10.1.L.1 Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.

10.1.L.2 Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.

10.1.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.

10.1.S.2 Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.

Sociology Content Standards:

S.4.1 Examine why individuals become members of or associate with different social groups.

S.4.2 Compare various types of norms including folkways, mores, laws, and taboos; explain why rules of behavior are considered important to society.

S.4.3 Evaluate the characteristics of primary groups including small size intimate settings and enduring relationships and how members' behaviors are influenced by the primary group.

S.8.5 Investigate the impact of rumor, gossip, and other inaccurate communications upon group behavior.

Alignment to PACE Standards

Employability Skills:

Students will recognize their interpersonal and communication skills and apply them in their educational lives.

Students will demonstrate personal qualities through activities in personal and professional growth.

Alignment to Social Justice Standards

Identity:

I.1. Students will develop positive social identities based on their membership in multiple groups in society.

I.3. Students will recognize that people's multiple identities interact and create unique and complex individuals.

Building Community

Individual lessons

Compass Points: How do we learn best in group?

Grade: 6-12	Unit: <i>Building Community</i>	Day 1
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Lesson Focus and Goals: **In order to build community in the classroom, we recommend the following activities in the first week of your class for two class periods: Compass points (Who are we as a group of learners?), Zones of Safety (How do we learn best in the risk zone?), and Creating Agreements (What will we agree to in order for all of us to learn?)**

<p>Materials Needed:</p> <p>Chart paper, chart markers</p>	<p>Summary/ Facilitation Tips:</p> <p>Compass points is an exercise that uses a set of preferences for GROUP behaviors when that group is learning new and difficult information. It helps students explore their preferences for working with others in groups and helps the group understand how our preferences affect our group work and our learning together as a community. Compass Points provides students and teachers with insight into both what individual students can contribute and what challenges them in their interactions with others.</p> <p>Facilitation Tips:</p> <ul style="list-style-type: none"> ● Have fun! ● Keep the focus on the direction, not the person. ● Different sized groups are okay. If there is a group with only one person, join it! ● The goal is not to label individuals, but to make sure the qualities of each direction are represented in discussions and activities as needed.
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Structure/ Activity:

- 1) Prior to class, hang chart paper on the four walls of the room labeled *North, South, East, and West*. Markers should also be available at the four areas.
Read the following descriptions of a [North, South, East, and West](#), and ask students to consider which compass point best describes their behaviors and style when they are working in a group. Explain that this is about working in a group and that it is not about working alone. Explain that while no one is really only one direction, most people tend to prefer one style over the others.
- 2) Direct students to the [Compass Points Questions](#) document. They should spend 10-15 minutes answering the questions independently. Remind everyone to not shout out what they think

others are on the compass point. Particularly if there are groups of friends in the class at the same time. Let everyone decide which point they are silently and independently.

- 3) Students should now go to the side of the room with the chart paper that is labeled for the compass point they chose. They should take their independent answers from the [Compass Points Questions](#) document with them.
- 4) Groups will discuss their responses to each prompt on the [Compass Points Questions](#) document. They will discuss all of their answers, then come up with a final group answer. For example, for question 1, they will hear the adjectives that everyone chose to describe their strengths, then come to a consensus on the four they want to select to represent the group. All answers will be noted on the chart paper. Allow @10-15 minutes for this small group discussion.
- 5) Once completed, each group will take turns sharing out from their chart paper responses. There is no discussion here, just sharing out. This should take @10 minutes.
- 6) Facilitate a discussion. Sample question prompts might include:
 - What did you learn?
 - What surprised you?
 - What do you notice about the distribution of people among the directions? What do you think it might mean?
 - Why do other directions sometimes drive us crazy?
 - How might you avoid being driven crazy by another direction?
 - What do you think is the best combination for a group to have, or does it matter?
 - What did you learn from this experience that can help us work together as a class and in small groups?

Zones of Comfort, Risk, and Danger

Grade: 6-12	Unit: <i>Building Community</i>	Day 2
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Materials Needed: Masking tape

Structure/ Activity:

1) Prior to class, use masking tape to create large circles on the floor, big enough for students to step in and out of. The largest outside circle will represent the danger zone The slightly smaller middle circle is the risk zone, and the smallest inside circle is the comfort zone. This link may be used for guidance: [Zones of Comfort, Risk and Danger](#).

2) Describe the zones using the School Reform Initiative descriptions below:

The Comfort Zone:

This is usually a place where we feel at ease, with no tension, have a good grip on our environment, and know how to navigate occasional rough spots with ease. It is also a place to retreat from the Danger Zone. For example, one of your Danger Zone aspects may be when people start disagreeing with passion and even disrespect. You might find that when that happens you retreat into your Comfort aspect of listening and not intervening, or even find a way to divert the conversation to a topic that is in your Comfort Zone. The Comfort Zone is a place to relax and renew yourself.

The Risk Zone:

This zone involves adapting to new circumstances, and it is the most fertile place for learning. It is where most people are willing to take some risks, to not know everything, or sometimes, to not know anything at all; where people clearly know they want to learn and will take the risks necessary to do so. It is where people open up to other people with curiosity and interest, and where they will consider options or ideas they haven't thought of before.

The Danger Zone:

This area is so full of defenses, fears, red-lights, desire for escape, etc., that it requires too much energy and time to accomplish anything. The best way to work when you find yourself there is to recognize that it is a Danger Zone and work on some strategies to move into the Risk Zone (either on your own or with others).

3) After describing the zones and explaining that optimal learning happens in the risk zone, have students stand up on the outside of the largest circle. Read the following list of items, things, and

ideas one at a time, and have students step into the circle that represents how they feel about it. This list may be added to or taken from, depending on the time you have for this part of the lesson. Also, it may be possible to add concepts related to a

particular content area. For example: conducting experiments, working with partners, giving group presentations, solving equations, discussing political conflicts, etc.

1. Snakes
2. Roller Coasters
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6. Giving directions to someone driving
7. Meeting new people for the first time
8. Writing an essay
9. Saying a speech
10. Memorizing a poem
11. Spiders
12. Riding on an elevator

4) Have students go back to their seats and get out a piece of paper and something to write with for this next part of the activity, which includes [The Ripple](#). Ask the following prompt: “Why is knowing how you learn in a group (from yesterday *N,S,E,W*) and knowing the differences of the comfort, risk and danger zones important for all of us in the class this year?” Allow students @ 2-3 minutes to reflect and write on their own.

5) Next, students share their individual responses with a partner.

6) Finally, facilitate a whole group discussion to complete [The Ripple](#) and allow volunteers to share their thoughts and reflections with the class.

Building Norms/ Agreements

Grade: 6-12	Unit: <i>Building Community</i>	Day 2 continued
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Lesson Focus and Goals: Now that we know how we learn in a group, and that the risk zone is the optimal place for that learning, we now need to create norms. Norms or agreements are important for a group that intends to work together on difficult issues, or who will be working together over time. Doing so builds trust, clarifies group expectations of one another, and establishes points of “reflection” to see how the group is doing in regards to learning together.

Structure/ Activity:

- 1) Distribute post-it notes so that each student has several.
- 2) Ask each student to think about what he/she needs in order to work productively in a group. For example, to be a successful participant in class, a student might need to make sure that everyone’s opinions matter. Another student might need everyone to listen when others are speaking or need time to think after learning.

Allow @3 minutes for students to come up with as many things as they can think of. They should write each need they think of on its own sticky note. So, one item of need per sticky note.
- 3) Once the students have their post it notes completed, have them get into a pair to compare their sticky notes notes. They should combine any items from their sticky notes that are the same or are relatively similar.
- 4) Ask pairs to find another pair (for a total of four students) and complete the same task.
- 5) At this point, have a big chart paper and a marker ready on the wall at the front of the class. The chart can be labeled, “Norms”. Ask if someone wants to be the person who charts the norms/agreements. Groups will now take turns sharing one of their items at a time to be written on the chart paper. At the end of this exercise the class should have a list of norms.
- 6) As a debrief, discuss the idea that as of right now, their list is their agreed upon norms. However, the goal is that everyone agrees to and keeps the norms to the benefit of all, which in turn eventually turns norms into agreements. Remind the group that everyone may not need all of the norms/agreements, but someone else might. The norms help us work well together as a class and

keep everyone participating without moving into the danger zone. If everyone abides by the class norms, then all students will be able to move in and out of the comfort and risk zones safely.

Periodically, go back to the poster of norms to see how everyone in the class is doing with the norms. Do we need to add, edit or delete anything from our norms list? This list should be a living document that changes and grows as the class community changes and grows.

Grade: 9-12th	Unit: Building Community	Lesson: 3- Muscogee Ed Standards Review/ Pre-Assessment
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Lesson Focus and Goals:

- ✓ Students will develop a sense of self-awareness as a basis for self-determination
- ✓ Students will defend personal self-determination ideals through introspective connections to values, goals, and post-secondary aspirations.

Materials Needed:

- Student Pre-Assessment
- Muscogee Values Doc
- Native Studies Standards Guide
- ‘A *Struggle to Survive*’ Homework Sheet
- Values Worksheet
- Chart Paper/YouTube Access

Essential Questions:

- 🚩 How do I describe my community/family and other values?
- 🚩 How do I define what I value?
- 🚩 What Native learning objectives will I value and develop?
- 🚩 What are some authentic values of Mvskoke people?

Structure/ Activity: *Remember to discuss the lesson focus and essential questions with students before beginning lessons***

Part 1- Independent work – (15 minutes) Students will complete the pre-assessment survey. Explain to students that this survey is just to gauge their understandings. It’s actually a good thing if they don’t know/understand the answers. With this survey we’ll be able to show growth in their learning at the end of the year and also whether or not this was a successful/enjoyable class that contributes to their education.

Part 2- Partner Work – (20 minutes) Have students get into partnership groups (2 people) to complete front of ‘Values’ sheet (American/Com./Family). Must have at least 3 under each category. What are ‘values’ that you believe are most important in each category.
- “Remember- you don’t have to agree, these don’t even have to be ‘good’ values. Just what do you think leaders or the people within the categories value most?”

Part 3- Whole Group Work- (15 minutes) Share out. Call on partners and chart the top values as a class. Review and Discuss.

- Did anyone have any ‘not-so-good’ values listed? What/why?.. Make students defend their answers, “Now we are going to consider Indigenous and Muscogee values.”

Watch video: *In Our Voices: Indigenous worldview*
<https://www.youtube.com/watch?v=XpaOxQiOXz4>

Part 4- Independent Work- (20 minutes) Pass out ‘Standards’ document, have students read all standards. Once read, ask students to write at least 3 ‘tribal values’ on the back side of their values worksheet that they believe may be Muscogee Values. **If some students are getting finished and*

*others are still working, pass out the 'A Struggle to Survive' Homework Sheet. Have students begin reading this passage. This will be extra credit if turned in by the end of the week. (*Remind students next class to complete this homework, if they have not already done so.)*

Part 5- Whole Group Work – (10-15 minutes) Share out. *What is the class consensus on important Muscogee values? Chart some of these for all to see.* Finally, reveal the 'Muscogee Values/Wellness Indicators'. Have students respond.

- Were they correct? What makes these the most important? Are they different from their previous American/family/school values? What makes Muscogee values important? What are the most important values overall? Why? Why might different values be most important to some and not others?

Part 6- Small Group/Whole Group work – (30 minutes) Have students get into small groups or partnerships and take another look at the 'Standards' document. * Rank Top 1-5 Most Important Standards in each column. Label them 1-5. * Circle Top 5 Standards you believe are most beneficial for you to learn/acquire/demonstrate in this class. Report out to the whole group why they chose the standards they did.

- Do they already know about any of them? Why are they curious about the specific standards? Why is it important for them to understand these standards? What is going to make this class different from others?

Possible Assessments:

- * **Classroom participation points**- Teachers could keep a list of student names on a clipboard and give 1 participation grade per week by checking beside names that participated in class.
- * **Survey points**- Completion of Pre-Assessment Survey points/grade
- * **Homework points**(or bonus points)- Students that turn in 'A Struggle to Survive' with questions answered receive points/grade

Grade: 9-12th	Unit: Building Community OK Academic Standards: Social Studies: 6.5.2 <i>Explain how cultural diffusion, both voluntary and forced, impacts societies of a region.</i> OKH.5.1 <i>Effects of the federal policy of assimilation including Indian Boarding Schools</i> W.G. 3.3 <i>Explain the processes of cultural diffusion, acculturation, assimilation, and globalization regarding their impact on defining a region.</i> S.S (Process) 3.A..9-12.7 <i>Analyze complex and interacting factors that influence multiple perspectives during different historical era or contemporary events.</i>	Lesson: 4- Mvskoke Language Introductions
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Lesson Focus and Goals: <ul style="list-style-type: none"> ✓ Students will be introduced to the Mvskoke Language and understand the significance to the tribe and the culture. ✓ Students will recognize their interpersonal and communication skills and apply them in their educational lives. ✓ Students will respectfully express curiosity about the history, lived experiences of others, and will exchange ideas and beliefs in an open-minded way.
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Materials Needed: <ul style="list-style-type: none"> • Language Notes worksheet • Mvskoke Words/Phrases • ‘The Boarding School Era’ article • Internet video access 	Essential Questions: <ul style="list-style-type: none"> ✚ Why are Native languages important? ✚ What Mvskoke words/phrases can I recall to pay respect to Mvskoke people and others? ✚ What Mvskoke value should I personally develop more?
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<p>Structure/ Activity: <i>**Remember to discuss the lesson focus and essential questions with students before beginning lessons</i></p> <p>Explanation: <i>“So for these next few lessons, we’re going to begin to think about native languages, why were they and why are they important? Are we able to learn a few key words/phrases in the Mvskoke Language, and why don’t more people speak the Mvskoke language?”</i></p> <p>Part 1- Whole Group work – Pass out ‘Language Notes’ Doc (this doc will be used throughout this lesson and will be revisited at the end of the unit so you’ll want to take it up after this lesson and redistribute it in the coming days as a follow up. – <i>What Mvskoke phrase did they show, and can they say it in the language?</i>) (15 minutes) Watch- ‘My Language Matters’ 3- minute video: https://www.youtube.com/watch?v=lp-1ruEJnyg</p> <p>ASK after-</p> <ul style="list-style-type: none"> • <i>Is there anyone in class that knows another language or at least some simple communication words/phrases in another language?</i> • <i>Why might it be important to learn, even basic words and phrases in other languages?</i> • <i>Is there an ‘official’ language of the US? (no) Why do you think that is?</i> • <i>There are 90,000+ Mvskoke people today with most living here in the Mvskoke Reservation but only around a few hundred Mvskoke Language speakers. Why would you think that most of them don’t still speak their language AND English?</i>

Part 2- Partner Work – (20 minutes) *“To think a little deeper about the last question, we’re going to read a 1-page article on boarding schools. This is something that we’re going to go a little deeper into, later in the year but we want to begin to think about languages and governmental influences shaped Mvskoke and other indigenous peoples today.”*

Have students get into partnership groups (2 people) to read ‘The Boarding School Era’. If they get finished before others, have them read the back side, ‘Terminology: What’s in a Name?’

2-3 minutes to discuss between partners or partnerships groups something that stuck out to them. Quickly call on a couple of groups. ***Anything that surprised you? What did you learn? Did you already know this?***

So now to consider how this boarding school era impacted Mvskoke people, we are going to watch another 14 minute video, shot a few years back by Sterlin Harjo, (Anyone been watching REZ DOGS!?) This video features Mvskoke elders speaking about their boarding school experience. Make sure to add any notes on your ‘Language Notes’ page.

Watch- ‘Elder Boarding School Videography’ 14- minute video:
<https://www.mcnstep.com/copy-of-elder-boarding-school-short>

Have partners discuss the video and their notes together.

Part 3- Whole Group Work- (30 minutes) Share out partner responses. Call on partners to discuss their notes. Review and Discuss.
- What are your thoughts? What was important to know? Why is this relevant to us today in this classroom?

So now we’re moving into Mvskoke Language. Hesci, (hes-jay) Estonko? (es-tong-go). (Wait for any response). These are our first two Mvskoke words. What do they mean? (put up the words and responses up on the wall, ask again and wait for some to call out responses in language) Does anyone recall the Mvskoke values we previously talked about? (as they name them, put the words on the wall and speak the Mvskoke words out.) Go over these a few times. Have whole class repeat words with you. Anytime they have a question in class they now need to say,

Challenge students to remember them. Who thinks they can remember the most in a month? Think about which of these values phrases is most important to you. Thumbs up if you know. Okay now what about which of these values do you think you should work on the most? (These could be rhetorical questions or students may want to share out.) Which are you personally not as good at?

Part 4- Independent Work- (15 minutes) ***So now I want you to take a minute to fill out the backside of your Language Notes paper. Which phrase is important? Which value are you going to work on this month?***

Part 5- Whole Class Activity – (10-15 minutes) Language Name Game. *In a moment everyone will stand up, participate in a Mvskoke Language introduction conversation with 5 different peers and race back to their seats. First people to their seats having completed the game and conversation correctly will win. We'll start by coming up with a fake name for ourselves. As I'm passing out the papers, think of your own fake name.*

Do the Name Game Activity- Language Name Game- Students will choose a fake name for themselves. The class will have 5 minutes to find 5 peers to have an introduction conversation with and leave each other with at least 1 value until you have said all of the values.

Part 6- Small Group/Whole Group work – (5-10 minutes) Final Discussion

Who wants to speak or tell something they learned? What names did we like? What values (have them state the values in the language) do we want to work on? Going back to our initial 'community/school/family values', what values, and remember to say them in the language, do you think your community should work on? What family values does your family need to work on? What about your peers? Why? Should teenagers care about values like these? Do most of your peers have these values? Why/why not? Should values such as these be learning points in your education? Why/why not?

Assessment:

* Language Notes Worksheet has opportunity to grade when 1st collected, then another if passed out again to have students document at a later date what value they worked on and how they showed that value later in that week or the next week

* Language Name Game participation grade

Grade: 9-12th	Unit: Building Community S.S. 6.3.7 Identify and explain topics related to indigenous sovereignty.	Lesson: 5- 'Dear Past and Future Self' An Introduction to Personal and Tribal Sovereignty
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<p>Lesson Focus and Goals:</p> <ul style="list-style-type: none"> ✓ Students will demonstrate personal qualities through activities in personal and professional growth. ✓ Students will define self-determination as the process by which a person controls their on life. ✓ Students will recognize that people’s multiple identities interact and create unique and complex individuals.
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<p>Materials Needed:</p> <ul style="list-style-type: none"> *Paper (Quickwrite) * DID YOU KNOW? Reading * <i>Dear Past Self</i> Reading * Tribal Sovereignty Today Graphic * <i>Just Like Me</i> Meditation * YouTube Access 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ✚ How do I define and justify my own self-determination/ sovereignty? ✚ What is tribal sovereignty? ✚ How do I begin to build community within myself? ✚ Why and how do tribes have ‘tribal sovereignty’ (the right to self-govern)
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<p>Structure/ Activity:</p> <p>Part 1- Independent work – (5 minutes) <i>**Remember to discuss the lesson focus and essential questions with students before beginning lessons</i> <i>So today we are going to begin thinking about self-determination, sovereignty and then move into defining ‘tribal sovereignty’. So what is sovereignty? Does anyone know what to be ‘sovereign’ is/means? Has anyone heard the word sovereign/sovereignty?</i></p> <p><i>SOVEREIGNTY is defined as the right to self-govern; freedom from external control</i> <i>SELF-DETERMINATION is defined as the free choice of one’s own acts, the process by which a person controls their own life</i></p> <p>Students will spend 5-7 minutes on a Quickwrite. Have them respond to the questions- <i>Who am I now? What do I see myself doing 15 years from now?</i> <i>Once I graduate HS, how what kind of person do I want to be?</i></p> <p>Call on a few students to share out.- <i>Do they have sovereignty? Why or why not? How are they going to control their own lives once they graduate? Does their everyday decisions affect their self-determination?</i></p>

So we've thought about our own sovereignty and what self-determination is for us. What is tribal sovereignty?

Watch video: *What is Tribal Sovereignty?*

<https://www.youtube.com/watch?v=BOYcgvEU0V0>

Watch video: *Tribal Sovereignty*

<https://www.youtube.com/watch?v=6Ku7EeqdR4>

Part 2- Partner Work – (30 minutes) Have students get into partnerships to read the document (10-15 minutes). Pass out “DID YOU KNOW” reading and have partners get a sheet of paper and pencil and write their names on the paper. After reading go through these 3 questions. Ask the first question. Partners will then have 3-5 minutes to talk about it and write their responses on their paper. When finished tell them to write ‘AND’ below their response. Call on groups to share out to class. Once groups have shared their first response tell everyone they have 2 minutes to follow up on their paper with more info under ‘AND’. Whichever partner did not write the answer must respond to the ‘AND’ portion. Continue until all 3 questions have been answered and the ‘AND’ sections have responses.

“What surprised you?”

“What other aspects of tribal sovereignty do you think are important to tribes?”

“How does Muscogee Nation assert tribal sovereignty today?”

(teacher see tribal sovereignty print for reference)

Part 5- Whole Group Work – (5 minutes) Have students seated at their desks. Ask them to close their eyes and lay their heads on their desk. In a slow and calm voice, read the ***‘Just Like Me’ Meditation’***

Part 3- Partnership Work- (20 minutes)

Students get into partnerships. Pass out *‘Dear Past Self Reading’* and have partners get a sheet of paper and pencil and write their names on the paper. Read the piece independently
Have students do a QUICKWRITE- ***What does this make me think about? What might I write to my past self? Have students share out if they are comfortable. What are their thoughts?***

Part 5- Independent Work – (1-2 class times for independent work/research/visual creation)

Have students recreate the idea of ‘Dear Past Self’ by using self-determination concepts to write or create an art project/poem about who they are/who they aspire to be. ‘Dear Present Self’ or ‘Dear Future Self’

Assessment:

- * DID YOU KNOW partnership paper
- * Dear Past Self Quickwrites
- * Dear Present Self Paper/Project

Muskoke People, Older than America Unit



An early Muskogean (Creek) Village

Unit Overview:

The Muskogean (Creek) people are descendants of a remarkable culture that, before 1500 AD, spanned the entire region known today as the Southeastern United States. Early ancestors of the Muskogean constructed magnificent earthen pyramids along the rivers of this region as part of their elaborate ceremonial complexes. The historic Muskogean, known as Mound builders, later built larger towns within these same broad river valleys in the present states of Alabama, Georgia, Florida and South Carolina.

The Muskogean were not one tribe, but a union of several. This union evolved into a confederacy that, in the Euro-American described “historic period,” was the most sophisticated political organization north of Mexico. Member tribes were called tribal towns. Within this political structure, each tribal town maintained political autonomy and distinct land holdings.

This unit will explore the Muskogean Creation Story and the early life of the Muskogean People.

Mvskoke People, Older than America Unit

Grade Levels: 6-12 Grades, Oklahoma History, US History, World Geography, World History, Sociology, and 10th ELA

Based on 45-55 minute classes, recommended time frame: Unit total about two weeks

Lesson One-One and a half days

Lesson Two-Two days

Lesson Three-Five days

Lesson Four (Project)-Two/Three days

Project: Add in time to complete and present projects (teacher discretion)

Materials and Supplies: Butcher paper/art paper and/or chart paper, a marker for everyone student in the class, various diorama supplies (sample pictures can be seen in Lesson 4)

Reflection/Formative Assessment: A reflection and/or formative assessment is recommended after each day and not necessarily after the whole lesson. [Reflection/Closure Strategies-Native American Unit](#)

Muscogee Educational Standards:

Love Yourself and Others

Honor Your Clan/Family

Honor Gifts and Talents and Others

Be Active

Honor the Kinships

Muscogee Wealth is Love and Generosity

Essential Questions:

- Who are the Muscogee (Creek) people?
- How did the Muscogee Clan system affect Muscogee (Creek) society?
- What is the importance of the Muscogee Creation Story?
- What did the daily life of an average Muscogee person look like?
- What were the traditional beliefs of the Muscogee (Creek) People?
- What was the social and political structure for Muscogee (Creek) People?
- What was life like for the Muscogee (Creek) after contact?
- How did Muscogee (Creek) people begin to intertwine their culture with that of Europeans?

Learning Goals and Objectives:

- To gain respect for differences in culture
- To learn about the aspects of day to day life of early Muscogee (Creek) people
- To realize that our differences are our strengths
- To understand the clan system and how it affected Muscogee (Creek) Society
- To learn how diverse cultures use their strengths to come together for a common cause
- To understand that the Muscogee civilization was complex and organized

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- To understand the Muscogee Creation Story

Lesson Plans (Unit lasts @ 2 weeks)

Lesson 1: The Muscogee Creation Story and Clans

Essential Questions:

- Who are the Muscogee (Creek) people?
- How did the Muscogee Clan system affect Creek society?
- What is the importance of the Muscogee Creation Story?
- What were the traditional beliefs of the Muscogee (Creek) People?

Summary:

Students will build background knowledge about the creation story and clans of the Muscogee people. For the Muscogee people, this is where their history begins.

Engage:

Students will build foundational knowledge about the Muscogee Creation story and the beginning of clans.

Class sets of *The Muscogee Creation Story* have been provided by Muscogee (Creek) Nation. The original telling of the story came from the Muscogee (Creek) Nation Challenge Bowl Study Guide, as it was described by Jean and Joyotpaul Chaudhuri. It was put together by the Muscogee Nation Youth Services, and illustrations were done by Elizabeth Rowland. It is important to state that there are many versions of the creation story that exist, and this one may differ slightly from a version students may have heard before.

Read the creation story aloud as students follow along. A digital version can be found [here](#).

Explore:

Students will explore what the creation story is REALLY about, thinking deeply to elaborate on the thinking of others.

Appendix 5

Students will participate in a "[What's it Really About, Carousel?](#)". Allow 2-3 minutes per section.

Using the organizer, each student completes the first section that says, "What's it **really** about?" In this section, students answer what they think the Muscogee Creation Story is really about. They should not simply summarize what was heard, but think deeply about the purpose and meaning of the story.

Students then pass their papers to the right. Now they read the first response, think deeply about it, and add to it in the second section, which asks, "OK, but what's it **really, REALLY** about?" Initial the section and pass the papers a third time.

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The third section says, “Add anything else that might have been missed. Add to, or elaborate on, your peers’ entries.” The third person completes this section by adding any insights that might have been previously missed, adds initials, and returns the papers to their owners. The original owners read all new responses. Volunteers share highlights aloud.

Facilitate a debrief of new learning and what they learned from others. Collect papers to get an idea of individual student learning.

Explain:

Students deepen their understanding of the Muscogee Clan system that they were introduced to in the Creation Story. They will learn about its importance and relevance today.

Students will independently read the two informative texts about the [Muscogee Clan Systems](#). Appendix 6

As they are reading, they will complete the [What? So What? Now What?](#) document. Allow @15 minutes. Appendix 7

Elaborate/Extend:

Students will Confirm, Compare, and Clarify their notes with one another.

Using the questions on the [What? So What? Now What?](#) document, students will now Confer, Compare, and Clarify notes with pairs and in small groups.

Below are the steps to **Confer, Compare, and Clarify**:

In pairs:

- 1) Students will *Confer* with one another by sharing a one sentence summary of what they think is the most important part of what they learned.
- 2) Next they will *Compare* notes with each other. They can add ideas from their partners on the debriefing form of the document.
- 3) Finally, students will *Clarify* information with their partners by recording any questions they still have or need to be answered about the information learned. What are their wonderings?

In groups:

- 1) Pairs will now merge with another pair to form a small group.
- 2) They may *Compare* and add to their notes once again.
- 3) They may also add to their questions and wonderings. They should discuss the questions and wonderings as a small group to see if they can *Clarify* any information for one another.

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Evaluate/Close:

Learning will be further extended through class discussion facilitated by the teacher and by creating a class chart of learning from Lesson 1.

Finally, facilitate a whole group discussion of what students have learned and recorded on their ^{Appendix 7} [What? So What? Now What?](#) documents.

On chart paper, create a class [What? So What? Now What?](#) document. During discussion, ask for volunteers to give responses for each section so that a good variety of responses are recorded that represent the whole class. Keep this document up as a resource throughout the unit.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Unit](#)

Lesson 2: Muscogee Daily Life

Essential Questions:

- Who are the Muscogee (Creek) people?
- What did the daily life of an average Muscogee (Creek) person look like?
- What was the social and political structure for Muscogee (Creek) People?

Summary:

Students will examine a traditional Muscogee village to learn about everyday life for the Muscogee people. Students will also build knowledge relating to the Muscogee Nation prior to European Contact.

Engage:

Students will collaborate to determine what they think a traditional Muscogee village looked like. Groups will draw their ideas on chart paper.

Divide the students into groups of 3-4 and give each group a piece of Chart Paper. Ask groups to draw what they believe a traditional Muscogee village looked like. Ask the following questions as prompts to help get them started.

- What were traditional Muscogee dwellings?
- How did they provide food for their people?
- Where is the village located in the present day United States?
- Where did ceremonies happen in a village?
- What sort of livestock (if any) did they keep?
- How many people do you think lived in a village?
- What sort of structures did they have?

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Explore:

Students will participate in a silent Gallery Walk to analyze the Muscogee village drawings of each group. They will provide feedback based upon identified prompts for each drawing.

Once the students have completed their drawings, display them around the room. Students will complete a **Gallery Walk** by traveling to the other groups' drawings to answer the questions below. They will use the [Chalkboard Splash Debriefing Form](#) ^{Appendix 8} to compare and contrast the drawings of each group.

In the document, they will note how the various drawings are similar, how they are different, and anything they find surprising. Allow @10 min.

Facilitate a quick discussion of student findings.

Explain:

Students will compare and contrast their Muscogee village drawings to an actual village. They will participate in a discussion about the similarities, differences, and surprises between their villages and an actual village.

At the conclusion of the activity, show students the [Muscogee Villages](#) slideshow that depicts actual recreations. While viewing the slideshow, they may use sticky notes to jot down how their villages were similar and different from the ones in the slideshow. At the end of the slideshow, ask students to jot down the thing that surprised them the most about the villages depicted in the slideshow.

Facilitate classroom discussion and a debrief of new learning, specifically about the ideas documented on their sticky notes. In most instances students have drawn tipis and horses for the traditional villages and placed them in Oklahoma. A good discussion topic is asking students to think about why that is. What knowledge did they base their drawings on?

Elaborate/Extend:

Students will take a virtual field trip of a traditional Muscogee Village to learn what it was to live in one. They will record insights and questions as they tour the village.

Students will now go on a [Virtual Mounds Field Trip](#) to begin exploring a traditional village. It contains a visit to three main sites, and takes @45 minutes to complete. Although the virtual field trip may be explored by students individually or in pairs on their own devices, it is advised to tour as a whole class from an interactive board.

NOTE: It is advised that as the teacher, you view the field trip ahead of time so that you will know how to maneuver through the slides. Once you launch the field trip, you will be taken to a slide of a map. From the map, you will click on the first village, Etowah. From there, you move through the slides by clicking on the right arrow at the top of each slide. The arrow is labeled to indicate what is on the next slide. Some slides also

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have videos in them. Access the videos by clicking on the video camera icon on the slide. An arrow labeled “More Info” will provide more information about that topic when clicked.

Appendix 9

While exploring virtual mounds, students will complete an [IQ Card](#). They will write an INSIGHT and a QUESTION for each site visited (Etowah, Ocmulgee, and Kolomoki).

Evaluate/Close:

Students will add to their own knowledge by reading the insights and questions of others.

After completing the [IQ Card](#), ask students to take their cards (no names) and stand in one large circle. Students will hand the card, face up, to the person on their right. Pass the cards a few times so that the owners remain anonymous. Students will stop and read the card that they are holding silently.

Once everyone has read his/her card, pass once to the right. Keep reading and passing cards until the cards reach their original owners. Ask students to return to their seats and add one additional insight to their cards that they read from a peer’s card.

Facilitate a whole class discussion of insights gained and questions that they would still like to have answered. Collect cards if desired.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Unit](#)

Lesson 3: Life After Contact

Essential Questions:

- What did the daily life of an average Muscogee (Creek) person look like?
- What were the traditional beliefs of the Muscogee (Creek) People?
- What was the social and political structure for Muscogee (Creek) People?
- What was life like for the Muscogee (Creek) after contact?
- How did Muscogee (Creek) people begin to intertwine their culture with that of Europeans?

Summary:

Students will learn about Muscogee life after contact. Through virtual field trips and videos, they will analyze maps, learn about the division of the Creeks in the War of 1812, explore Mvskoke newspaper to learn how to write their own news story, and interpret the perspectives of others in the context of sociocultural awareness and empathy.

Engage:

Students will analyze three maps of Muscogee (Creek) territories to make careful observations and thoughtful interpretations about what they SEE or notice, what they THINK about the topic, and what

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they question or further **WONDER** about.

Students will compare and contrast three maps: [Creek Land Prior to 1733](#), [Indian Territory of 1787](#), and [Upper and Lower Creeks 1812](#).^{Appendix 10}

Appendix 11

As they view the maps, they will record information about each one on the [See, Think, Wonder](#) document. It is suggested to view the maps one at a time as a whole class while students independently document their thinking. Allow @5 minutes for students to view and document their thoughts per map.

Encourage them to make careful observations and thoughtful interpretations.

Next, students will discuss their thoughts with others in a **Line-up**. They will need to take their devices so they can see their responses to the [See, Think, Wonder](#) document, or the paper if they completed it on a printed copy. Direct students to form two lines facing one another so that each person has a partner. If there are an odd number of students, have one of the end students turn and face the last pair.

Pairs will share their responses with one another about the **Creek Land Prior to 1733** map only. Allow approximately 1 minute. (Yes, all partners are talking at the same time. Remind students that they are sharing the minute with their partners, so both students will need to share out during the time allowed.)

Once finished, ask one of the lines to move. (For example, “The line on my left move right two people.”) The person/people on the end will go to the other end of the line. Everyone should now have a new partner. Now students will share their responses to the **Indian Territory Map of 1787**. Continue with the steps above for the third and final round, asking students to rotate one more time.

This time, students will discuss the **Upper and Lower Creeks 1812** map.

As students are interacting, move about the lines listening to their conversations. This will give you an idea of where students are in their learning for today.

Facilitate a final debrief for the lesson by asking volunteers to share ideas from their document and the responses they heard from others with the whole group.

Explore:

Students will collaborate to brainstorm and explore the possible reasons for the division of the Creeks during the War of 1812.

Students will now participate in **Brainstorming Charts** to explore two questions about the division among the Creek people surrounding the War of 1812.

Question A: Why did the Upper Creeks align with the British during the War of 1812?

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Question B: Why did the Lower Creeks and the Cherokees side with the United States during this war?

Write Question A on three large chart paper sticky notes or sections of butcher paper, and write Question B on three other large chart paper sticky notes or sections of butcher paper. Post the Question A charts spread out on one side of the room and Question B charts on the other.

Introduce each question to the class and provide a couple of minutes for students to discuss their initial thoughts with a partner.

Watch the video [Dividing Lines: The War of 1812](#) for additional information to help students form responses to the questions.

After watching the video, ask students to number off to six to make six different small groups, one small group per chart paper. Half of the class will be on the side of the room with Question A, and the other half will be on the side of the room with Question B. Each group will need a **different** color marker. Once at their assigned charts, students will discuss the question and document responses. Responses may be written in a variety of ways including bullet points, illustrations, additional questions, etc. Allow @3 minutes at the first chart.

Next, students will move to the second chart with the same question. Each group will take their marker with them. Together, they should read the previous responses, add notes, highlight or circle comments with which they agree, pose additional questions in response to their peers, etc. They may use arrows to make connections between thoughts. They will repeat this process once more to respond to the final chart. Allow @4 minutes each for the last two rounds.

Finally, have the groups switch to the opposite sides of the room to do a quick **Gallery Walk** to see the responses to the other question posed. Allow @3 minutes.

Facilitate a group discussion about the responses on the chart papers for each question.

Explain:

Students will dig deeper into the videos from a Muscogee (Creek) Nation Virtual Field trip to explain the main idea, details, and connections.

Divide students into five groups. Assign each group one of the following videos from a Muscogee (Creek) Nation Virtual Field Trip. Each group will need a chart paper and markers.

Videos:

[Early Encounters with Georgia's Creek Nation](#)

[Creeks and British War of 1812](#)

[How Alexander McGillivray Helped Protect Creek Indian Land](#)

[Chief William McIntosh Sold All of His Tribe's Land to the United States](#)

[Mary Musgrove, Colonial Go-Between](#)

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Student groups will watch their video once just to listen and learn. They will not take notes or complete anything on the [Signs of Learning](#)^{Appendix 12} document or chart paper during the first viewing.

For the second viewing, students should individually complete each part of the [Signs of Learning](#) organizer with notes and thoughts.

Finally, students will draw the [Signs of Learning](#) organizer on the chart paper. As a group, they will discuss their individual responses to each step and create one group response to document on the chart paper. Groups should be allowed @20 minutes to watch the video and complete the assigned task.

Once groups are finished, each one will discuss their assigned video with the class, by explaining the information included on their chart paper organizer.

Help facilitate whole class discussion after each video to confirm that students really understood the main ideas and connections.

Elaborate:

Students will review modern newspapers to gain insight into what is considered newsworthy and then create their own news piece based on the events of early Muscogee Nation history.

Students will work in pairs to create a newsworthy story based upon information they learn from the [Creek Nation: Treachery and Division](#) virtual field trip.

First, direct them to the [Mvskoke Media Newspaper Archives](#) to explore various newspapers from front to back and see the types of content throughout. As students review the newspapers, challenge them to distinguish facts from opinions and to identify headlines, interviews, editorials, obituaries, etc. Using the [Newspaper 4 Square](#),^{Appendix 13} pairs will document their findings. They may look at multiple archived newspapers if necessary.

Next, have pairs explore the [Creek Nation: Treachery and Division](#) virtual field trip together. They will elaborate on their learning by creating their own newspaper piece around the associated people, places, and events. They will use the [Muscogee Early History Newspaper Rubric](#)^{Appendix 14} to guide their work.

Evaluate/Close:

Students will close the lesson by hearing Muscogee (Creek) and Cherokee people discuss their history, beliefs, and experiences in the context of the Indian Removal Act and the Trail of Tears. They will choose the perspective of one person from the video to explore and interpret in the context of sociocultural awareness and empathy.

Tell students they will be viewing the [Native Voices](#) video to hear four Muscogee (Creek) and Cherokee people discuss their history, beliefs, and experiences in the context of the Indian Removal Act and the Trail of Tears. Watch the video as a whole class. As students watch the video for the first time, tell them to choose the

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perspective of one person from the video to explore and interpret. They will not take notes or do any type of activity during the first viewing. They will only focus on listening to determine which person they want to explore further.

Appendix 15

Provide students with the [Step In, Step Out, Step Back](#) document, either on paper or electronically. Ask them to place the name of their person in the answer space next to **Choose**.

Watch the [Native Voices](#) video again. As they watch for the second time, they should focus their attention on the person they chose, and answer the remaining **Step In, Step Out, and Step Back** questions. After the video, give students a couple of extra minutes to wrap up their final thoughts. Encourage deep thinking. Ask students to take their devices or papers and find someone across the room they have not worked with today. Give pairs 2 minutes to share the responses on their [Step In, Step Out, Step Back](#) documents. Each person should tell whose perspective they were writing about and discuss all of the information they wrote in each box. After 2 minutes, call time, and ask students to pair with someone new. Repeat the process 2-3 more times. If they encounter a partner who wrote about the same person as they did, they should also consider how their responses are alike and different.

Finally, facilitate a whole group discussion. Include the importance of being aware of the perspectives of others, especially when in a sociocultural context. Ask students to specifically focus conversation on how their perspectives compare and contrast to those in the video, and what information they might need from them in order to understand them better.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Unit](#)

Lesson 4: Diorama Project

Students will apply their learning by creating a diorama of a traditional Muscogee Village and explaining the importance of the structures and elements included.

Using the [Virtual Mounds Field Trip](#) as a model, students will create a diorama that illustrates a traditional Muscogee Village. The diorama will be created using cardboard and other craft supplies. Samples can be seen [here](#).

Students may work alone or in pairs for this project. It is suggested that you explain the project as at some point earlier in the unit so that students can begin working on it as time allows at school or at home. It will take 2-3

Appendix 16

Explain the [Diorama Project Rubric](#) to students when introducing the project so they are familiar with the expectations.

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Allow about three days for students to work on their projects. If the school will allow it, the project is a good showcase to set up in the halls to allow students to show off their work and start educational conversations with their peers.

Resources

Images:

Early Creek Village

<http://doridecamillis.blogspot.com/2013/10/creek-village-painting.html>

Videos:

Early Encounters with Georgia's Creek Nation

https://www.youtube.com/watch?v=vCf0j2A5_Us&t=6s

Creeks and British-War of 1812

<https://www.youtube.com/watch?v=xqVpG1TWp0s>

Alexander McGillivray

<https://www.youtube.com/watch?v=gI126UtF154&t=3s>

Chief William McIntosh

<https://www.youtube.com/watch?v=J-BbRrX5vmw&t=20s>

Mary Musgrove

https://www.gpb.org/georgiastories/stories/mary_musgrove

Lesson Resources:

Virtual Mounds Field Trip:

<https://www.gpb.org/ga-digital-textbook/#/en/issue/9E3B4BA9BAB5CE4CE3B46B854C323FFD>

Creek Nation: Treachery and Division Virtual Field Trip

<https://artsandculture.google.com/story/IQUxWLry8s0VKg>

Virtual Learning Journey: Creek Nation

<https://www.gpb.org/education/virtual/creek-nation>

Encountering a Native People: A Virtual Exploration of the Creek Nation in Georgia

<https://artsandculture.google.com/story/QAVBB-q30n3wLQ>

Dividing Lines: The War of 1812/Creek Nation Virtual Field Trip

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<https://oeta.pbslearningmedia.org/resource/creek-nation-fought-with-british-war-1812-video/virtual-field-trips/>

Native Voices

<https://oeta.pbslearningmedia.org/resource/51fdf661-2a0a-4585-bb19-ff8f39626dfd/native-voices-cherokee-nation-video-virtual-field-trips/>

Mvskoke Media Newspaper Archives

<https://www.mvskokemedia.com/news/>

Clan System Information: Muscogee Nation Historic and Cultural Preservation Office

School Reform Initiative Protocols:

What? So What? Now What? Protocol

<https://www.schoolreforminitiative.org/download/what-so-what-now-what/>

Books:

Allen, David, et al. *Protocols in the Classroom: Tools to Help Students Read, Write, Think, & Collaborate*. Teachers College Press, 2018.

Green, Michael D. *The Creeks*. Edited by Frank W. Porter, Chelsea House, 1990.

Himmele, Persida, and William Himmele. *Total Participation Techniques*. 2nd ed., ACSD, 2017.

Mvskoke Creation Story

SRI Resource and Protocol Book. School Reform Initiative, 2014. www.schoolreforminitiative.org.

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Alignment to Oklahoma Social Studies Academic Standards

6th Grade Social Studies Standards:

6.1.1 Apply geographic information to support analysis from primary and secondary sources located in a variety of texts.

6.1.3 Integrate visual information, draw conclusions, and make predictions from geographic data.

6.1.4 Integrate visual information and develop the skill of mental mapping of the political and physical features of Earth's surface in order to organize information about people, places, and environments.

6.3.2 Identify and describe cultural traits of language, ethnic heritage, religion, and traditions practiced among peoples.

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

6.3.7 Identify and explain topics related to indigenous sovereignty.

World Geography Content Standards

WG.1.2 Utilize geographic skills to understand and analyze the spatial organization of people, places, and environments on the Earth's surface.

WG.3.1 Assess the spatial dimensions of culture as defined by language, religion, ethnicity, and gender.

WG.3.2 Analyze and summarize the role the environment plays in determining a region's culture.

WG.3.4 Compare the world's major cultural landscapes to analyze cultural differences, cultural identity, social mores, and sets of beliefs which determine a sense of place.

WG.3.5 Explain how cultural characteristics, such as language, ethnicity, and religion impact different regions.

Sociology Content Standards

S.2.2 Recognize the key components of a culture including knowledge, language and communication, customs, values, and physical artifacts.

S.2.5 Compare various subcultures including counter cultures, pop cultures, ethnic cultures, and religious cultures.

S.5.1 Analyze the impact of social institutions on individuals, groups and organizations within society; explain how these institutions transmit the values of society including familial, religious, educational, economic, and political.

S.8.1 Describe the traditions, roles, and expectations necessary for a society to continue and flourish.

Social Studies Practices:

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1.B.9-12.4 Analyze how various governmental powers, responsibilities, and limitations are enacted and have changed over time.

4.A.9-12.2 Analyze information from visual, oral, digital, and interactive texts (e.g. maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.

5.B.9-12.3 Construct visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings and reasoning, for diverse audiences.

English Language Art Standards (10th grade was used as a guide):

10.1.L.1 Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.

10.1.L.2 Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.

10.1.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.

10.1.S.2 Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.

10.2.R.1 Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.

10.3.R.7 Students will analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.

10.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.

Alignment to Native Studies Standards

Native Studies Standards:

Students will be introduced to the Mvskoke Language and understand the significance to the tribe and the culture.

Students will examine the complexities of Tribal Nations to build knowledge of cultural and historical components unique to specific tribes.

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Students will describe tribal sovereignty through exploring tribal functions such as governmental agencies, laws, legislative bodies and a nation's inherent right to self-govern.

Students will integrate visual information to make connections to history and contemporary impacts to and by Native Americans.

Alignment to PACE Standards

Personal Discovery:

Students will connect to tribal nations and value their citizenship as they develop knowledge of indigenous peoples and the world around them.

Alignment to Oklahoma Social Justice Standards

Identity:

I.1. Students will develop positive social identities based on their membership in multiple groups in society.

I.3. Students will recognize that people's multiple identities interact and create unique and complex individuals.

Diversity:

D.8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

D.10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Justice:

J.13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Empathy:

A.16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

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Individual lessons

The Muscogee Creation Story and Clans

Grade: 9-12th	Unit: Mvskoke People, Older than America	Lesson: 1
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Lesson Focus and Goals: *Students will build background knowledge about the creation story and clans of the Muscogee people. For the Muscogee people, this is where their history begins.*

Materials Needed: <ul style="list-style-type: none">• The Muscogee Creation Story book• Chart Paper• Something to write with	Essential Questions: <ul style="list-style-type: none">• Who are the Muscogee (Creek) people?• How did the Muscogee Clan system affect Creek society?• What is the importance of the Muscogee Creation Story?• What were the traditional beliefs of the Muscogee (Creek) People?
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Structure/ Activity:

Engage:
Students will build foundational knowledge about the Muscogee Creation story and the beginning of clans.

Class sets of *The Muscogee Creation Story* have been provided by Muscogee (Creek) Nation. The original telling of the story came from the Muscogee (Creek) Nation Challenge Bowl Study Guide, as it was described by Jean and Joyotpaul Chaudhuri. It was put together by the Muscogee Nation Youth Services, and illustrations were done by Elizabeth Rowland. It is important to state that there are many versions of the creation story that exist, and this one may differ slightly from a version students may have heard before.

Read the creation story aloud as students follow along. A digital version can be found [here](#).

Explore:
Students will explore what the creation story is REALLY about, thinking deeply to elaborate on the thinking of others.

Students will participate in a "[What's it Really About, Carousel?](#)". Allow 2-3 minutes per section. Using the organizer, each student completes the first section that says, "What's it **really** about?" In this section, students answer what they think the Muscogee Creation Story is really about. They should not simply summarize what was heard, but think deeply about the purpose and meaning of the story.

Students then pass their papers to the right. Now they read the first response, think deeply about it, and add to it in the second section, which asks, “OK, but what’s it **really, REALLY** about?” Initial the section and pass the papers a third time.

The third section says, “Add anything else that might have been missed. Add to, or elaborate on, your peers’ entries.” The third person completes this section by adding any insights that might have been previously missed, adds initials, and returns the papers to their owners. The original owners read all new responses. Volunteers share highlights aloud.

Facilitate a debrief of new learning and what they learned from others. Collect papers to get an idea of individual student learning.

Explain:

Students deepen their understanding of the Muscogee Clan system that they were introduced to in the Creation Story. They will learn about its importance and relevance today.

Students will independently read the two informative texts about the [Muscogee Clan Systems](#).

As they are reading, they will complete the [What? So What? Now What?](#) document. Allow @15 minutes.

Elaborate/Extend:

Students will Confirm, Compare, and Clarify their notes with one another.

Using the questions on the [What? So What? Now What?](#) document, students will now Confer, Compare, and Clarify notes with pairs and in small groups.

Below are the steps to **Confer, Compare, and Clarify**:

In pairs:

- 1) Students will *Confer* with one another by sharing a one sentence summary of what they think is the most important part of what they learned.
- 2) Next they will *Compare* notes with each other. They can add ideas from their partners on the debriefing form of the document.
- 3) Finally, students will *Clarify* information with their partners by recording any questions they still have or need to be answered about the information learned. What are their wonderings?

In groups:

- 1) Pairs will now merge with another pair to form a small group.
- 2) They may *Compare* and add to their notes once again.
- 3) They may also add to their questions and wonderings. They should discuss the questions and wonderings as a small group to see if they can *Clarify* any information for one another.

Assessment:

Evaluate/ Close

Learning will be further extended through class discussion facilitated by the teacher and by creating a class chart of learning from Lesson 1.

Finally, facilitate a whole group discussion of what students have learned and recorded on their [What? So What? Now What?](#) documents.

On chart paper, create a class [What? So What? Now What?](#) document. During discussion, ask for volunteers to give responses for each section so that a good variety of responses are recorded that represent the whole class. Keep this document up as a resource throughout the unit.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Unit](#)

Muscogee Daily Life

Grade: 9-12	Unit: Mvskoke People, Older than America	Lesson: 2
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Lesson Focus and Goals: *Students will examine a traditional Muscogee village to learn about everyday life for the Muscogee people. Students will also build knowledge relating to the Muscogee Nation prior to European Contact.*

Materials Needed: Chart paper Sticky notes	Essential Questions: <ul style="list-style-type: none">• Who are the Muscogee (Creek) people?• What did the daily life of an average Muscogee (Creek) person look like?• What was the social and political structure for Muscogee (Creek) People?
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Structure/ Activity:

Engage:
Students will collaborate to determine what they think a traditional Muscogee village looked like. Groups will draw their ideas on chart paper.

Divide the students into groups of 3-4 and give each group a piece of Chart Paper. Ask groups to draw what they believe a traditional Muscogee village looked like. Ask the following questions as prompts to help get them started.

- What were traditional Muscogee dwellings?
- How did they provide food for their people?
- Where is the village located in the present day United States?
- Where did ceremonies happen in a village?
- What sort of livestock (if any) did they keep?
- How many people do you think lived in a village?
- What sort of structures did they have?

Explore:
Students will participate in a silent Gallery Walk to analyze the Muscogee village drawings of each group. They will provide feedback based upon identified prompts for each drawing.

Once the students have completed their drawings, display them around the room. Students will complete a **Gallery Walk** by traveling to the other groups' drawings to answer the questions below.

They will use the [Chalkboard Splash Debriefing Form](#) to compare and contrast the drawings of each group.

In the document, they will note how the various drawings are similar, how they are different, and anything they find surprising. Allow @10 min.

Facilitate a quick discussion of student findings.

Explain:

Students will compare and contrast their Muscogee village drawings to an actual village. They will participate in a discussion about the similarities, differences, and surprises between their villages and an actual village.

At the conclusion of the activity, show students the [Muscogee Villages](#) slideshow that depicts actual recreations. While viewing the slideshow, they may use sticky notes to jot down how their villages were similar and different from the ones in the slideshow. At the end of the slideshow, ask students to jot down the thing that surprised them the most about the villages depicted in the slideshow.

Facilitate classroom discussion and a debrief of new learning, specifically about the ideas documented on their sticky notes. In most instances students have drawn tipis and horses for the traditional villages and placed them in Oklahoma. A good discussion topic is asking students to think about why that is. What knowledge did they base their drawings on?

Elaborate/Extend:

Students will take a virtual field trip of a traditional Muscogee Village to learn what it was to live in one. They will record insights and questions as they tour the village.

Students will now go on a [Virtual Mounds Field Trip](#) to begin exploring a traditional village. It contains a visit to three main sites, and takes @45 minutes to complete. Although the virtual field trip may be explored by students individually or in pairs on their own devices, it is advised to tour as a whole class from an interactive board.

NOTE: It is advised that as the teacher, you view the field trip ahead of time so that you will know how to maneuver through the slides. Once you launch the field trip, you will be taken to a slide of a map. From the map, you will click on the first village, Etowah. From there, you move through the slides by clicking on the right arrow at the top of each slide. The arrow is labeled to indicate what is on the next slide. Some slides also have videos in them. Access the videos by clicking on the video camera icon on the slide. An arrow labeled "More Info" will provide more information about that topic when clicked.

While exploring virtual mounds, students will complete an [IQ Card](#). They will write an INSIGHT and a QUESTION for each site visited (Etowah, Ocmulgee, and Kolomoki).

Assessment:

Evaluate/Close:

Students will add to their own knowledge by reading the insights and questions of others.

After completing the [IQ Card](#), ask students to take their cards (no names) and stand in one large circle. Students will hand the card, face up, to the person on their right. Pass the cards a few times so that the owners remain anonymous. Students will stop and read the card that they are holding silently.

Once everyone has read his/her card, pass once to the right. Keep reading and passing cards until the cards reach their original owners. Ask students to return to their seats and add one additional insight to their cards that they read from a peer's card.

Facilitate a whole class discussion of insights gained and questions that they would still like to have answered. Collect cards if desired.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Unit](#)

Life After Contact and War of 1812

Grade: 9-12th	Unit: Mvskoke People, Older than America	Lesson: 3
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Lesson Focus and Goals: ***Students will learn about Muscogee life after contact. Through virtual field trips and videos, they will analyze maps, learn about the division of the Creeks in the War of 1812, explore Mvskoke newspaper to learn how to write their own news story, and interpret the perspectives of others in the context of sociocultural awareness and empathy.***

Materials Needed:	Essential Questions:
Chart paper	<ul style="list-style-type: none"> • What did the daily life of an average Muscogee (Creek) person look like? • What were the traditional beliefs of the Muscogee (Creek) People? • What was the social and political structure for Muscogee (Creek) People? • What was life like for the Muscogee (Creek) after contact? • How did Muscogee (Creek) people begin to intertwine their culture with that of Europeans?
Sticky notes	
Chart markers	

Structure/ Activity:

Engage:

Students will analyze three maps of Muscogee (Creek) territories to make careful observations and thoughtful interpretations about what they SEE or notice, what they THINK about the topic, and what they question or further WONDER about.

Students will compare and contrast three maps: [Creek Land Prior to 1733](#), [Indian Territory of 1787](#), and [Upper and Lower Creeks 1812](#).

As they view the maps, they will record information about each one on the [See, Think, Wonder](#) document. It is suggested to view the maps one at a time as a whole class while students independently document their thinking. Allow @5 minutes for students to view and document their thoughts per map.

Encourage them to make careful observations and thoughtful interpretations.

Next, students will discuss their thoughts with others in a **Line-up**. They will need to take their devices so they can see their responses to the [See, Think, Wonder](#) document, or the paper if they completed it on a printed copy.

Direct students to form two lines facing one another so that each person has a partner. If there are an odd number of students, have one of the end students turn and face the last pair.

Pairs will share their responses with one another about the **Creek Land Prior to 1733** map only. Allow approximately 1 minute. (Yes, all partners are talking at the same time. Remind students that they are sharing the minute with their partners, so both students will need to share out during the time allowed.)

Once finished, ask one of the lines to move. (For example, “The line on my left move right two people.”) The person/people on the end will go to the other end of the line. Everyone should now have a new partner. Now students will share their responses to the **Indian Territory Map of 1787**. Continue with the steps above for the third and final round, asking students to rotate one more time.

This time, students will discuss the **Upper and Lower Creeks 1812** map.

As students are interacting, move about the lines listening to their conversations. This will give you an idea of where students are in their learning for today.

Facilitate a final debrief for the lesson by asking volunteers to share ideas from their document and the responses they heard from others with the whole group.

Explore:

Students will collaborate to brainstorm and explore the possible reasons for the division of the Creeks during the War of 1812.

Students will now participate in **Brainstorming Charts** to explore two questions about the division among the Creek people surrounding the War of 1812.

Question A: Why did the Upper Creeks align with the British during the War of 1812?

Question B: Why did the Lower Creeks and the Cherokees side with the United States during this war?

Write Question A on three large chart paper sticky notes or sections of butcher paper, and write Question B on three other large chart paper sticky notes or sections of butcher paper. Post the Question A charts spread out on one side of the room and Question B charts on the other.

Introduce each question to the class and provide a couple of minutes for students to discuss their initial thoughts with a partner.

Watch the video [Dividing Lines: The War of 1812](#) for additional information to help students form responses to the questions.

After watching the video, ask students to number off to six to make six different small groups, one small group per chart paper. Half of the class will be on the side of the room with Question A, and the

other half will be on the side of the room with Question B. Each group will need a **different** color marker. Once at their assigned charts, students will discuss the question and document responses. Responses may be written in a variety of ways including bullet points, illustrations, additional questions, etc. Allow @3 minutes at the first chart.

Next, students will move to the second chart with the same question. Each group will take their marker with them. Together, they should read the previous responses, add notes, highlight or circle comments with which they agree, pose additional questions in response to their peers, etc. They may use arrows to make connections between thoughts. They will repeat this process once more to respond to the final chart. Allow @4 minutes each for the last two rounds.

Finally, have the groups switch to the opposite sides of the room to do a quick **Gallery Walk** to see the responses to the other question posed. Allow @3 minutes.

Facilitate a group discussion about the responses on the chart papers for each question.

Explain:

Students will dig deeper into the videos from a Muscogee (Creek) Nation Virtual Field trip to explain the main idea, details, and connections.

Divide students into five groups. Assign each group one of the following videos from a Muscogee (Creek) Nation Virtual Field Trip. Each group will need a chart paper and markers.

Videos:

[Early Encounters with Georgia's Creek Nation](#)

[Creeks and British War of 1812](#)

[How Alexander McGillivray Helped Protect Creek Indian Land](#)

[Chief William McIntosh Sold All of His Tribe's Land to the United States](#)

[Mary Musgrove, Colonial Go-Between](#)

Student groups will watch their video once just to listen and learn. They will not take notes or complete anything on the [Signs of Learning](#) document or chart paper during the first viewing.

For the second viewing, students should individually complete each part of the [Signs of Learning](#) organizer with notes and thoughts.

Finally, students will draw the [Signs of Learning](#) organizer on the chart paper. As a group, they will discuss their individual responses to each step and create one group response to document on the chart paper. Groups should be allowed @20 minutes to watch the video and complete the assigned task.

Once groups are finished, each one will discuss their assigned video with the class, by explaining the information included on their chart paper organizer.

Help facilitate whole class discussion after each video to confirm that students really understood the main ideas and connections.

Elaborate:

Students will review modern newspapers to gain insight into what is considered newsworthy and then create their own news piece based on the events of early Muscogee Nation history.

Students will work in pairs to create a newsworthy story based upon information they learn from the [Creek Nation: Treachery and Division](#) virtual field trip.

First, direct them to the [Mvskoke Media Newspaper Archives](#) to explore various newspapers from front to back and see the types of content throughout. As students review the newspapers, challenge them to distinguish facts from opinions and to identify headlines, interviews, editorials, obituaries, etc. Using the [Newspaper 4 Square](#), pairs will document their findings. They may look at multiple archived newspapers if necessary.

Next, have pairs explore the [Creek Nation: Treachery and Division](#) virtual field trip together. They will elaborate on their learning by creating their own newspaper piece around the associated people, places, and events. They will use the [Muscogee Early History Newspaper Rubric](#) to guide their work.

Assessment:

Evaluate/Close:

Students will close the lesson by hearing Muscogee (Creek) and Cherokee people discuss their history, beliefs, and experiences in the context of the Indian Removal Act and the Trail of Tears. They will choose the perspective of one person from the video to explore and interpret in the context of sociocultural awareness and empathy.

Tell students they will be viewing the [Native Voices](#) video to hear four Muscogee (Creek) and Cherokee people discuss their history, beliefs, and experiences in the context of the Indian Removal Act and the Trail of Tears. Watch the video as a whole class. As students watch the video for the first time, tell them to choose the perspective of one person from the video to explore and interpret. They will not take notes or do any type of activity during the first viewing. They will only focus on listening to determine which person they want to explore further.

Provide students with the [Step In, Step Out, Step Back](#) document, either on paper or electronically. Ask them to place the name of their person in the answer space next to **Choose**.

Watch the [Native Voices](#) video again. As they watch for the second time, they should focus their attention on the person they chose, and answer the remaining **Step In, Step Out, and Step Back**

questions. After the video, give students a couple of extra minutes to wrap up their final thoughts. Encourage deep thinking.

Ask students to take their devices or papers and find someone across the room they have not worked with today. Give pairs 2 minutes to share the responses on their [Step In, Step Out, Step Back](#) documents. Each person should tell whose perspective they were writing about and discuss all of the information they wrote in each box. After 2 minutes, call time, and ask students to pair with someone new. Repeat the process 2-3 more times. If they encounter a partner who wrote about the same person as they did, they should also consider how their responses are alike and different.

Finally, facilitate a whole group discussion. Include the importance of being aware of the perspectives of others, especially when in a sociocultural context. Ask students to specifically focus conversation on how their perspectives compare and contrast to those in the video, and what information they might need from them in order to understand them better.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Unit](#)

Diorama Projects

Grade:	Unit: Mvskoke People, Older than America	Lesson: 4
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Lesson Focus and Goals:

Students will apply their learning by creating a diorama of a traditional Muscogee Village and explaining the importance of the structures and elements included.

Materials Needed: Clay, paint, paintbrush, project board, foam board, etc. Materials to create dioramas.

Structure/ Activity:

Using the [Virtual Mounds Field Trip](#) as a model, students will create a diorama that illustrates a traditional Muscogee Village. The diorama will be created using cardboard and other craft supplies. Samples can be seen [here](#).

Students may work alone or in pairs for this project. It is suggested that you explain the project as at some point earlier in the unit so that students can begin working on it as time allows at school or at home. It will take 2-3 days.

Explain the [Diorama Project Rubric](#) to students when introducing the project so they are familiar with the expectations.

Allow about three days for students to work on their projects. If the school will allow it, the project is a good showcase to set up in the halls to allow students to show off their work and start educational conversations with their peers.

Conflict and Removal Unit



Forced Removal to Oklahoma Territory: Illustration by Jerome Tiger

Unit Overview:

Soon after the founding of the United States, American Indian Nations in the East faced increasing pressure to cede their lands and move west of the Mississippi. For many years, American Indian leaders made difficult choices by planning strategically and relying on their nations' cultural, political, and military strengths to avoid removal. Removal became a federal policy with the passage of the Indian Removal Act in 1830. Although a few Indian Nations were successful in keeping some of their lands, about 100,000 Indian people were ultimately removed to Indian Territory. The process of removal created upheaval, suffering, and death among Indian people. However, it was not the end for American Indians; they have survived and thrive as their own cultural and political entities today. The history of American Indian removal serves as an important lesson for all people today in understanding the importance of human rights, relations among diverse peoples, and the consequences of certain policies and actions taken by nations.

(Text Source: <https://americanindian.si.edu/nk360/removal/pdf/lesson-0-full.pdf>)

Grade Levels: 6-12 Grades, Oklahoma History, Psychology, US History, World Geography, Sociology, and 10th ELA

Based on 45-55 minute classes, recommended time frame: Unit total about three weeks

Lesson One - Three days

Lesson Two - Six days

Lesson Three: Unit Assessment - Three days

Conflict and Removal Unit

Project: Add in time to work on projects by using extra time at the end of a lesson and/or building in days as appropriate.

Materials and Supplies: Butcher paper/art paper and/or chart paper, a marker for every student in the class, sticky notes

Reflection/Formative Assessment: A reflection and/or formative assessment is recommended after each day and not necessarily after the whole lesson. [Reflection/Closure Strategies - Native American Studies](#)

Muscogee Educational Standards:

Love Yourself and Others

Honor Your Clan/Family

Honor Gifts and Talents and Others

Be Active

Honor the Kinships

Muscogee Wealth is Love and Generosity

Essential Questions:

- What does it mean to remove a group of people?
- What accounted for different points of view regarding the removal of Native Americans from their homelands?
- What was the Muscogee Nation's experience with removal?
- In what ways was Indian removal viewed as "progress" by many Americans and their leaders?
- To what extent can Indian removal be considered a "setback" for American democracy?
- When and how, if ever, can recovery from forced migration be overcome by a people?

Learning Goals and Objectives:

- To gain respect for differences in culture
- To examine primary documents
- To analyze the motivations for the removal of American Indians and the passage of the Indian Removal Act of 1830
- To trace the forced removal of the Muscogee (Creek) Indians
- To understand the impact of forced removal on American Indian nations, especially the Muscogee (Creek) Nation
- To compare opposing perspectives on the topic of Indian Removal

Conflict and Removal Unit

Lesson Plans (Unit lasts @2 ½ weeks)

Lesson 1: Overview of American Indian Removal

Essential Questions:

- What does it mean to remove a group of people?
- What accounted for different points of view regarding the removal of Native Americans from their homelands?
- In what ways was Indian removal viewed as “progress” by many Americans and their leaders?

Summary:

Students will explore the essential questions of the lesson by completing a Quick-Write and Pair-Share. They will analyze differing perspectives through a video and an essay. Finally, they will write an acrostic summary of ideas using the term “Indian Removal”.

Engage:

Students will explore and connect to the idea of “removal” by participating in a Quick-Write exercise.

Post the essential questions and introduce the topic and learning objectives of the unit.

Allow students approximately 3 minutes to complete the ^{Appendix 17} [Quick-Write](#) exercise on their own. After completion of individual quick-writes, follow up with a ^{Appendix 18} [Think-Pair-Share](#) for students to share their reflections with others. Each person must share. Ask students to Pair-Share multiple times if desired.

After @5-10 minutes, ask volunteers to share reflections aloud to the whole group. Facilitate this discussion.

Explore:

Students will watch a short video and complete the previewing guide to refine their understanding.

Explain to students that they will be watching a short, animated video that presents other students’ perspectives of American Indian Removal. Prior to watching the video, students will complete the ^{Appendix 19} [What is Removal?](#) [Previewing Guide](#). Allow @5 minutes for students to complete the organizer.

After students have completed the organizer, click the [Removal video](#) link. Once there, click on the Introduction Video and watch as a class. Students should then refer back to the Previewing Guide to expand and refine their understanding about removal after viewing the video. Follow up with another [Think-Pair-Share](#) for students to share their understandings and insights with others. Facilitate a class discussion to conclude the activity.

Conflict and Removal Unit

Explain:

Students will examine different perspectives of removal and document their analysis.

Explain to students that for many years, American Indian leaders actively resisted pressure to leave their homelands. Removal as a federal policy came into effect with the passage of the Indian Removal Act of 1830. In pairs, have students examine the [Opposing Perspectives](#) source set (link on slide). Pairs will complete the [Opposing Perspectives Organizer](#),^{Appendix 20} to analyze a Native leader's and a U.S. president's perspectives about removal. Facilitate a whole class discussion for pairs to share out their insights.

Elaborate/Extend:

To extend learning, students will examine the implications of an historian's perspective.

"Hear from the Historian" is an essay on American Indian removal by Smithsonian historian Dr. Mark Hirsh. It provides students with historical context about the era in which the U.S. Government implemented removal as a federal policy.

For this activity, students will read the essay as a whole class or individually, from this link [Historian's Perspective](#).

Have students participate in a [Text Rendering Experience](#)^{Appendix 21} strategy. In step 2, students will form into groups to continue. At the completion of the activity, facilitate a whole class discussion based upon the questions that groups answered in Step 3.

Evaluate/Close:

Students will reflect on prior learning from the lesson and draw conclusions about Indian Removal. Using an acrostic of the term, they will write their conclusions in complete sentences. Finally, they will use all thirteen sentences to write a summary.

Ask students to access the four documents used earlier in the lesson (Quick Write, Previewing Guide, Opposing Perspectives Organizer, and Text Rendering Experience). These documents will be used as a reference to complete the [Acrostic](#)^{Appendix 22} with the term Indian Removal. Instructions are included on the document link.

Once students complete Parts 1 and 2, place them in groups of 4. Students will analyze and dissect the four summaries to create one 10 sentence group summary of the learning. Group summaries can be written on chart paper, read aloud, and displayed in the classroom. Facilitate a whole class discussion of the learning.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Conflict and Removal Unit

Lesson 2: Impacts of Indian Removal

Essential Questions:

- What Was the Muscogee Nation’s experience with removal?
- When and how, if ever, can recovery from forced migration be overcome by a people?
- To what extent can Indian removal be considered a “setback” for American democracy?

Summary:

Students will begin to learn how American Indian Removal impacted the Muscogee (Creek) tribe. They will explore removal maps and determine implications for the Muscogee people through text and video.

Engage:

Students will agree or disagree with a series of claims about the experiences of Muscogee peoples before, during, and after removal.

Post essential questions and introduce the topic and learning objectives of the unit.

Students independently determine whether they agree or disagree with the claims presented in the [Muscogee Removal Anticipation Guide](#). Appendix 23

Responses will not yet be discussed. Students will return to the series of claims at the end of Lesson 2.

Explore:

Students will explore two removal maps to make predictions about the changes tribes had to make

Ask students to examine the two maps linked below. Based on what they know, students should consider what kind of changes the Native American Nations had to make to accommodate their move to Indian Territory. They should think about weather, food sources, housing, lifestyle changes, etc.. Make four predictions about the Muscogee (Creek) Tribe using the [4 Square](#) ^{Appendix 24} predictions chart. Be sure to include a reason as to why you are making that prediction. For example, “The Delaware might have to wear lighter clothing because it is a lot warmer in Oklahoma.” Once students have made individual predictions, create a class chart of predictions.

[Removal Map](#)

[All Nations Removal Map](#)

Facilitate a class discussion and prompt students to think about the scope and scale of removal as a federal policy. Consider emphasizing the number of nations represented on the map, the scale of homelands that were taken away, and the extremely small amount of territory to which many of these nations were removed. Explain that different American Indian Nations reacted to issues of removal in different ways.

Conflict and Removal Unit

Explain:

Students will read a text to raise questions and identify implications of Muscogee (Creek) removal.

Here is a link to a summarized text of the Muscogee Nations' experience for your reference.

[Appendix 25
Muscogee Removal Text](#)

Watch the Smithsonian video, "[Indian Problems](#)". Students will use the [Appendix 26
Muscogee Removal Reading for Meaning](#) organizer to document evidence to support or refute the listed claims. These are the same claims from the anticipation guide. Follow the directions as indicated on the organizer. Students may not find evidence for all of the claims yet. This organizer will be used again.

Once completed, students will participate in [Appendix 27
Confer, Compare, and Clarify](#) to discuss the claims and evidence they documented in the organizer.

Elaborate/Extend:

Students will continue to EXPLORE specifically, the Muscogee Nations's experience with Indian removal through an interactive lesson.

Using the same Reading for Meaning organizer, students will go through the [Smithsonian Muscogee Removal Interactive Lesson](#) to add more sources, claims, and evidence to support or refute the claims made on the guide. It is suggested that you facilitate the interactive lesson as a whole group, while each student completes his/her own organizer during the lesson. The interactive lesson is divided into "Before", "During", and "After" sections. After each section, a few discussion questions are posed.

Before beginning the lesson, guide students to find four different [Appendix 28
12, 1, 2, 3 O'Clock Partners](#). Students will walk around the room and make appointments with other students. Both partners should select a time that is open and write each other's names by the appropriate time on the line provided on the document. If someone remains without a partner, have that person triple up with an existing pair, or offer to be the student's partner.

Once partners are selected, begin the interactive lesson. After each section of the whole group lesson (Introduction, Before, During and After), students will go to the corresponding partner to discuss and answer the questions on the document. With each question set, partners will answer the specific questions together. Facilitate a whole class discussion after each question set. The discussion questions from the "Reflections" section of the interactive lesson will be discussed as a whole group.

After completion of the interactive lesson, students will make sure they have completed their Reading for Meaning organizer. They will then [Confer, Compare, Clarify](#) once more to discuss the new claims and evidence they documented from the interactive lesson.

Conflict and Removal Unit

Evaluate/Close:

Students will demonstrate understanding of the implications of removal on the Muscogee peoples by writing a series of removal journey entries.

Students will synthesize what they have learned and apply their learning to make deeper connections and inferences about real-life experiences by writing five journal entries about their experiences during their removal journey. They may use information from the [Evidence Kit](#) to help add facts into their entries.

Appendix 29

[Removal Journey Diary Entries](#)

[Removal Journey Rubric](#)^{Appendix 30}

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Lesson 3: Summative Argument Slideshow

Students will further analyze and evaluate their learning with a summative assessment in the form of an argumentative project slideshow. You may allow the option for students to create some other type of visual or an essay. The rubric can be modified accordingly.

Appendix 31

[Summative Argument Project](#)

Enrichment Opportunities:

Opportunities to enrich and explore topics further can be found in the [Lesson Extensions](#) link. These lessons are optional, and may be used to go deeper into a certain topic, extend the unit, or replace an existing lesson.

Conflict and Removal Unit

Resources

Images:

Osceola

<https://www.nps.gov/fosu/learn/news/fomo-osceola-exhibit-oct-2019.htm>

Removal by Jerome Tiger

<https://americanindian.si.edu/nk360/removal-muscogee/during.html>

Andrew Jackson

<https://www.history.com/topics/us-presidents/andrew-jackson>

Trail of Tears

[Indian Removal Act of 1830 \(uidaho.edu\)](#)

Forced Muscogee Removal

[Removal of the Muscogee Nation - During | Interactive Teaching Resource \(si.edu\)](#)

Lesson Resources:

Native Knowledge 360

<https://americanindian.si.edu/nk360/removal/pdf/lesson-0-full.pdf>

Primary Source

<http://www.livebinders.com/media/get/MTMyNTY2NzU=>

Visible Thinking Routines-Text Rendering

https://www.coe.arizona.edu/sites/default/files/text_rendering_protocol.pdf

Books:

Allen, David, et al. *Protocols in the Classroom: Tools to Help Students Read, Write, Think, & Collaborate*. Teachers College Press, 2018.

Allen, Janet. *Tools for Teaching Content Literacy*. Hawker Bronlow Education, 2015.

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School Reform Initiative Resources:

Text Rendering Experience

Conflict and Removal Unit

<https://www.schoolreforminitiative.org/download/the-text-rendering-experience/>

Alignment to Oklahoma Academic Standards

6th Grade Social Studies Content Standards:

6.3.7 Identify and explain topics related to indigenous sovereignty.

6.4.3 Analyze the impact of climate and natural disasters on human populations, including forced migration, scarcity of consumer goods, economic activities, and loss of life.

6.5.2 Explain how cultural diffusion, both voluntary and forced, impacts societies of a region.

6.5.5 Analyze reasons for conflict and cooperation among and between groups, societies, nations, and regions.

8th Grade Social Studies Content Standards:

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:

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.

8.12.5 Evaluate the impact of federal policies including:

B. impact of continued displacement of American Indians.

Oklahoma History Content Standards:

OKH.1.2 Summarize the accomplishments of pre-contact cultures including the Spiro Mound Builders.

OKH.1.3 Compare the goals and significance of early Spanish, French, and American interactions with American Indians, including trade, the impact of disease, the arrival of the horse, and new technologies.

OKH.2.3 Analyze the motivations for removal of American Indians and the passage of the Indian Removal Act of 1830; trace the forced removal of American Indian nations, including the impact on the tribal nations removed to present-day Oklahoma and tribal resistance to the forced relocations.

OKH.2.4 Describe the consequences of Indian Removal on intertribal relationships with western nations, such as the Osage, Comanche, Kiowa, Cheyenne and Arapaho.

OKH.3.1 Summarize the impact of the Civil War and Reconstruction Treaties on American Indian peoples, territories, and tribal sovereignty including: A. required enrollment of the Freedmen B. Second Indian Removal

Conflict and Removal Unit

C. significance of the Massacre at the Washita D. reasons for the reservation system and the controversy regarding the reservation system as opposed to tribal lands. E. establishment of the western military posts including the role of the Buffalo Soldiers F. construction of railroads through Indian Territory

OKH.3.5 Explain how American Indian nations lost control over tribal identity and citizenship through congressional action.

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

D. exploitation of American Indian resources, lands, trust accounts, head rights, and guardianship as required by the Bureau of Indian Affairs.

Psychology Content Standards:

PS.7.2 Explain how bias, discrimination and use of stereotypes influence behavior with regard to gender, race, sexual orientation and ethnicity.

U.S. History Content Standards:

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

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.

D. Compare viewpoints of American Indian resistance to United States Indian policies.

World Geography Standards:

WG.3.4 Compare the world's major cultural landscapes to analyze cultural differences, cultural identity, social mores, and sets of beliefs which determine a sense of place.

WG.3.5 Explain how cultural characteristics, such as language, ethnicity, and religion impact different regions.

WG.4.2 Analyze the concept of territoriality, the nature and meaning of boundaries, and their influence on identity, interaction, and exchange.

WG.4.5 Evaluate how the forces of cooperation and conflict among people influence the division and control of territory and resources.

Social Studies Practices:

1.A.9-12.2 Evaluate the impact of perspectives, civic virtues, democratic principles, constitutional rights, and human rights on addressing issues and problems in society.

Conflict and Removal Unit

3.A.9-12.5 Evaluate how multiple, complex events are shaped by unique circumstances of time and place, as well as broader historical contexts.

3.A.9-12.7 Analyze complex and interacting factors that influence multiple perspectives during different historical eras or contemporary events.

English Language Arts Standards (10th grade was used as a guide):

10.3.W.1 Students will compose narratives reflecting real or imagined experiences that: • include engaging plots involving well-developed, complex characters resolving conflicts • establish narrator(s) that enhance(s) the narrative • are intentionally sequenced in a way to achieve a specific effect • provide clear descriptions, using precise language, sensory details, and dialogue • include varied syntax to enhance readability • emulate literary elements and/or literary devices from mentor texts

10.3.R.2 Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.

10.7.R.1 Students will analyze techniques used to achieve the intended rhetorical purposes in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.

10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Alignment to Native Studies Standards

Native Studies Standards:

Students will be introduced to the Mvskoke Language and understand the significance to the tribe and the culture.

Students will examine the complexities of Tribal Nations to build knowledge of cultural and historical components unique to specific tribes.

Students will investigate the complexities and lasting impacts of Historical Trauma on Native peoples and communities through American boarding schools, forced removal, other genocidal and acculturation practices.

Students will integrate visual information to make connections to history and contemporary impacts to and by Native Americans.

Alignment to PACE Standards

Conflict and Removal Unit

Personal Discovery:

Students will understand tribal components of native people as they relate to cultural awareness, heritage, historical transgressions and the American public school system.

Students will connect to tribal nations and value their citizenship as they develop knowledge of indigenous peoples and the world around them.

Students will develop a sense of self-awareness as a basis for self-determination.

Alignment to Social Justice Standards

Diversity:

D.8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

D. 10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Justice:

J.11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

J. 13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Action:

A.16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

Conflict and Removal

Individual lessons

Overview of American Indian Removal

Grade: 6-12	Unit: Conflict and Removal	Lesson: 1
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Lesson Focus and Goals: *Students will explore the essential questions of the lesson by completing a Quick-Write and Pair-Share. They will analyze differing perspectives through a video and an essay. Finally, they will write an acrostic summary of ideas using the term “Indian Removal”.*

Materials Needed: Chart paper	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">• What does it mean to remove a group of people?• What accounted for different points of view regarding the removal of Native Americans from their homelands?• In what ways was Indian removal viewed as “progress” by many Americans and their leaders?
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Structure/ Activity:

Engage:

Students will explore and connect to the idea of “removal” by participating in a Quick-Write exercise.

Post the essential questions and introduce the topic and learning objectives of the unit.

Allow students approximately 3 minutes to complete the [Quick-Write](#) exercise on their own. After completion of individual quick-writes, follow up with a [Think-Pair-Share](#) for students to share their reflections with others. Each person must share. Ask students to Pair-Share multiple times if desired.

After @5-10 minutes, ask volunteers to share reflections aloud to the whole group. Facilitate this discussion.

Explore:

Students will watch a short video and complete the previewing guide to refine their understanding.

Explain to students that they will be watching a short, animated video that presents other students’ perspectives of American Indian Removal. Prior to watching the video, students will complete the [What is Removal? Previewing Guide](#). Allow @5 minutes for students to complete the organizer.

After students have completed the organizer, click the [Removal video](#) link. Once there, click on the Introduction Video and watch as a class. Students should then refer back to the Previewing Guide to

expand and refine their understanding about removal after viewing the video. Follow up with another [Think-Pair-Share](#) for students to share their understandings and insights with others. Facilitate a class discussion to conclude the activity.

Explain:

Students will examine different perspectives of removal and document their analysis.

Explain to students that for many years, American Indian leaders actively resisted pressure to leave their homelands. Removal as a federal policy came into effect with the passage of the Indian Removal Act of 1830.

In pairs, have students examine the [Opposing Perspectives](#) source set (link on slide). Pairs will complete the [Opposing Perspectives Organizer](#), to analyze a Native leader's and a U.S. president's perspectives about removal. Facilitate a whole class discussion for pairs to share out their insights.

Elaborate/Extend:

To extend learning, students will examine the implications of an historian's perspective.

"Hear from the Historian" is an essay on American Indian removal by Smithsonian historian Dr. Mark Hirsh. It provides students with historical context about the era in which the U.S. Government implemented removal as a federal policy.

For this activity, students will read the essay as a whole class or individually, from this link [Historian's Perspective](#).

Have students participate in a [Text Rendering Experience](#) strategy. In step 2, students will form into groups to continue. At the completion of the activity, facilitate a whole class discussion based upon the questions that groups answered in Step 3.

Assessment:

Evaluate/Close

Students will reflect on prior learning from the lesson and draw conclusions about Indian Removal. Using an acrostic of the term, they will write their conclusions in complete sentences. Finally, they will use all thirteen sentences to write a summary.

Ask students to access the four documents used earlier in the lesson (Quick Write, Previewing Guide, Opposing Perspectives Organizer, and Text Rendering Experience). These documents will be used as a reference to complete the [Acrostic](#) with the term Indian Removal. Instructions are included on the document link.

Once students complete Parts 1 and 2, place them in groups of 4. Students will analyze and dissect the four summaries to create one 10 sentence group summary of the learning. Group summaries can be

written on chart paper, read aloud, and displayed in the classroom. Facilitate a whole class discussion of the learning.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Impacts of Indian Removal

Grade: 6-12	Unit: Conflict and Removal	Lesson: 2
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Lesson Focus and Goals: *Students will begin to learn how American Indian Removal impacted the Muscogee (Creek) tribe. They will explore removal maps and determine implications for the Muscogee people through text and video.*

Materials Needed: Something to write with Students need a device to access online resources.	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">● What Was the Muscogee Nation’s experience with removal?● When and how, if ever, can recovery from forced migration be overcome by a people?● To what extent can Indian removal be considered a “setback” for American democracy?
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Structure/ Activity:

Engage:
Students will agree or disagree with a series of claims about the experiences of Muscogee peoples before, during, and after removal.

Post essential questions and introduce the topic and learning objectives of the unit.

Students independently determine whether they agree or disagree with the claims presented in the [Muscogee Removal Anticipation Guide](#).

Responses will not yet be discussed. Students will return to the series of claims at the end of Lesson 2.

Explore:
Students will explore two removal maps to make predictions about the changes tribes had to make

Ask students to examine the two maps linked below. Based on what they know, students should consider what kind of changes the Native American Nations had to make to accommodate their move to Indian Territory. They should think about weather, food sources, housing, lifestyle changes, etc.. Make four predictions about the Muscogee (Creek) Tribe using the [4 Square](#) predictions chart. Be sure to include a reason as to why you are making that prediction. For example, “The Delaware might have to wear lighter clothing because it is a lot warmer in Oklahoma.” Once students have made individual predictions, create a class chart of predictions.

[Removal Map](#)

[All Nations Removal Map](#)

Facilitate a class discussion and prompt students to think about the scope and scale of removal as a federal policy. Consider emphasizing the number of nations represented on the map, the scale of homelands that were taken away, and the extremely small amount of territory to which many of these nations were removed. Explain that different American Indian Nations reacted to issues of removal in different ways.

Explain:

Students will read a text to raise questions and identify implications of Muscogee (Creek) removal.

Here is a link to a summarized text of the Muscogee Nations' experience for your reference.

[Muscogee Removal Text](#)

Watch the Smithsonian video, "[Indian Problems](#)". Students will use the [Muscogee Removal Reading for Meaning](#) organizer to document evidence to support or refute the listed claims. These are the same claims from the anticipation guide. Follow the directions as indicated on the organizer. Students may not find evidence for all of the claims yet. This organizer will be used again.

Once completed, students will participate in [Confer, Compare, and Clarify](#) to discuss the claims and evidence they documented in the organizer.

Elaborate/Extend:

Students will continue to EXPLORE specifically, the Muscogee Nations's experience with Indian removal through an interactive lesson.

Using the same Reading for Meaning organizer, students will go through the [Smithsonian Muscogee Removal Interactive Lesson](#) to add more sources, claims, and evidence to support or refute the claims made on the guide. It is suggested that you facilitate the interactive lesson as a whole group, while each student completes his/her own organizer during the lesson. The interactive lesson is divided into "Before", "During", and "After" sections. After each section, a few discussion questions are posed.

Before beginning the lesson, guide students to find four different [12, 1, 2, 3 O'Clock Partners](#). Students will walk around the room and make appointments with other students. Both partners should select a time that is open and write each other's names by the appropriate time on the line provided on the document. If someone remains without a partner, have that person triple up with an existing pair, or offer to be the student's partner.

Once partners are selected, begin the interactive lesson. After each section of the whole group lesson (Introduction, Before, During and After), students will go to the corresponding partner to discuss and answer the questions on the document. With each question set, partners will answer the specific

questions together. Facilitate a whole class discussion after each question set. The discussion questions from the “Reflections” section of the interactive lesson will be discussed as a whole group.

After completion of the interactive lesson, students will make sure they have completed their Reading for Meaning organizer. They will then [Confer, Compare, Clarify](#) once more to discuss the new claims and evidence they documented from the interactive lesson.

Assessment:

Evaluate/Close:

Students will demonstrate understanding of the implications of removal on the Muscogee peoples by writing a series of removal journey entries.

Students will synthesize what they have learned and apply their learning to make deeper connections and inferences about real-life experiences by writing five journal entries about their experiences during their removal journey. They may use information from the [Evidence Kit](#) to help add facts into their entries.

[Removal Journey Diary Entries](#)

[Removal Journey Rubric](#)

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

State of Sequoyah

Grade: 6-12	Unit: Summative Argument Slideshow	Lesson: 3
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Materials Needed:

Something to write with

A device for students to make a slideshow if interested

Structure/ Activity:

Students will further analyze and evaluate their learning with a summative assessment in the form of an argumentative project slideshow. You may allow the option for students to create some other type of visual or an essay. The rubric can be modified accordingly.

[Summative Argument Project](#)

Enrichment Opportunities:

Opportunities to enrich and explore topics further can be found in the [Lesson Extensions](#) link. These lessons are optional, and may be used to go deeper into a certain topic, extend the unit, or replace an existing lesson.

Oklahoma Statehood Unit



The original Creek Council House in Okmulgee, OK built in 1868 shortly after Muscogee (Creek) Nation arrived in Indian Territory. The council house pictured here burned down, but was later rebuilt.

Unit Overview:

In 1867, some time after arriving in Indian Territory the Muscogee people adopted a written constitution, which provided for a Principal Chief and a Second Chief, a judicial branch, and two legislative chambers composed of a House of Kings (similar to the Senate) and a House of Warriors (similar to the House of Representatives.) Representation in both houses of this Legislative assembly was determined by each tribal town. A new capital was established the same year in Okmulgee. In 1878 the tribal government constructed a native stone Council House. Today, it serves as the Council House Museum in the center of the modern city of Okmulgee.

This “constitutional” period lasted for the remainder of the 19th century. However, in the late 1800s, the Dawes Commission began negotiating with the Muscogee Nation for the allotment of land, and in 1898, Congress passed the Curtis Act which required the dismantling of the National governments of the Five Civilized Tribes, which paved the way for Oklahoma Statehood.

Oklahoma Statehood Unit

Grade Levels: 6-12 Grades, Oklahoma History, Psychology, US History, World Geography, Sociology, and 10th ELA

Based on 45-55 minute classes, recommended time frame: Unit total about two weeks

- Lesson One - Three and a half days
- Lesson Two - Two and a half days
- Lesson Three - Three days
- Lesson Four - One and a half days
- Lesson Five - Two and a half days
- Lesson Six Project - One day (Presentations)

Project: Add in time to work on projects by using extra time at the end of a lesson and/or building in days as appropriate.

Materials and Supplies: Butcher paper/art paper and/or chart paper, a marker for everyone student in the class, post-it notes

Reflection/Formative Assessment: A reflection and/or formative assessment is recommended after each day and not necessarily after the whole lesson. [Reflection/Closure Strategies-Native American Studies](#)

Muscogee Educational Standards:

Love Yourself and Others
Honor Your Clan/Family
Honor Gifts and Talents and Others
Be Active
Honor the Kinships
Muscogee Wealth is Love and Generosity

Essential Questions:

- Why was Oklahoma's path to statehood so complicated?
- How have the policies and decisions of the U.S. government impacted tribal sovereignty?
- How did the Reconstruction Treaties of 1866 impact the Native American people in Indian Territory?
- How did coal mines and railways, which caused an influx in a diverse population, permanently affect the Native American tribes in Indian Country?
- What political and economic factors influenced rapid change and development prior to statehood?
- How did past tribal experiences influence leaders to propose the State of Sequoyah?
- How does the principle of tribal sovereignty impact the relationship of Indian tribes to the state of Oklahoma?

Learning Goals and Objectives:

- To learn about the importance of historical place in Oklahoma
- To learn about people who made historical impacts on Oklahoma
- To analyze the Reconstruction Treaties of 1866 and identify and explain the major terms of these treaties
- Evaluate the impact that the terms of the Reconstruction Treaties of 1866 had on Native American people in Indian Territory

Oklahoma Statehood Unit

- To understand how the introduction of the railways and mining industry impacted Native American tribes in Indian Country
- To understand the impacts of governmental policies and decisions on tribal sovereignty

Lesson Plans (Unit lasts @2 weeks)

Lesson 1: Indian Territory through the Reconstruction Period

Essential Questions:

- Why was Oklahoma's path to statehood so complicated?
- How have the policies and decisions of the U.S. government impacted tribal sovereignty?
- How did the Reconstruction Treaties of 1866 impact the Native American people in Indian Territory?

Summary:

Students will begin learning about the path to Oklahoma statehood. In Lesson 1, the journey begins with students learning about the many tribal nations that inhabited the eastern part of the state that used to be called Indian Country and progresses to the Reconstruction Period.

Engage:

Students will be introduced to the important vocabulary they will need to know for the unit. They will complete a Frayer Model organizer for each word to be used as a word wall. They will create their own definition and determine how the term is related to something they already know.

Post essential questions and introduce the topic and learning objectives of the unit.

There are 15 ^{Appendix 32} [Oklahoma Statehood Terms](#) related to this unit. Assign each student one term. If you have more than 15 students, assign some of the words twice so that each student has a term.

Each student will create a ^{Appendix 33} [Frayer Model](#) for the assigned term, according to the instructions on the document. Models may be created electronically, and then printed for the word wall, or printed prior to learning and created by hand. Allow @15 minutes to complete the vocabulary organizer.

Allow each student to present terms and learning to the class. Facilitate as needed.

Introduce the unit by sharing the essential questions and learning goals.

Explore:

Students will explore the *From Many Nations to Oklahoma Statehood in Three, Two, One* graphic novel to set a context for the unit of study.

“Grandpa Told Me” - pages 1-5

Oklahoma Statehood Unit

Place students in pairs. With a partner, they will explore the front and back covers and all of the introductory pages of the *From Many Nations to Oklahoma Statehood in Three, Two, One* book. They will also read the section titled, “Grandpa Told Me” on pages 1-5.

As they are conducting their exploration and reading, they should add the requested information from the [APPARTS Document](#)^{Appendix 34}. This will help students set a context for the book and the unit of study. Allow @20 minutes for partners to work.

Next, facilitate a discussion about their findings, and what they think they will be learning in this unit.

Explain:

Students will read to learn about the early beginnings of Indian Territory and the history behind the Creek Council House.

“Many Nations” - pages 6-15

This graphic novel is written as an interactive book with character roles. For this section of the lesson, ask for five volunteers to be the following characters: Billy, Kate, Eddie, Mr. Harjo, and the Narrator. The narrator will read all of the “extra” information in the text as it is encountered, including Q1, Q2, Q3, and Q4.

As a class, read pages 6-15 entitled “Many Nations”. It should take @15 minutes to go through the text. As the yellow question boxes (Q1-Q4) are encountered, stop and provide the following background information for students:

Question 1: How many federally-recognized Indian tribes are there in Oklahoma?

A: 38

Question 2: Why is the Creek Nation called the Muscogee (Creek) Nation today?

A: <https://www.nps.gov/liri/learn/historyculture/the-muscogee-creek-1600-1840.htm> - ask James

Question 3: What were the years of the U.S. Civil War and the years of the Reconstruction period?

A: Civil War - 1861-1865

Reconstruction - 1866-1877

Question 4: What newspaper was the outcome of the Okmulgee and Sequoyah Convention?

A: Indian Journal Newspaper

Learn more here: [Okmulgee Constitution-Oklahoma Historical Society](#)

Appendix 35

Once reading is complete, students should access the [Oklahoma Historical Places](#) document and record their findings about the **Creek Council House**. Information in the text is provided on page 14. Students may also access [History-Creek Nation Council House](#) to assist in finding the required information.

Oklahoma Statehood Unit

Facilitate a debrief of learning from the “Many Nations” section of the text and the information about the Creek Nation Council House.

Elaborate/Extend:

Students will extend their knowledge of the Reconstruction Treaties of 1866 to determine the major terms of these treaties and their impact on the tribes' sovereignty in the years following the Civil War.

Appendix 36

Display **Slides 1 and 2** of the [Reconstruction Treaties of 1866](#) slideshow to introduce the essential questions and objectives.

Remind students that at least a portion of each of the Five Tribes (Cherokee, Choctaw, Chickasaw, Creek, and Seminole) fought for the Confederacy during the Civil War. Because the tribes had taken up arms against the United States, the United States claimed that the previous treaties between the United States and the tribes were broken or void, and, therefore, new treaties needed to be negotiated. These new treaties became known as the Reconstruction Treaties of 1866.

Students will work in groups of 3-4. Assign each group one of the four Reconstruction Treaties of 1866 (Cherokee Treaty, Chickasaw and Choctaw Treaty, Creek Treaty, or Seminole Treaty), with each student receiving a copy of the assigned treaty document below. If there are more than four groups, allow more than one group to work on a treaty. Explain to students that by analyzing the treaty their group is assigned, they will work together to identify and explain the eight major articles of the Reconstruction treaties made between the United States and the Five Tribes.

[Treaty Between the US and the Cherokee](#)

[Treaty Between the US and the Chickasaw an Choctaw](#)

[Treaty Between the US and the Creek](#)

[Treaty Between the US and the Seminole](#)

Students will read a portion of the text and then work together to summarize that article of the treaty. They will then move on to the next portion of the text, repeating the same process until they have summarized all eight major terms of their assigned treaty. They will document their responses by the numbered blank spaces. Here is the [Reconstruction Treaties of 1866 Teacher Copy](#) with possible student responses. Allow @20 minutes for partners to work on their treaty activity.

Display **Slide 3**. Bring the whole class together to discuss findings from the activity. Explain to students that they are going to generate a class list of the major terms of the Reconstruction treaties based on their analysis of the treaties. Ask each group to elect a spokesperson.

Call on each group at least once to contribute to the class discussion by introducing a term from the Reconstruction treaty and explaining it. As students share, record their responses on a piece of chart paper.

After groups have shared all eight terms of the treaties, display **Slides 4 and 5** to summarize the terms and clarify any details or fill in any missing information.

Oklahoma Statehood Unit

Ask students to take a few minutes to make certain that their [Reconstruction Treaties of 1866](#) document summaries generally reflect the synthesis represented in the class list.

Note: While they each have some differing language and details, all four treaties generally include the same eight major terms.

Display **Slide 6**. Explain to students that ultimately, the Reconstruction Treaties of 1866 had a significant effect on the sovereignty of the Five Tribes. Tell students that tribal sovereignty refers to a tribe's inherent right to govern itself and maintain authority over its own land.

Display **Slide 7**. Before discussing the question as a class, ask students to complete the [Impacts of Reconstruction Quick-Write](#).^{Appendix 38} Encourage students to think deeply and include details in the Quick-Write. Allow @3-5 minutes.

Evaluate/Close:

Students will synthesize learning by participating in a Chalkboard splash and comparing and contrasting their responses to the Quick-Write question above.

Once students have completed the Quick-Writes, they will participate in a **Chalkboard Splash** to close the lesson. Students will “splash” their quick-write responses on a wall, board, etc. They may be rewritten graffiti style large enough to see on a large section of butcher paper or dry erase board.

Next, they will conduct a silent **Gallery Walk** using the [Chalkboard Splash Debriefing Form](#).^{Appendix 8} For the **Gallery Walk**, they will view the responses on the **Chalkboard Splash** and note Similarities, Differences, and Surprises on the document. Allow @15 minutes to walk and make notes.

Facilitate a debrief of learning from Lesson 1 and Chalkboard Splash responses.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

Lesson 2: Oklahoma Territory

Essential Questions:

- Why was Oklahoma’s path to statehood so complicated?
- How did coal mines and railways, which caused an influx in a diverse population, permanently affect the Native American tribes in Indian Country?
- What political and economic factors influenced rapid change and development prior to statehood?

Summary:

Students will learn how railroads and the coal mining industry in Oklahoma brought an influx of immigrants to Indian Country and forever changed the social landscape of the state.

Engage:

Oklahoma Statehood Unit

Students will be introduced to the history of coal mining in Oklahoma through a video.

Before reading the text, watch the [History of Coal in Oklahoma: J.J. McAlester](#) (@3 minutes) video for background information.

After the video, students will do a **Stop and Jot** about the following question:

As you learned in the video, J.J. McAlester lived his life surrounded by Native Americans, including his wife. Why was this important? Did this impact his success? Why or why not?

For a **Stop and Jot**, students will stop and think about a response, and then jot down the response on paper. Allow 2-3 minutes. Next, ask students to pair with someone they have not worked with recently and share responses (@2 minutes).

Finally, ask volunteers to share responses aloud. Add any additional insight as needed. It may be necessary to point out here that at the time, by marrying a Native American, in some tribes, a person was automatically considered a tribal citizen from that point on.

Explore:

Students will explore the history of railroads and coal mining in Oklahoma, influenced by J.J. McAlester, and how they contributed to a population growth of non-Indian people in Indian Country.

“Railways Make Tracks to the Coal Mines” - pages 16-20

For the next section of the lesson, ask for five volunteers to be the following characters: Billy, Kate, Eddie, Becky, and the Narrator. The narrator will read all of the “extra” information in the text as it is encountered, including Q6. Skip Q5.

As a class, read pages 16-20 entitled “Railways Make Tracks to the Coal Mines”. It should take @15 minutes to go through the text. Be sure to examine and explain the census information on page 19 and the railway map on page 20. As the yellow question box (Q6 only) is encountered on page 20, stop and provide the following background information for students:

Question 6: With no commercial coal mining in Indian Territory to the west, what needs did the railway serve there?

A: To provide expanded commerce between the surrounding states (transportation of goods); travel

Explain:

Students will discuss how railroads and the coal mining industry in Oklahoma brought an influx of immigrants to Indian Country and forever changed the social landscape of the state.

Oklahoma Statehood Unit

Appendix 35

Once reading is complete, students should access the [Oklahoma Historical Places](#) document and record their findings about the **McAlester House**. The house is mentioned in the text on page 17, but students will need to access [McAlester House](#) to assist in finding the required information. Allow @10 minutes.

Facilitate a debrief of learning from the video, the “Railways Make Tracks to the Coal Mines” section of the text and the information about the McAlester House.

Elaborate/Extend:

This portion of the lesson is an enrichment opportunity. If time allows, access the link below for an extension lesson to better understand the lifestyle of the early coal mining industry and its impact on Indian Territory.

[Extension of Coal Mining Lesson](#)

Evaluate/Close:

Students will reflect on Lesson 2 to determine the long-term effects of the railways and coal mining industry on Native American tribes in Indian Country.

After learning, pose the following question to students:

How did coal mines and railways, which caused an influx in a diverse population, permanently affect the Native American tribes in Indian Country?

Ask students to independently reflect on the question and write a written response. Allow @5 minutes. Now students will “mingle” around the room to find a partner to share responses. They need to add any new insight to their responses that they learn from the partner. Ask them to repeat the process two more times to get insight from two additional partners. Allow @3 minutes with each partner.

Once completed, ask students to go back to their seats and rewrite their response to the question above, adding the insight received from their partners. They will turn the reflections in.

Finally, facilitate a debrief of learning from Lesson 2 and the reflection responses.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

Lesson 3: Pre-Statehood

Essential Questions:

- Why was Oklahoma’s path to statehood so complicated?
- How have the policies and decisions of the U.S. government impacted tribal sovereignty?
- How did the Reconstruction Treaties of 1866 impact the Native American people in Indian Territory?

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- What political and economic factors influenced rapid change and development prior to statehood?

Summary:

Students will participate in activities to learn about Oklahoma prior to statehood. Topics will include the Oklahoma Land Runs and All-Black Towns. They will take on a variety of perspectives to identify with those involved.

Engage:

Students will read to learn background information about the transformation of Indian Territory brought on by the Oklahoma land runs.

“Meanwhile, Over in Oklahoma Territory” - pages 28-34

For the next section of the lesson, ask for five volunteers to be the following characters: Billy, Kate, Eddie, Guthrie, and the Narrator. The narrator will read all of the “extra” information in the text as it is encountered.

As a class, read pages 28-34 entitled “Meanwhile, Over in Oklahoma Territory”. It should take @15 minutes to go through the text. Be sure to examine and explain the information about Allen Wright on page 29 and the maps on pages 31 and 33.

Once reading is complete, students should access the ^{Appendix 35} [Oklahoma Historical Places](#) document and record their findings about the **Scottish Rite Temple**. It is mentioned in the text on pages 29 and 33, but students will need to access [The Heritage of the Guthrie Scottish Rite Temple](#) to assist in finding the required information and take a virtual tour. See if you can find the library mentioned on page 33. Allow @10 minutes.

Facilitate a debrief of learning from the reading and virtual tour of the Scottish Rite Temple.

Explore:

Students will explore the Oklahoma Land Rush from a variety of perspectives and work collaboratively to argue their perspectives.

Set up the following historical context for students:

Historical Context:

The Oklahoma Land Rush of 1889 was certainly a significant event for the future state, as it was for all of the groups and individuals that it affected. As is the case with so many defining events in America’s history though, the Land Rush can be seen as another proud and memorable moment in the nation’s adventurous narrative of wild and unbridled expansion, further fulfillment of a divinely inspired destiny. Or, as yet another breach of contract, an unlawful and unethical encroachment on the already established and reestablished cultures of the region. Events such as the Land Rush of 1889 are complicated phenomena which are comprised of many contributing factors and consequences. It is necessary to explore some of the many sides of the event so that students may learn about an important event in Oklahoma history, and also to see such events, not as

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spontaneous and random occurrences, but as resulting from the actions and motivations of some, which in turn often have wide ranging consequences for many (info from <https://1889landrun.weebly.com/about.html>).

Divide students into three groups: the historians, the boomers/poor independent farmers, and Native Americans. Student groups will use the links to read about the Oklahoma Land Run from their assigned perspectives. Allow @10 minutes for groups to go through the text in their links.

[Historical Perspective](#)

[Boomer Perspective](#)

[Native American Perspective](#)

This video may also be shown for additional background information and for students to see what the land run may have looked like.

[Land Run 1889](#) (@3 min.)

Have each group discuss and create an argument/proposal to the American government highlighting at least three citable reasons for or against the opening of the territory for settlement (dependent on one's group, of course). Allow @15 minutes for groups to come up with arguments.

Have each group elect a representative for each reason to present their arguments to the government.

Afterwards, discuss the validity of each claim to see which ones "ring true" for the students.

Explain:

Students will watch a Hollywood version of the Oklahoma Land Run and compare the perspective of this version to their assigned perspectives above.

Next, after discussing the different perspectives of the Land Rush, show students this clip from the 1992 Hollywood film, *Far and Away*, in which the perspectives are displayed, if only briefly. As they watch, each group will consider their perspective from the earlier activity. In other words, if the group was from the boomer perspective earlier, they will now watch the film clip from the boomer perspective. Around the 44 second mark, there is a brief glimpse of a few Native Americans watching what is happening from behind a fence.

[Far and Away Movie Clip](#) (@3 min.)

Ask students to get back into their perspective groups. They will discuss the film clip, and use the ^{Appendix 8} [Chalkboard Splash Debriefing Form](#) to document how the perspectives they had read about in the earlier activity compared and contrasted to the same perspective in the film. For example, if the group had the historical perspective, they will note similarities and differences of the historical perspective between the reading and the film clip.

Finally, students will note any surprises they noticed in the film clip in the far right column. Allow @10 minutes for groups to complete the form.

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Facilitate a discussion of Hollywood’s portrayal and how this portrayal may affect and inform an audience about how to interpret an historical event. In addition, discuss the groups’ debriefing forms.

Elaborate/Extend:

This portion of the lesson is an enrichment opportunity. If time allows, access the link below for an extension lesson to learn about the All-Black State Movement in Oklahoma prior to statehood.

[Extension of Pre-Statehood Lesson: All-Black State Movement](#)

Evaluate/Close:

Students will summarize their learning by participating in a reflection activity.

Ask students to make a circle. Students will take turns taking one step into the circle and using only the sentence stems below to create a reflection of their learning. Then they take one step back, and the next person takes a turn.

I Used to Think...Now I Think...

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

Lesson 4: The Curtis Act and The Crazy Snake Rebellion

Essential Questions:

- Why was Oklahoma’s path to statehood so complicated?
- How have the policies and decisions of the U.S. government impacted tribal sovereignty?
- What political and economic factors influenced rapid change and development prior to statehood?

Summary:

Students will explore changes in Indian policies that led to the Crazy Snake Rebellion prior to Oklahoma Statehood. They will be introduced to Chitto Harjo, the Muscogee warrior who led his people in resistance to policy changes and allotment.

Engage:

Students will collaboratively summarize what they have learned so far about the road to Oklahoma Statehood.

Divide students into five groups. Assign each group one of the following sections that has already been covered in the Oklahoma Statehood book:

- **Many Nations**

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- **Railways Make Tracks to the Coal Mines**
- **Coal Mining Life and Labor**
- **Meanwhile, Over in Oklahoma Territory**
- **All-Black State Movement**

With their groups, students will write a **Three-Sentence Summary** of their assigned section from the text. They will choose the main points of their sections and summarize in their own words. Using direct quotes is not allowed. They may practice on paper first. When they think they have a good succinct summary, they will get a piece of chart paper. They will write the name of their section at the top of the chart paper, and write the summary underneath. Allow @15 minutes for groups to write a good summary.

Display chart papers across a wall of the room to be read in order as a summary of the book so far.

Facilitate a debrief and add any important information that students may have left out.

Explore:

Students will read to learn background information about shifts in Indian Policy including the Curtis Act and the Crazy Snake Rebellion.

“Another Shift in Indian Policy” - pages 43-46 (Chitto Harjo/ Allotment)

For the next section of the lesson, ask for five volunteers to be the following characters: Billy, Kate, Eddie, Curtis, and the Narrator. The narrator will read all of the “extra” information in the text as it is encountered, including the green and blue boxes and Q11 and Q12.

As a class, read pages 43-46 entitled “Another Shift in Indian Policy”. It should take @15 minutes to go through the text. As the yellow question boxes (Q11, Q12) are encountered, stop and provide the following background information for students:

Question 11: What were the various eras of Indian Policy?

A: Another congressional law, enacted June 28, 1898, was sponsored by Charles Curtis, a mixed-blood Kansa Indian and senator from Kansas. With the passage of the Curtis Act, Congress took final control over affairs in Indian Territory.

Question 12: What was the Crazy Snake Rebellion?

A: It was a movement opposing allotment of Indian lands beginning as early as 1898. Chitto Harjo, a Creek Indian, was the spokesman for the group. His name roughly translates to English as “recklessly brave,” or “Crazy” Snake.

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Once reading is complete, students should access the [Oklahoma Historical Places](#)^{Appendix 35} document and record their findings about the **Union Agency**. It is mentioned in the text on page 44, but students will need to access the [Union Agency](#) to assist in finding the required information. Allow @10 minutes.

Facilitate a debrief of learning from the reading and learning about the Union Agency.

Explain:

Students will read to gain further knowledge about the Crazy Snake Rebellion.

Have students read the article from the Oklahoma Historical Society entitled, [Crazy Snake Uprising](#). Students may read on their own independently or it may be read aloud to the whole class. Allow @10 minutes for the reading.

Elaborate/Extend:

After reading the Oklahoma Historical Society article above, students will summarize the Crazy Snake Rebellion by:

- Identifying people's differences, goals, and motivations
- Identifying main ideas and details
- Recognizing cause-and-effect relationships
- Making generalizations and inferences
- Understanding multiple points of view.

Following the directions on the [Somebody Wanted But So](#)^{Appendix 39} document, students will create a summary statement about the Crazy Snake Rebellion. Step 4 of the activity will be completed in the Evaluate/Close portion of the lesson below. Students should be able to complete the SWBS statement in @10 minutes.

Evaluate/Close:

Students will discuss the differences in their SWBS statements and the questions below in a class discussion to close the lesson.

Facilitate a debrief of the summary statements and learning as described in Step 4 of the document. Also include the following questions in the debrief:

- Why do you think Chitto Harjo and the other Muscogee (Creek)s at Hickory Ground opposed allotment so strongly?
- Considering the youngest Snake arrested was fourteen, and the oldest was eighty-eight, what does this large gap in age say about the Muscogee (Creek) People?
- What happened at the end of the Crazy Snake Rebellion? What would you consider to be the legacy of Chitto Harjo?

Other Reflection Ideas:

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[Reflection/Closure Strategies-Native American Studies](#)

Lesson 5: State of Sequoyah to Oklahoma Statehood

Essential Questions:

- Why was Oklahoma’s path to statehood so complicated?
- How have the policies and decisions of the U.S. government impacted tribal sovereignty?
- How did past tribal experiences influence leaders to propose the State of Sequoyah?
- How does the principle of tribal sovereignty impact the relationship of Indian tribes to the state of Oklahoma?

Summary:

Students will get an introduction to the Indian response to government policies, the State of Sequoyah, and Oklahoma statehood. They will reflect on the title of the book, “*From Many Nations to Oklahoma Statehood...*”, what that really means, and how it connects to the essential question: Why was Oklahoma’s path to statehood so complicated?

Engage:

Students will watch a video to revisit and summarize the events leading up to the State of Sequoyah.

Show the [Oklahoma State of Sequoyah](#) (@30 min) video. Let students know that after watching the video, they will be asked to complete a [Biggest AHA Quickwrite](#)^{Appendix 40}, so it might be important to jot down a few things they learn while viewing. The Quickwrite should take @5 minutes.

After completing the quickwrite, ask students to briefly meet with a partner and share responses. Allow @2 minutes.

Ask volunteers to share aloud and facilitate a debrief of learning.

Explore:

Students will further explore the Indian response to government policies and the State of Sequoyah by reading from the Oklahoma Statehood book.

“The Indian Response” - pages 47-52

Ask for five different volunteers to be the following characters: Billy, Kate, Eddie, George and the Narrator. The narrator will read all of the “extra” information in the text as it is encountered, including the green and blue boxes and Q13 and Q14.

As a class, read pages 47-52 entitled “The Indian Response”. It should take @15 minutes to go through the text. As the yellow question boxes (Q13-Q14) are encountered, stop and provide the following background information for students:

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Question 13: Sequoyah’s Cabin is on the National Register of Historic Places, but it is no longer owned by the Oklahoma Historical Society. Who owns it today?

A: The Cherokee Nation acquired the property from the Oklahoma Historical Society in 2016 and reopened the site to tourism in 2017.

Question 14: Before the passage of the Oklahoma Enabling Act in 1906, four statehood plans evolved. What were they?

A: The four different statehood plans were:

- single statehood (the joining of Oklahoma and Indian Territories)
- double statehood (separate statehood for each territory)
- piecemeal absorption (immediate statehood for Oklahoma Territory with individual Indian nations in Indian Territory added to the state as they became ready for statehood)
- admission of Oklahoma Territory to the Union without regard to Indian Territory

Once reading is complete, students should access the [Oklahoma Historical Places](#)^{Appendix 35} document and record their findings about **Sequoyah’s Cabin**. It is mentioned in the text on page 48, but students will need to access [Sequoyah's Cabin Historic Site](#) to assist in finding the required information. Allow @10 minutes.

Facilitate a debrief of learning from the reading and learning about Sequoyah’s Cabin.

Explain:

Students will read a short text to get an introduction to Oklahoma Statehood.

“Here Comes Statehood” - page 53-58

Ask for five different volunteers to be the following characters: Billy, Kate, Eddie, Guthrie and the Narrator. The narrator will read all of the “extra” information in the text as it is encountered, including the green and yellow boxes.

As a class, read pages 53-58 entitled “Here Comes Statehood”. It should take @15 minutes to go through the text.

Once reading is complete, students should access the [Oklahoma Historical Places](#) document and record their findings about **Carnegie Library**. It is mentioned in the text on page 54, but students will need to access [Carnegie Library-Guthrie](#) to assist in finding the required information. Allow @10 minutes.

Facilitate a debrief of learning from the reading and learning about Sequoyah’s Cabin.

Elaborate/Extend:

Students will watch three videos depicting Oklahoma Statehood. The videos are a combination of news

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stories and documentaries.

To complete the section of Oklahoma Statehood, students will watch three videos rather than complete the next two sections of text in the book.

While watching each video, ask students to document one new thing they learned in each one. They must jot down something new for each video.

The first video is [Story of Oklahoma Statehood](#) (@5 min). It is a news story recapping some of the previous learning in this unit that got Oklahoma to statehood.

The second video is [Oklahoma Becomes a State](#) (@3 min). It is a news story/documentary recapping the signing of Oklahoma into statehood and the first governor of Oklahoma.

Finally, the third video, [A Marriage of Two Territories](#) (@3 min), is a documentary about the symbolic marriage between Miss Indian Territory and Mr. Oklahoma Territory that occurred on the steps of the Carnegie Library on Nov. 16, 1907.

After the videos, gather students in small groups to share out their new learning from each. Allow @ 5 minutes. Finally, have volunteers share aloud. Facilitate a debrief of new learning.

Evaluate/Close:

Students will close the unit by reading a final portion of text and participating in a class discussion of learning.

To conclude the unit, students will read “Many, Three, Two, One” on pages 79-84. Ask for four different volunteers to be the following characters: Billy, Kate, Eddie, and Grandpa Ralph.

Next, pose the following two questions to students:

- 1) **What does the title of this book mean to you? *From Many Nations to Oklahoma Statehood in Three, Two, One***
- 2) **In your own words explain why Oklahoma’s path to statehood was so complicated.**

They should reflect and use whatever resources they would like to compose a response to the questions in a good, solid paragraph. Allow @ 15 minutes.

Once all responses have been turned in, facilitate a debrief of learning from the entire unit. Consider the big ideas from the book, the essential questions, and the learning goals. Allow any volunteers to share ideas they included in their final paragraphs.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

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Lesson 6: Unit Project - Oklahoma Statehood Research Project

Students will apply research and presentation skills by completing a project about a topic related to Oklahoma Statehood.

Follow the directions for the [Oklahoma Statehood Unit Project](#)^{Appendix 41}.

It is important to teach students the difference between a reliable and an unreliable resource/website.

Note: Add in project work days throughout the unit as needed. In addition, there may need to be days added at the end of the unit for presentations.

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Resources

Images:

Creek Nation Council House

<https://su2016.thedude.oucreate.com/uncategorized/creek-council-house-okmulgee/>

Videos:

History of Coal in Oklahoma: J.J. McAlester

<https://www.youtube.com/watch?v=w7WkG11FF14>

Black Townships in Oklahoma

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

The Story of Oklahoma Statehood

<https://www.youtube.com/watch?v=riv41-1hBiE>

Oklahoma Becomes a State

<https://www.youtube.com/watch?v=hVw561Ahef4>

A Marriage of Two Territories

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

Lesson Resources:

Unit Overview

<https://www.legendsofamerica.com/na-creek/>

Oklahoma State Department of Education - Live Binders

<https://www.livebinders.com/play/play?id=2590495#anchor>

Creek Council House Information

<https://www.creekcouncilhouse.net/history>

Okmulgee Convention Information

<https://www.okhistory.org/publications/enc/entry.php?entry=OK093>

McAlester House Information

https://en.wikipedia.org/wiki/McAlester_House

K20 Reconstruction Treaties Lesson

<https://learn.k20center.ou.edu/lesson/736>

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Coal Mining in Indian Territory Slideshow

https://static1.squarespace.com/static/562428e6e4b083b724b8b672/t/562831bbe4b06b50e93f0f70/1445474747463/PPT-CoalMiningOklahoma-MS_HS-AnnKennedy-OAS-GFL-2014-AI.pdf

Cottage Row Langston University

http://nr2_shpo.okstate.edu/QueryResult.aspx?id=98001593

Guthrie Scottish Rite Temple

<https://www.guthriescottishrite.org/index.php/virtual-tour/>

The Oklahoma Land Rush: The Race to Settle

<https://1889landrun.weebly.com/>

Union Agency

<https://www.okhistory.org/publications/enc/entry.php?entry=UN003>

Crazy Snake Uprising

<https://www.okhistory.org/publications/enc/entry.php?entry=CR004>

Sequoyah's Cabin

<https://www.exploresouthernhistory.com/oksequoyah.html>

Books:

Allen, David, et al. *Protocols in the Classroom: Tools to Help Students Read, Write, Think, & Collaborate*. Teachers College Press, 2018.

Green, Michael D. *The Creeks*. Edited by Frank W. Porter, Chelsea House, 1990.

Himmele, Persida, and William Himmele. *Total Participation Techniques*. 2nd ed., ACSD, 2017.

Shurden, Kathryn J., and Mandy D. Brumley. *From Many Nations to Oklahoma Statehood in Three, Two, One. You Are Here Curriculum*, 2017.

SRI Resource and Protocol Book. School Reform Initiative, 2014. www.schoolreforminitiative.org.

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Alignment to Oklahoma Academic Standards

6th Grade Social Studies Content Standards:

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.

6.3.2 Identify and describe cultural traits of language, ethnic heritage, religion, and traditions practiced among peoples.

6.3.7 Identify and explain topics related to indigenous sovereignty.

6.5.2 Explain how cultural diffusion, both voluntary and forced, impacts societies of a region.

6.5.5 Analyze reasons for conflict and cooperation among and between groups, societies, nations, and regions.

8th Grade Social Studies Content Standards:

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 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.

8.12.5 Evaluate the impact of federal policies including:

- A. Homestead Act of 1862 and the resulting movement westward to free land
- B. impact of continued displacement of American Indians
- D. the development of the Transcontinental Railroad.

Oklahoma History Content Standards:

OKH.1.4 Compare cultural perspectives of American Indians and European Americans regarding land ownership, structure of self-government, religion, and trading practices.

OKH.2.3 Analyze the motivations for removal of American Indians and the passage of the Indian Removal Act of 1830; trace the forced removal of American Indian nations, including the impact on the tribal nations removed to present-day Oklahoma and tribal resistance to the forced relocations.

OKH.3.1 Summarize the impact of the Civil War and Reconstruction Treaties on American Indian peoples, territories, and tribal sovereignty including:

- A. required enrollment of the Freedmen

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B. Second Indian Removal

D. reasons for the reservation system and the controversy regarding the reservation system as opposed to tribal lands.

F. construction of railroads through Indian Territory

OKH.3.2 Assess the impact of the coal mining industry on the location of railroad lines, transportation routes, and the development of communities.

OKH.3.3 Analyze the influence of the idea of Manifest Destiny on the Boomer Movement.

OKH.3.4 Compare multiple points of view to evaluate the impact of the Dawes Act (General Allotment Act) which resulted in the loss of tribal communal lands through a transfer to individual property and the redistribution of lands, including the Unassigned Lands and the Cherokee Outlet, by various means.

OKH.3.5 Explain how American Indian nations lost control over tribal identity and citizenship through congressional action.

OKH.4.1 Compare the governments among the American Indian nations and the movement for the state of Sequoyah.

OKH.4.2 Describe the proposal for an all-black state advocated by Edward McCabe.

OKH.4.3 Explain the impact of the Enabling Act on single statehood.

OKH.4.4 Describe and summarize attempts to create a state constitution joining Indian and Oklahoma Territories including the impact of the Progressive and Labor Movements resulting in statehood on November 16, 1907.

OKH.4.5 Compare Oklahoma's state government to the United States' national system of government including the branches of government, their functions, and powers.

OKH.4.6 Describe the division, function, and sharing of powers among levels of government including city, county, state and tribal.

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 (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.

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OKH.5.2 Examine multiple points of view regarding the evolution of race relations in Oklahoma, including: A. growth of all-black towns (1865-1920)

OKH.5.4 Examine how the economic cycles of boom and bust of the oil industry affected major sectors of employment, mining, and the subsequent development of communities, as well as the role of entrepreneurs, including J.J. McAlester, Frank Phillips, E.W. Marland and Robert S. Kerr, and the designation of Tulsa as the “Oil Capital of the World”.

U.S. History Content Standards:

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

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.

D. Compare viewpoints of American Indian resistance to United States Indian policies.

Social Studies Practices:

1.A.9-12.2 Evaluate the impact of perspectives, civic virtues, democratic principles, constitutional rights, and human rights on addressing issues and problems in society.

3.A.9-12.5 Evaluate how multiple, complex events are shaped by unique circumstances of time and place, as well as broader historical contexts.

3.A.9-12.7 Analyze complex and interacting factors that influence multiple perspectives during different historical eras or contemporary events.

English Language Arts Standards (10th grade was used as a guide):

10.3.W.1 Students will compose narratives reflecting real or imagined experiences that: • include engaging plots involving well-developed, complex characters resolving conflicts • establish narrator(s) that enhance(s) the narrative • are intentionally sequenced in a way to achieve a specific effect • provide clear descriptions, using precise language, sensory details, and dialogue • include varied syntax to enhance readability • emulate literary elements and/or literary devices from mentor texts

10.3.R.2 Students will evaluate authors’ perspectives and explain how those perspectives contribute to the meanings of texts.

10.7.R.1 Students will analyze techniques used to achieve the intended rhetorical purposes in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.

10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

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Alignment to Native Studies Standards

Native Studies Standards:

Students will be introduced to the Mvskoke Language and understand the significance to the tribe and the culture.

Students will recall the number of Federally Recognized Tribes in Oklahoma and the United States.

Students will examine the complexities of Tribal Nations to build knowledge of cultural and historical components unique to specific tribes.

Students will describe the concept of ‘self-determination’ as advocated by Tribal Nations.

Students will investigate the complexities and lasting impacts of Historical Trauma on Native peoples and communities through American boarding schools, forced removal, other genocidal and acculturation practices.

Students will describe tribal sovereignty through exploring tribal functions such as governmental agencies, laws, legislative bodies and a nation’s inherent right to self-govern.

Students will define self-determination as the process by which a person controls their own life.

Students will summarize self-determination through a Native American historical lens.

Students will integrate visual information to make connections to history and contemporary impacts to and by Native Americans.

Alignment to PACE Standards

Personal Discovery:

Students will understand tribal components of native people as they relate to cultural awareness, heritage, historical transgressions and the American public school system.

Students will connect to tribal nations and value their citizenship as they develop knowledge of indigenous peoples and the world around them.

Alignment to Social Justice Standards

Identity:

I.1. Students will develop positive social identities based on their membership in multiple groups in society.

I.3. Students will recognize that people’s multiple identities interact and create unique and complex individuals.

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Diversity:

D.8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

D. 10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Justice:

J.11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

J. 13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Action:

A.16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

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Individual lessons

Indian Territory through the Reconstruction Period

Grade: 6-12th grade	Unit: <i>Oklahoma Statehood</i>	Lesson: 1
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Lesson Focus and Goals: **Students will begin learning about the path to Oklahoma statehood. In Lesson 1, the journey begins with students learning about the many tribal nations that inhabited the eastern part of the state that used to be called Indian Country and progresses to the Reconstruction Period.**

Materials Needed: From Many Nation to Oklahoma Statehood book	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">● Why was Oklahoma’s path to statehood so complicated?● How have the policies and decisions of the U.S. government impacted tribal sovereignty?● How did the Reconstruction Treaties of 1866 impact the Native American people in Indian Territory?
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Structure/ Activity:

Engage:
Students will be introduced to the important vocabulary they will need to know for the unit. They will complete a Frayer Model organizer for each word to be used as a word wall. They will create their own definition and determine how the term is related to something they already know.

Post essential questions and introduce the topic and learning objectives of the unit.

There are 15 [Oklahoma Statehood Terms](#) related to this unit. Assign each student one term. If you have more than 15 students, assign some of the words twice so that each student has a term.

Each student will create a [Frayer Model](#) for the assigned term, according to the instructions on the document. Models may be created electronically, and then printed for the word wall, or printed prior to learning and created by hand. Allow @15 minutes to complete the vocabulary organizer.

Allow each student to present terms and learning to the class. Facilitate as needed.

Introduce the unit by sharing the essential questions and learning goals.

Explore:
Students will explore the *From Many Nations to Oklahoma Statehood in Three, Two, One* graphic novel to set a context for the unit of study.

“Grandpa Told Me” - pages 1-5

Place students in pairs. With a partner, they will explore the front and back covers and all of the introductory pages of the *From Many Nations to Oklahoma Statehood in Three, Two, One* book. They will also read the section titled, “Grandpa Told Me” on pages 1-5.

As they are conducting their exploration and reading, they should add the requested information from the [APPARTS Document](#). This will help students set a context for the book and the unit of study. Allow @20 minutes for partners to work.

Next, facilitate a discussion about their findings, and what they think they will be learning in this unit.

Explain:

Students will read to learn about the early beginnings of Indian Territory and the history behind the Creek Council House.

“Many Nations” - pages 6-15

This graphic novel is written as an interactive book with character roles. For this section of the lesson, ask for five volunteers to be the following characters: Billy, Kate, Eddie, Mr. Harjo, and the Narrator. The narrator will read all of the “extra” information in the text as it is encountered, including Q1, Q2, Q3, and Q4.

As a class, read pages 6-15 entitled “Many Nations”. It should take @15 minutes to go through the text. As the yellow question boxes (Q1-Q4) are encountered, stop and provide the following background information for students:

Question 1: How many federally-recognized Indian tribes are there in Oklahoma?

A: 38

Question 2: Why is the Creek Nation called the Muscogee (Creek) Nation today?

A: <https://www.nps.gov/liri/learn/historyculture/the-muscogee-creek-1600-1840.htm>

Question 3: What were the years of the U.S. Civil War and the years of the Reconstruction period?

A: Civil War - 1861-1865

Reconstruction - 1866-1877

Question 4: What newspaper was the outcome of the Okmulgee and Sequoyah Convention?

A: Indian Journal Newspaper

Learn more here: [Okmulgee Constitution-Oklahoma Historical Society](#)

Once reading is complete, students should access the [Oklahoma Historical Places](#) document and record their findings about the **Creek Council House**. Information in the text is provided on page 14. Students may also access [History-Creek Nation Council House](#) to assist in finding the required information.

Facilitate a debrief of learning from the “Many Nations” section of the text and the information about the Creek Nation Council House.

Elaborate/Extend:

Students will extend their knowledge of the Reconstruction Treaties of 1866 to determine the major terms of these treaties and their impact on the tribes' sovereignty in the years following the Civil War.

Display **Slides 1 and 2** of the [Reconstruction Treaties of 1866](#) slideshow to introduce the essential questions and objectives.

Remind students that at least a portion of each of the Five Tribes (Cherokee, Choctaw, Chickasaw, Creek, and Seminole) fought for the Confederacy during the Civil War. Because the tribes had taken up arms against the United States, the United States claimed that the previous treaties between the United States and the tribes were broken or void, and, therefore, new treaties needed to be negotiated. These new treaties became known as the Reconstruction Treaties of 1866.

Students will work in groups of 3-4. Assign each group one of the four Reconstruction Treaties of 1866 (Cherokee Treaty, Chickasaw and Choctaw Treaty, Creek Treaty, or Seminole Treaty), with each student receiving a copy of the assigned treaty document below. If there are more than four groups, allow more than one group to work on a treaty. Explain to students that by analyzing the treaty their group is assigned, they will work together to identify and explain the eight major articles of the Reconstruction treaties made between the United States and the Five Tribes.

[Treaty Between the US and the Cherokee](#)

[Treaty Between the US and the Chickasaw an Choctaw](#)

[Treaty Between the US and the Creek](#)

[Treaty Between the US and the Seminole](#)

Students will read a portion of the text and then work together to summarize that article of the treaty. They will then move on to the next portion of the text, repeating the same process until they have summarized all eight major terms of their assigned treaty. They will document their responses by the numbered blank spaces. Here is the [Reconstruction Treaties of 1866 Teacher Copy](#) with possible student responses. Allow @20 minutes for partners to work on their treaty activity.

Display **Slide 3**. Bring the whole class together to discuss findings from the activity. Explain to students that they are going to generate a class list of the major terms of the Reconstruction treaties based on their analysis of the treaties. Ask each group to elect a spokesperson.

Call on each group at least once to contribute to the class discussion by introducing a term from the Reconstruction treaty and explaining it. As students share, record their responses on a piece of chart paper.

After groups have shared all eight terms of the treaties, display **Slides 4 and 5** to summarize the terms and clarify any details or fill in any missing information.

Ask students to take a few minutes to make certain that their [Reconstruction Treaties of 1866](#) document summaries generally reflect the synthesis represented in the class list.

Note: While they each have some differing language and details, all four treaties generally include the same eight major terms.

Display **Slide 6**. Explain to students that ultimately, the Reconstruction Treaties of 1866 had a significant effect on the sovereignty of the Five Tribes. Tell students that tribal sovereignty refers to a tribe's inherent right to govern itself and maintain authority over its own land.

Display **Slide 7**. Before discussing the question as a class, ask students to complete the [Impacts of Reconstruction Quick-Write](#). Encourage students to think deeply and include details in the Quick-Write. Allow @3-5 minutes.

Assessment:

Students will synthesize learning by participating in a Chalkboard splash and comparing and contrasting their responses to the Quick-Write question above.

Once students have completed the Quick-Writes, they will participate in a **Chalkboard Splash** to close the lesson. Students will “splash” their quick-write responses on a wall, board, etc. They may be rewritten graffiti style large enough to see on a large section of butcher paper or dry erase board.

Next, they will conduct a silent **Gallery Walk** using the [Chalkboard Splash Debriefing Form](#). For the **Gallery Walk**, they will view the responses on the **Chalkboard Splash** and note Similarities, Differences, and Surprises on the document. Allow @15 minutes to walk and make notes.

Facilitate a debrief of learning from Lesson 1 and Chalkboard Splash responses.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

Oklahoma Territory

Grade: 6-12th	Unit: <i>Oklahoma Statehood</i>	Lesson: 2
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Lesson Focus and Goals: **Students will learn how railroads and the coal mining industry in Oklahoma brought an influx of immigrants to Indian Country and forever changed the social landscape of the state.**

Materials Needed: Chart paper Post-its markers	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">● Why was Oklahoma’s path to statehood so complicated?● How did coal mines and railways, which caused an influx in a diverse population, permanently affect the Native American tribes in Indian Country?● What political and economic factors influenced rapid change and development prior to statehood?
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Structure/ Activity:

Engage:
Students will be introduced to the history of coal mining in Oklahoma through a video.

Before reading the text, watch the [History of Coal in Oklahoma: J.J. McAlester](#) (@3 minutes) video for background information.

After the video, students will do a **Stop and Jot** about the following question:
As you learned in the video, J.J. McAlester lived his life surrounded by Native Americans, including his wife. Why was this important? Did this impact his success? Why or why not?

For a **Stop and Jot**, students will stop and think about a response, and then jot down the response on paper. Allow 2-3 minutes. Next, ask students to pair with someone they have not worked with recently and share responses (@2 minutes).

Finally, ask volunteers to share responses aloud. Add any additional insight as needed. It may be necessary to point out here that at the time, by marrying a Native American, in some tribes, a person was automatically considered a tribal citizen from that point on.

Explore:
Students will explore the history of railroads and coal mining in Oklahoma, influenced by J.J. McAlester, and how they contributed to a population growth of non-Indian people in Indian

Country.

“Railways Make Tracks to the Coal Mines” - pages 16-20

For the next section of the lesson, ask for five volunteers to be the following characters: Billy, Kate, Eddie, Becky, and the Narrator. The narrator will read all of the “extra” information in the text as it is encountered, including Q6. Skip Q5.

As a class, read pages 16-20 entitled “Railways Make Tracks to the Coal Mines”. It should take @15 minutes to go through the text. Be sure to examine and explain the census information on page 19 and the railway map on page 20. As the yellow question box (Q6 only) is encountered on page 20, stop and provide the following background information for students:

Question 6: With no commercial coal mining in Indian Territory to the west, what needs did the railway serve there?

A: To provide expanded commerce between the surrounding states (transportation of goods); travel

Explain:

Students will discuss how railroads and the coal mining industry in Oklahoma brought an influx of immigrants to Indian Country and forever changed the social landscape of the state.

Once reading is complete, students should access the [Oklahoma Historical Places](#) document and record their findings about the **McAlester House**. The house is mentioned in the text on page 17, but students will need to access [McAlester House](#) to assist in finding the required information. Allow @10 minutes.

Facilitate a debrief of learning from the video, the “Railways Make Tracks to the Coal Mines” section of the text and the information about the McAlester House.

Elaborate/Extend:

This portion of the lesson is an enrichment opportunity. If time allows, access the link below for an extension lesson to better understand the lifestyle of the early coal mining industry and its impact on Indian Territory.

[Extension of Coal Mining Lesson](#)

Assessment:

Evaluate/Close:

Students will reflect on Lesson 2 to determine the long-term effects of the railways and coal mining industry on Native American tribes in Indian Country.

After learning, pose the following question to students:

How did coal mines and railways, which caused an influx in a diverse population, permanently affect the Native American tribes in Indian Country?

Ask students to independently reflect on the question and write a written response. Allow @5 minutes. Now students will “mingle” around the room to find a partner to share responses. They need to add any new insight to their responses that they learn from the partner. Ask them to repeat the process two more times to get insight from two additional partners. Allow @3 minutes with each partner.

Once completed, ask students to go back to their seats and rewrite their response to the question above, adding the insight received from their partners. They will turn the reflections in.

Finally, facilitate a debrief of learning from Lesson 2 and the reflection responses.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

Pre-Statehood

Grade: 6-12th grade	Unit: <i>Oklahoma Statehood</i>	Lesson: 3
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Lesson Focus and Goals: **Students will participate in activities to learn about Oklahoma prior to statehood. Topics will include the Oklahoma Land Runs and All-Black Towns. They will take on a variety of perspectives to identify with those involved.**

Materials Needed: Chart paper Post-its markers	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">● Why was Oklahoma’s path to statehood so complicated?● How have the policies and decisions of the U.S. government impacted tribal sovereignty?● How did the Reconstruction Treaties of 1866 impact the Native American people in Indian Territory?● What political and economic factors influenced rapid change and development prior to statehood?
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Structure/ Activity:

Engage:
Students will read to learn background information about the transformation of Indian Territory brought on by the Oklahoma land runs.

“Meanwhile, Over in Oklahoma Territory” - pages 28-34
For the next section of the lesson, ask for five volunteers to be the following characters: Billy, Kate, Eddie, Guthrie, and the Narrator. The narrator will read all of the “extra” information in the text as it is encountered.

As a class, read pages 28-34 entitled “Meanwhile, Over in Oklahoma Territory”. It should take @15 minutes to go through the text. Be sure to examine and explain the information about Allen Wright on page 29 and the maps on pages 31 and 33.

Once reading is complete, students should access the [Oklahoma Historical Places](#) document and record their findings about the **Scottish Rite Temple**. It is mentioned in the text on pages 29 and 33, but students will need to access [The Heritage of the Guthrie Scottish Rite Temple](#) to assist in finding the required information and take a virtual tour. See if you can find the library mentioned on page 33. Allow @10 minutes.

Facilitate a debrief of learning from the reading and virtual tour of the Scottish Rite Temple.

Explore:

Students will explore the Oklahoma Land Rush from a variety of perspectives and work collaboratively to argue their perspectives.

Set up the following historical context for students:

Historical Context:

The Oklahoma Land Rush of 1889 was certainly a significant event for the future state, as it was for all of the groups and individuals that it affected. As is the case with so many defining events in America's history though, the Land Rush can be seen as another proud and memorable moment in the nation's adventurous narrative of wild and unbridled expansion, further fulfillment of a divinely inspired destiny. Or, as yet another breach of contract, an unlawful and unethical encroachment on the already established and reestablished cultures of the region. Events such as the Land Rush of 1889 are complicated phenomena which are comprised of many contributing factors and consequences. It is necessary to explore some of the many sides of the event so that students may learn about an important event in Oklahoma history, and also to see such events, not as spontaneous and random occurrences, but as resulting from the actions and motivations of some, which in turn often have wide ranging consequences for many (info from <https://1889landrun.weebly.com/about.html>).

Divide students into three groups: the historians, the boomers/poor independent farmers, and Native Americans.

Student groups will use the links to read about the Oklahoma Land Run from their assigned perspectives. Allow @10 minutes for groups to go through the text in their links.

[Historical Perspective](#)

[Boomer Perspective](#)

[Native American Perspective](#)

This video may also be shown for additional background information and for students to see what the land run may have looked like.

[Land Run 1889](#) (@3 min.)

Have each group discuss and create an argument/proposal to the American government highlighting at least three citable reasons for or against the opening of the territory for settlement (dependent on one's group, of course). Allow @15 minutes for groups to come up with arguments.

Have each group elect a representative for each reason to present their arguments to the government.

Afterwards, discuss the validity of each claim to see which ones "ring true" for the students.

Explain:

Students will watch a Hollywood version of the Oklahoma Land Run and compare the perspective of this version to their assigned perspectives above.

Next, after discussing the different perspectives of the Land Rush, show students this clip from the 1992 Hollywood film, *Far and Away*, in which the perspectives are displayed, if only briefly. As they watch, each group will consider their perspective from the earlier activity. In other words, if the group was from the boomer perspective earlier, they will now watch the film clip from the boomer perspective. Around the 44 second mark, there is a brief glimpse of a few Native Americans watching what is happening from behind a fence.

[Far and Away Movie Clip](#) (@3 min.)

Ask students to get back into their perspective groups. They will discuss the film clip, and use the [Chalkboard Splash Debriefing Form](#) to document how the perspectives they had read about in the earlier activity compared and contrasted to the same perspective in the film. For example, if the group had the historical perspective, they will note similarities and differences of the historical perspective between the reading and the film clip.

Finally, students will note any surprises they noticed in the film clip in the far right column. Allow @10 minutes for groups to complete the form.

Facilitate a discussion of Hollywood's portrayal and how this portrayal may affect and inform an audience about how to interpret an historical event. In addition, discuss the groups' debriefing forms.

Elaborate/Extend:

This portion of the lesson is an enrichment opportunity. If time allows, access the link below for an extension lesson to learn about the All-Black State Movement in Oklahoma prior to statehood.

[Extension of Pre-Statehood Lesson: All-Black State Movement](#)

Assessment:

Evaluate/Close:

Students will summarize their learning by participating in a reflection activity.

Ask students to make a circle. Students will take turns taking one step into the circle and using only the sentence stems below to create a reflection of their learning. Then they take one step back, and the next person takes a turn.

I Used to Think...Now I Think...

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

The Curtis Act and The Crazy Snake Rebellion

Grade: 6-12th grade	Unit: <i>Oklahoma Statehood</i>	Lesson: 4
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Lesson Focus and Goals: **Students will explore changes in Indian policies that led to the Crazy Snake Rebellion prior to Oklahoma Statehood. They will be introduced to Chitto Harjo, the Muscogee warrior who led his people in resistance to policy changes and allotment.**

Materials Needed: Chart paper Post-its markers	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">● Why was Oklahoma’s path to statehood so complicated?● How have the policies and decisions of the U.S. government impacted tribal sovereignty?● What political and economic factors influenced rapid change and development prior to statehood?
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Structure/ Activity:
Engage:
Students will collaboratively summarize what they have learned so far about the road to Oklahoma Statehood.

Divide students into five groups. Assign each group one of the following sections that has already been covered in the Oklahoma Statehood book:

- **Many Nations**
- **Railways Make Tracks to the Coal Mines**
- **Coal Mining Life and Labor**
- **Meanwhile, Over in Oklahoma Territory**
- **All-Black State Movement**

With their groups, students will write a **Three-Sentence Summary** of their assigned section from the text. They will choose the main points of their sections and summarize in their own words. Using direct quotes is not allowed. They may practice on paper first. When they think they have a good succinct summary, they will get a piece of chart paper. They will write the name of their section at the top of the chart paper, and write the summary underneath. Allow @15 minutes for groups to write a good summary.

Display chart papers across a wall of the room to be read in order as a summary of the book so far.

Facilitate a debrief and add any important information that students may have left out.

Explore:

Students will read to learn background information about shifts in Indian Policy including the Curtis Act and the Crazy Snake Rebellion.

“Another Shift in Indian Policy” - pages 43-46 (Chitto Harjo/ Allotment)

For the next section of the lesson, ask for five volunteers to be the following characters: Billy, Kate, Eddie, Curtis, and the Narrator. The narrator will read all of the “extra” information in the text as it is encountered, including the green and blue boxes and Q11 and Q12.

As a class, read pages 43-46 entitled “Another Shift in Indian Policy”. It should take @15 minutes to go through the text. As the yellow question boxes (Q11, Q12) are encountered, stop and provide the following background information for students:

Question 11: What were the various eras of Indian Policy?

A: Another congressional law, enacted June 28, 1898, was sponsored by Charles Curtis, a mixed-blood Kansas Indian and senator from Kansas. With the passage of the Curtis Act, Congress took final control over affairs in Indian Territory.

Question 12: What was the Crazy Snake Rebellion?

A: It was a movement opposing allotment of Indian lands beginning as early as 1898. Chitto Harjo, a Creek Indian, was the spokesman for the group. His name roughly translates to English as “recklessly brave,” or “Crazy” Snake.

Once reading is complete, students should access the [Oklahoma Historical Places](#) document and record their findings about the **Union Agency**. It is mentioned in the text on page 44, but students will need to access the [Union Agency](#) to assist in finding the required information. Allow @10 minutes.

Facilitate a debrief of learning from the reading and learning about the Union Agency.

Explain:

Students will read to gain further knowledge about the Crazy Snake Rebellion.

Have students read the article from the Oklahoma Historical Society entitled, [Crazy Snake Uprising](#). Students may read on their own independently or it may be read aloud to the whole class. Allow @10 minutes for the reading.

Elaborate/Extend:

After reading the Oklahoma Historical Society article above, students will summarize the Crazy Snake Rebellion by:

- Identifying people’s differences, goals, and motivations

- **Identifying main ideas and details**
- **Recognizing cause-and-effect relationships**
- **Making generalizations and inferences**
- **Understanding multiple points of view.**

Following the directions on the [Somebody Wanted But So](#) document, students will create a summary statement about the Crazy Snake Rebellion. Step 4 of the activity will be completed in the Evaluate/Close portion of the lesson below. Students should be able to complete the SWBS statement in @10 minutes.

Assessment:

Evaluate/Close:

Students will discuss the differences in their SWBS statements and the questions below in a class discussion to close the lesson.

Facilitate a debrief of the summary statements and learning as described in Step 4 of the document.

Also include the following questions in the debrief:

- Why do you think Chitto Harjo and the other Muscogee (Creek)s at Hickory Ground opposed allotment so strongly?
- Considering the youngest Snake arrested was fourteen, and the oldest was eighty-eight, what does this large gap in age say about the Muscogee (Creek) People?
- What happened at the end of the Crazy Snake Rebellion? What would you consider to be the legacy of Chitto Harjo?

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

State of Sequoyah to Oklahoma Statehood

Grade: 6th-12th Grade	Unit: <i>Oklahoma Statehood</i>	Lesson: 5
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Lesson Focus and Goals: **Students will get an introduction to the Indian response to government policies, the State of Sequoyah, and Oklahoma statehood. They will reflect on the title of the book, “From Many Nations to Oklahoma Statehood...”, what that really means, and how it connects to the essential question: Why was Oklahoma’s path to statehood so complicated?**

Materials Needed: Chart paper Post-its markers	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">• Why was Oklahoma’s path to statehood so complicated?• How have the policies and decisions of the U.S. government impacted tribal sovereignty?• How did past tribal experiences influence leaders to propose the State of Sequoyah?• How does the principle of tribal sovereignty impact the relationship of Indian tribes to the state of Oklahoma?
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Structure/ Activity:

Engage:
Students will watch a video to revisit and summarize the events leading up to the State of Sequoyah.

Show the [Oklahoma State of Sequoyah](#) (@30 min) video. Let students know that after watching the video, they will be asked to complete a [Biggest AHA Quickwrite](#), so it might be important to jot down a few things they learn while viewing. The Quickwrite should take @5 minutes.

After completing the quickwrite, ask students to briefly meet with a partner and share responses. Allow @2 minutes.

Ask volunteers to share aloud and facilitate a debrief of learning.

Explore:
Students will further explore the Indian response to government policies and the State of Sequoyah by reading from the Oklahoma Statehood book.

“The Indian Response” - pages 47-52

Ask for five different volunteers to be the following characters: Billy, Kate, Eddie, George and the Narrator. The narrator will read all of the “extra” information in the text as it is encountered, including the green and blue boxes and Q13 and Q14.

As a class, read pages 47-52 entitled “The Indian Response”. It should take @15 minutes to go through the text. As the yellow question boxes (Q13-Q14) are encountered, stop and provide the following background information for students:

Question 13: Sequoyah’s Cabin is on the National Register of Historic Places, but it is no longer owned by the Oklahoma Historical Society. Who owns it today?

A: The Cherokee Nation acquired the property from the Oklahoma Historical Society in 2016 and reopened the site to tourism in 2017.

Question 14: Before the passage of the Oklahoma Enabling Act in 1906, four statehood plans evolved. What were they?

A: The four different statehood plans were:

- single statehood (the joining of Oklahoma and Indian Territories)
- double statehood (separate statehood for each territory)
- piecemeal absorption (immediate statehood for Oklahoma Territory with individual Indian nations in Indian Territory added to the state as they became ready for statehood)
- admission of Oklahoma Territory to the Union without regard to Indian Territory

Once reading is complete, students should access the [Oklahoma Historical Places](#) document and record their findings about **Sequoyah’s Cabin**. It is mentioned in the text on page 48, but students will need to access [Sequoyah's Cabin Historic Site](#) to assist in finding the required information. Allow @10 minutes.

Facilitate a debrief of learning from the reading and learning about Sequoyah’s Cabin.

Explain:

Students will read a short text to get an introduction to Oklahoma Statehood.

“Here Comes Statehood” - page 53-58

Ask for five different volunteers to be the following characters: Billy, Kate, Eddie, Guthrie and the Narrator. The narrator will read all of the “extra” information in the text as it is encountered, including the green and yellow boxes.

As a class, read pages 53-58 entitled “Here Comes Statehood”. It should take @15 minutes to go through the text.

Once reading is complete, students should access the [Oklahoma Historical Places](#) document and record their findings about **Carnegie Library**. It is mentioned in the text on page 54, but students will need to access [Carnegie Library-Guthrie](#) to assist in finding the required information. Allow @10 minutes.

Facilitate a debrief of learning from the reading and learning about Sequoyah’s Cabin.

Elaborate/Extend:

Students will watch three videos depicting Oklahoma Statehood. The videos are a combination of news stories and documentaries.

To complete the section of Oklahoma Statehood, students will watch three videos rather than complete the next two sections of text in the book.

While watching each video, ask students to document one new thing they learned in each one. They must jot down something new for each video.

The first video is [Story of Oklahoma Statehood](#) (@5 min). It is a news story recapping some of the previous learning in this unit that got Oklahoma to statehood.

The second video is [Oklahoma Becomes a State](#) (@3 min). It is a news story/documentary recapping the signing of Oklahoma into statehood and the first governor of Oklahoma.

Finally, the third video, [A Marriage of Two Territories](#) (@3 min), is a documentary about the symbolic marriage between Miss Indian Territory and Mr. Oklahoma Territory that occurred on the steps of the Carnegie Library on Nov. 16, 1907.

After the videos, gather students in small groups to share out their new learning from each. Allow @ 5 minutes. Finally, have volunteers share aloud. Facilitate a debrief of new learning.

Assessment:

Evaluate/Close:

Students will close the unit by reading a final portion of text and participating in a class discussion of learning.

To conclude the unit, students will read “Many, Three, Two, One” on pages 79-84. Ask for four different volunteers to be the following characters: Billy, Kate, Eddie, and Grandpa Ralph.

Next, pose the following two questions to students:

1) What does the title of this book mean to you? *From Many Nations to Oklahoma Statehood in Three, Two, One*

2) In your own words explain why Oklahoma's path to statehood was so complicated.

They should reflect and use whatever resources they would like to compose a response to the questions in a good, solid paragraph. Allow @ 15 minutes.

Once all responses have been turned in, facilitate a debrief of learning from the entire unit. Consider the big ideas from the book, the essential questions, and the learning goals. Allow any volunteers to share ideas they included in their final paragraphs.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Unit Project- Oklahoma Statehood Research Project

Grade: 6-12th	Unit: <i>Oklahoma Statehood</i>	Lesson: 6
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Lesson Focus and Goals: **Students will apply research and presentation skills by completing a project about a topic related to Oklahoma Statehood.**

Materials Needed: A device to access resources for the research project.

Structure/ Activity:
Follow the directions for the [Oklahoma Statehood Unit Project](#).

It is important to teach students the difference between a reliable and an unreliable resource/website.

Note: Add in project work days throughout the unit as needed. In addition, there may need to be days added at the end of the unit for presentations.

The Boarding School Era Unit



Carlisle Indian School - 1884

Unit Overview:

In 1879, under the authority of the United States federal government, Captain Richard Henry Pratt founded the first federally funded off-reservation Indian boarding school, The Carlisle Indian School. It was hoped that this educational process would change the traditions and customs of American Indians, and to assimilate them into the white American culture. In addition, American Indians could be taught and eventually learn to accept and participate in white American society. Off-reservation boarding schools began to abound in locations all over the country with the purpose of "civilizing" American Indian youth and children. Thousands of Native American children were taken from their homes and families to live in these boarding schools and learn the ways of white culture. Unfortunately, these boarding schools forced students to ignore, forget, and devalue their own cultures and identities. They had to change all outward signs of tribal life including their appearances, languages, names, customs, traditions, and so much more. Some schools used rewards as a way to entice students to follow their guidelines, while others used punishment. Many boarding school students struggled with loneliness and fear away from their tribal homes and familiar customs. Some lost their lives to sicknesses that spread quickly through the schools, while others persevered through the hardships, formed lifelong friendships, and preserved their Indian identities.

The Boarding School Era Unit

Grade Levels: 6-12 Grades, Oklahoma History, US History, World Geography, World History, Sociology, and 10th ELA

Based on 45-55 minute classes, recommended time frame: Unit total about one week

Lesson One-One and a half days

Lesson Two-Two days

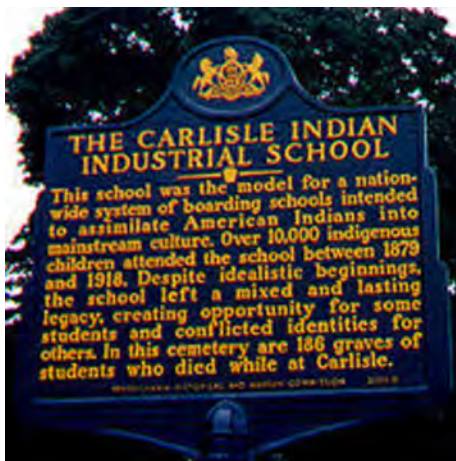
Lesson Three-One day

Lesson Four-One day

Project: Add in time to work on projects by using extra time at the end of a lesson and/or building in days as appropriate.

Materials and Supplies: Butcher paper/art paper and/or chart paper, a marker for everyone student in the class, post-it notes

Reflection/Formative Assessment: A reflection and/or formative assessment is recommended after each day and not necessarily after the whole lesson. [Reflection/Closure Strategies-Native American Studies](#)



Muscogee Educational Standards:

Love Yourself and Others

Honor Your Clan/Family

Honor Gifts and Talents and Others

Be Active

Honor the Kinships

Muscogee Wealth is Love and Generosity

The Boarding School Era Unit

Essential Questions:

- Why is preserving the cultural traits of indigenous peoples important?
- Why have governments felt it necessary to assimilate native cultures in preservation of the dominant culture?
- What impact did boarding school experiences have on the future lives of Native students and on the Native culture as a whole?
- What impact did boarding school experiences have on schools/learning environments and parent engagement?
- What does it say regarding the strength of American Indians that despite all the effort and energy that has been spent on eradicating their culture, Native languages, spiritual practices, and other customs live on?

Learning Goals and Objectives:

- To gain respect for differences in culture
- To analyze and compare/contrast primary documents
- To develop an understanding of the impact of early boarding schools on the future of Native Americans and their cultures
- To explore the forced acculturation of American Indians through government-run boarding schools

Lesson Plans (Unit lasts @ 1.5 week)

Lesson 1: An Introduction to Boarding Schools

Essential Questions:

- Why is preserving the cultural traits of indigenous peoples important?
- Why have governments felt it necessary to assimilate native cultures in preservation of the dominant culture?

Summary:

Students will be introduced to the first government-run boarding school and its founder. They will begin to formulate questions as to the motives of those who founded these schools and the effects they had on Native American children and families.

Engage:

Students will reflect on statements related to the content of the unit to determine if they initially agree or disagree.

Post the essential questions in the classroom for reference throughout the lesson. Introduce the topic and learning objectives of the unit.

The Boarding School Era Unit

Ask students to individually complete the BEFORE section of the [Anticipation Guide](#)^{Appendix 42} by placing a checkmark in the appropriate column, indicating if they AGREE or DISAGREE with the statement. Students will do a quick **Pair/Share** to discuss their responses with an elbow partner. After pair discussion, ask for a **Thumbs up/Thumbs down** for whole class student responses to each statement. It is important to remind students that no answers are right or wrong. This document will be used again at the end of the unit after learning to see if their thinking has changed.

Explore:

Students will be introduced to information about the Carlisle Indian Industrial School, which was the first off-reservation, government-run boarding school in the U.S.

The [Carlisle Indian Industrial School Slideshow](#) will introduce students to the first government-run boarding school. Use the [Carlisle Slideshow Talking Points](#)^{Appendix 43} document as a guide for commentary and discussion of each slide. Allow students an opportunity to engage in the discussion and ask questions. It's okay not to know the answers to all of their questions. As a suggestion, post their questions on chart paper in the room and refer to them as they get answered throughout the unit. If they do not get answered by the end of the unit, research the questions together.

Explain:

Students will reflect on the term “truly civilized”, and infer what Captain Pratt would consider “truly civilized” traits and attributes. They will think about how they would have felt had they been a student at Carlisle school.

Captain Richard Henry Pratt was an army officer and founder of Carlisle Indian School. Distribute a copy of [Excerpt of Pratt's Speech](#)^{Appendix 44} to each student. Ask them to follow along as you read the excerpt aloud. This speech was delivered in 1892 during the National Conference of Charities and Correction, held in Denver, Colorado.

Make sure that students understand that the central idea of Captain Pratt's speech is that Indians do not need to literally be killed, but more figuratively. They must be taught to let go of their savage ways in order to become civilized people. In order to support his idea, Pratt puts himself as an advocate for the Native American population.

After reading, and discussing the central idea, allow students @3 minutes to complete the [Pratt Quick Write](#)^{Appendix 45} exercise on their own.

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Elaborate/Extend:

Students will extend ideas, summarize thinking, and ask questions regarding the Quick Writes over Captain Pratt's speech.

After completion of individual Quick Writes, students will use ^{Appendix 46} [Bounce Cards](#) to share their Quick Writes and facilitate conversation between them. Explain the Bounce Cards to students in this way. When conversing with a partner, they will have three options when responding:

1. **Bounce** - They take what their partners say and bounce an idea off of it (or extend the idea) by using the appropriate stems.
2. **Sum it up** - They rephrase what their partners say and comment on certain parts using the appropriate stems.
3. **Ask a question/Inquire** - They ask a question regarding what their partners say, using the appropriate stems.

It may be necessary to model the process and allow students a practice round or two. It may also be helpful to print the [Bounce Cards](#) for students to carry around with them as they have conversations with one another. Allow @2 minutes per pairing. After students have had the opportunity to visit with at least three other people, facilitate a whole group discussion. Ask volunteers to share interesting parts of their paired discussions aloud to the whole group. They may share their own reflections or others they heard.

Evaluate/Close:

Students will spend some time reflecting on their learning from Lesson 1.

As a wrap-up of Lesson 1, give each student three sticky notes. They will be reflecting using the ^{Appendix 47} [SIT Strategy](#)

Ask students to think back to the readings and images that have been introduced in this lesson. It may be helpful to display the photos from the slideshow.

Ask each student to identify the following, each on a separate sticky note. They will write in complete sentences.

Sticky Note 1: One **surprising** fact or idea

Sticky Note 2: One **interesting** fact or idea

Sticky Note 3: One **troubling** fact or idea

Students may share and debrief their S-I-T responses, either in pairs or as a class discussion. Or, collect their responses and read them to find out how students are feeling about and understanding the material presented in class.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

The Boarding School Era Unit

Lesson 2: Effects of Boarding Schools

Essential Questions:

- Why is preserving the cultural traits of indigenous peoples important?
- Why have governments felt it necessary to assimilate native cultures in preservation of the dominant culture?
- What impact did boarding schools experiences have on the future lives of Native students and on the Native culture as a whole?
- What impact did boarding school experiences have on schools/learning environments and parent engagement?

Summary:

Students will begin to explore the effects of boarding schools on Native American families. They will see how students changed physically, and infer about how they changed socially, emotionally, and culturally. They will view documentaries and explore primary documents.

Engage:

Students will view primary source photographs of children attending Carlisle School to gain perspective as to what it might have been like for Native students to be there and to compare and contrast how students changed once they arrived.

Explain the importance of primary source documents to the study of history. In pairs, ask students to complete the [Primary Source Activity](#)^{Appendix 48} as per the instructions on the document. Allow @15 minutes.

Once completed, ask pairs to join one other pair to compare their documented reflections. They may also add to their documents if others had insight they did not think of.

Facilitate a whole group debrief. Encourage students to think deeply about the idea of boarding schools and the long-term impacts this had on Native children.

Explore:

Students will explore the perspectives of others by collaborating about their notes from the compare and contrast activity above.

Students will participate in [Confer, Compare, and Clarify](#)^{Appendix 27} to discuss responses from the [Primary Source Activity](#)^{Appendix 48} with their peers and add to their notes.

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Finally, facilitate a whole group discussion about student/group responses to the questions and tie that learning into the unit objectives.

Explain:

Students will read a first-hand account of a Lakota student at Carlisle School to hear his perspective of life there, and to start thinking about the “real” motives for government-run boarding schools.

Distribute copies of ^{Appendix 49} [Luther Standing Bear](#) to students. In pairs, students will read the excerpt and answer the attached questions.

Next, ask pairs to join with another pair to discuss their responses. They may add anything missing or change anything they think is incorrect.

Facilitate a whole class discussion of responses. Be sure to fully discuss students’ ideas of the last question, pertaining to the purpose of Carlisle School.

Elaborate/Extend:

Students will view two documentaries to deepen their understanding of the history of Indian boarding schools and their impact on Native American children and families.

Students will be participating in the ^{Appendix 50} [Making Meaning Protocol](#). While viewing the videos below, they will complete the ^{Appendix 51} [Making Meaning Organizer](#), per the instructions, for each video.

Video 1 (@25 min):

["And Our Mothers Cried"](#)

Video 2 (@14 min):

[MCN Elder Boarding School Video](#)

Facilitate a whole class reflection as per instruction 6 of the [Making Meaning Protocol](#).

Evaluate/Close:

Students will reflect on the deeper purpose and reasoning as to why Native students were sent to boarding schools.

Repost the central historical question from the Carlisle School slideshow: *What was the purpose of the Carlisle Indian Industrial School (and other government-run boarding schools)?* As an ^{Appendix 52} [Exit Ticket](#), ask students to “dig deep” with their thinking and respond to the question. Remind them to consider motives and desired outcomes of boarding schools. Students will leave their reflections for you to read after class.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

The Boarding School Era Unit

Lesson 3: Researching Muscogee Students and Boarding Schools

Essential Questions:

- Why is preserving the cultural traits of indigenous peoples important?
- What impact did boarding schools experiences have on the future lives of Native students and on the Native culture as a whole?
- What impact did boarding school experiences have on schools/learning environments and parent engagement?
- What does it say regarding the strength of American Indians that despite all the effort and energy that has been spent on eradicating their culture, Native languages, spiritual practices, and other customs live on?

Summary:

Students will learn about Muscogee (Creek) students at Carlisle School and determine what they can learn from primary documents. They will also debate an overarching question as to whether or not the lives of Native American children were negatively impacted by the boarding school era. They will have to take a stand and make a counterargument.

Engage:

Students will hear the reflections of their peers about the purpose of government-run boarding schools. They will synthesize all of their individual thoughts through discussion to determine one written purpose.

Prior to class, read the **Exit Tickets** from the end of Lesson 2. Determine all of the responses that reflect different ideas and perspectives.

Choose some to read aloud to the class, anonymously, reading a variety of responses that may give different reasons for the purpose of the boarding schools.

Facilitate a class discussion and chart out any final ideas and thoughts students may have. Refer back to the chart as needed throughout the unit.

Explore:

Students will conduct research and explore through the primary documents of Muscogee (Creek) students who attended Carlisle School.

Have students go to [Muscogee Students](#) in the Carlisle Indian School Digital Resource Center to find the names of two Muscogee (Creek) students who attended Carlisle School. Students should notice that there were two

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Muscogee (Creek) students who attended Carlisle school, Nellie Brown and Louisa Kanrad. Make sure students notice that the dates the students attended the school were only a few years before it closed.

They should click on each student to learn a little about her and to view an assortment of primary documents directly related to her stay at Carlisle School. While researching, they will complete the [I Notice, I Wonder](#) chart for each student. Encourage them to think deeply about what they are seeing to note unique things they find. Also, they should spend time thinking of deeper leveled questions and wonderings. Students should note 5 Notices and 3 Wonderings for each of the two Muscogee (Creek) girls.

Allow @20 minutes for students to research and learn about the two girls.

Explain:

Students will share their learning and questions from the primary documents with others. They will also discuss why this learning is important.

Once completed, students should make eye contact with a partner across the room and share their notes. Continue this process with two more partners.

Facilitate a whole group discussion about the interesting things students learned from the documents and why they are important. Be sure and address the questions they had to determine if answers can be found.

Elaborate/Extend:

Students will further analyze and extend their learning with a summative assessment in the form of a debate.

Students will participate in a [Debate Team Carousel](#) to argue both sides of a boarding school topic. Debate Team Carousel is an activity in which students debate a position from various angles as prompted on a template. It allows students to see various aspects of an issue and consider what the opposing and supporting arguments for a certain position might be. Encourage students to think deeply about all of the resources they have read, listened to, and viewed throughout this unit.

Instructions are provided on the document link.

Evaluate:

Students will determine if their thinking about concepts related to the unit have changed as they have learned new information.

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Students will refer back to the ^{Appendix 42} [Anticipation Guide](#) that they completed at the beginning of the unit. This time, they will refer to the AFTER columns on the right-hand side of the document. Students will read the statements once again, and determine if they still AGREE or DISAGREE now that they have new learning from the unit.

Facilitate a discussion about the concepts that the students had changed their thinking on and why.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

Lesson 4: Unit Project - Personal Letter

Students will synthesize what they have learned and apply their learning to make deeper connections and inferences about real-life experiences by writing a personal letter of a first-hand account.

Students will reflect back on the photos, videos, and readings of boarding school experiences learned in this unit. They may also consider what they discovered about the Muscogee (Creek) students from the primary documents file. They will put themselves in the boarding school experiences they have learned about. Then, they will write a letter home from a first-hand account of their experiences at the boarding school. Allow students to use any unit resources to help in their letter writing.

They should consider the following questions:

- What experiences are you having at school?
- What changes have you had to make?
- What parts of your culture/traditions have you been able to keep?
- What is the overall mood among students?
- How are you doing emotionally?
- What is daily life like at the boarding school?
- Include any other details you would like your family to know.

Remember, this is a letter, so write in appropriate letter format. Please use the ^{Appendix 55} [Letter Rubric](#) as guidance.

Enrichment Opportunities:

Opportunities to enrich and explore topics further can be found in the [Enrichment Opportunities](#) link. These lessons are optional, and may be used to go deeper into a certain topic, extend the unit, or replace an existing lesson. The lessons are already created by the original source and ready to use.

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Resources

Images:

Carlisle Indian School-1884

<https://home.epix.net/~landis/histry.html>

<https://www.visitcumberlandvalley.com/listing/carlisle-indian-industrial-school/1144/>

<https://historydaily.org/american-indians-before-and-after-carlisle>

<https://navajopeople.org/blog/navajo-forced-education-mistake/>

Lesson Resources:

Carlisle Indian School Digital Resource Center

<https://carlisleindian.dickinson.edu/>

Chalk Talk

https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/chalk_talk.pdf

Oklahoma State Department of Education

<http://oksocialstudies.pbworks.com/w/page/138056919/USH%201-3%20C%2C%20D%20Instructional%20Resources>

Videos:

Winter Fire - A Chickasaw Documentary Series (Chickasaw TV)

<https://www.youtube.com/watch?reload=9&v=KIJvBadGknE>

Elder Videography (Muscogee Creek Nation)

<https://www.mcstep.com/copy-of-elder-boarding-school-short>

School Reform Initiative Resources:

[Making Meaning Protocol - School Reform Initiative](#)

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Alignment to Oklahoma Social Studies Academic Standards

6th Grade Social Studies Content Standards:

6.3.2 Identify and describe cultural traits of language, ethnic heritage, religion, and traditions practiced among peoples.

6.3.7 Identify and explain topics related to indigenous sovereignty.

6.5.5 Analyze reasons for conflict and cooperation among and between groups, societies, nations, and regions.

8th Grade Social Studies Content Standards:

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:

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.

8.12.5 Evaluate the impact of federal policies including:

B. impact of continued displacement of American Indians.

Oklahoma History Content Standards:

OKH.1.4 Compare cultural perspectives of American Indians and European Americans regarding land ownership, structure of self-government, religion, and trading practices.

OKH.3.5 Explain how American Indian nations lost control over tribal identity and citizenship through congressional action.

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 (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.

U.S. History Content Standards:

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

C. Examine the rationale behind federal policies toward American Indians including the establishment

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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.

World Geography Content Standards:

WG.3.1 Assess the spatial dimensions of culture as defined by language, religion, ethnicity, and gender.

WG.3.3 Explain the processes of cultural diffusion, acculturation, assimilation, and globalization regarding their impact on defining a region.

WG.3.5 Explain how cultural characteristics, such as language, ethnicity, and religion impact different regions.

Sociology Content Standards:

S.2.1 Examine how relationships, structures, patterns and processes influence culture.

S.2.2 Recognize the key components of a culture including knowledge, language and communication, customs, values, and physical artifacts

S.2.5 Compare various subcultures including counter cultures, pop cultures, ethnic cultures, and religious cultures.

S.3.2 Recognize how role expectations can lead to conflict including gender, age, racial groups, and ethnic groups within different societies

S.4.1 Examine why individuals become members of or associate with different social groups.

S.4.2 Compare various types of norms including folkways, mores, laws, and taboos; explain why rules of behavior are considered important to society.

S.4.4 Evaluate the characteristics of secondary groups including less permanence, less personal, and having a special purpose; explain how members' behaviors are influenced by the secondary groups.

S.4.5 Investigate stereotypes of different groups including gangs, generational groups, immigrants, and the homeless.

S.5.1 Analyze the impact of social institutions on individuals, groups and organizations within society; explain how these institutions transmit the values of society including familial, religious, educational, economic, and political.

S.7.3 Examine individual and group response and potential resolutions to social problems as well as the consequences of such solutions.

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S.8.1 Describe the traditions, roles, and expectations necessary for a society to continue and flourish.

S.8.2 Examine factors that can lead to the breakdown and disruption of a society.

Social Studies Practices:

1.A.9-12.2 Evaluate the impact of perspectives, civic virtues, democratic principles, constitutional rights, and human rights on addressing issues and problems in society.

1.B.9-12.1 Evaluate the impact of the structure and powers exercised by local, state, tribal, national, and international institutions on public policy.

1.B.9-12.3 Analyze the impact of constitutions, laws, treaties, and international agreements, including the concept of sovereignty, in order to maintain national and international order.

2.A.9-12.1 Develop, investigate and evaluate plausible answers to essential questions that reflect enduring understandings across time and all disciplines.

2.A.9-12.2 Compare points of agreement and disagreement from reliable information and expert interpretations associated with discipline-based compelling and supporting questions.

2.B.9-12.2 Demonstrate understanding of content through the development of self-driven investigations and the completion of multi-staged, authentic tasks and assessments.

3.A.9-12.1 Gather, organize, and analyze various kinds of primary and secondary source evidence on related topics, evaluating the credibility of sources.

3.A.9-12.2 Evaluate the usefulness of primary and secondary sources for specific inquiry, based on the author, date, place of origin, intended audience, and purpose.

3.A.9-12.5 Evaluate how multiple, complex events are shaped by unique circumstances of time and place, as well as broader historical contexts.

3.A.9-12.7 Analyze complex and interacting factors that influence multiple perspectives during different historical eras or contemporary events.

4.A.9-12.2 Analyze information from visual, oral, digital, and interactive texts (e.g. maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.

4.B.9-12.3 Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions and debates about social studies topics and texts.

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5.A.9-12.3 Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop a balanced argument.

5.A.9-12.4 Write independently over extended periods of time, varying modes of expression to suit audience, purpose, and task; synthesize information across multiple sources and/or articulate new perspectives.

English Language Arts Standards (10th grade was used as a guide):

10.1.L.1 Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.

10.1.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.

10.1.S.2 Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.

10.3.W.1 Students will compose narratives reflecting real or imagined experiences that:

- include engaging plots involving well-developed, complex characters resolving conflicts
- establish narrator(s) that enhance(s) the narrative
- are intentionally sequenced in a way to achieve a specific effect
- provide clear descriptions, using precise language, sensory details, and dialogue

10.3.W.3 Students will compose argumentative essays, reviews, or op-eds that:

- introduce precise, informed claims
- acknowledge counterclaims or alternate perspectives

10.6.R.2 Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.

Alignment to Native Studies Standards

Native Studies Standards:

Students will be introduced to the Mvskoke Language and understand the significance to the tribe and the culture.

Students will investigate the complexities and lasting impacts of Historical Trauma on Native peoples and communities through American boarding schools, forced removal, other genocidal and acculturation practices.

Students will integrate visual information to make connections to history and contemporary impacts to and by

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Native Americans.

Alignment to PACE Standards

Personal Discovery:

Students will understand tribal components of native people as they relate to cultural awareness, heritage, historical transgressions and the American public school system.

Students will connect to tribal nations and value their citizenship as they develop knowledge of indigenous peoples and the world around them.

Employability Skills:

Students will recognize their interpersonal and communication skills and apply them in their educational lives.

Students will demonstrate personal qualities through activities in personal and professional growth.

Alignment to Social Justice Standards

Identity:

I.1. Students will develop positive social identities based on their membership in multiple groups in society.

I.3. Students will recognize that people's multiple identities interact and create unique and complex individuals.

Diversity:

D.8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

D.10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Justice:

J.13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

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Individual lessons

An Introduction to Boarding Schools

Grade: 6-12	Unit: <i>The Boarding School Era</i>	Lesson: 1
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Lesson Focus and Goals: *Students will be introduced to the first government-run boarding school and its founder. They will begin to formulate questions as to the motives of those who founded these schools and the effects they had on Native American children and families.*

Materials Needed: Chart paper Chart markers sticky notes	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">• Why is preserving the cultural traits of indigenous peoples important?• Why have governments felt it necessary to assimilate native cultures in preservation of the dominant culture?
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Structure/ Activity:
Engage:
Students will reflect on statements related to the content of the unit to determine if they initially agree or disagree.

Post the essential questions in the classroom for reference throughout the lesson. Introduce the topic and learning objectives of the unit.

Ask students to individually complete the BEFORE section of the [Anticipation Guide](#) by placing a checkmark in the appropriate column, indicating if they AGREE or DISAGREE with the statement. Students will do a quick **Pair/Share** to discuss their responses with an elbow partner. After pair discussion, ask for a **Thumbs up/Thumbs down** for whole class student responses to each statement. It is important to remind students that no answers are right or wrong. This document will be used again at the end of the unit after learning to see if their thinking has changed.

Explore:
Students will be introduced to information about the Carlisle Indian Industrial School, which was the first off-reservation, government-run boarding school in the U.S.

The [Carlisle Indian Industrial School Slideshow](#) will introduce students to the first government-run boarding school. Use the [Carlisle Slideshow Talking Points](#) document as a guide for commentary and discussion of each slide. Allow students an opportunity to engage in the discussion and ask questions. It's okay not to know the answers to all of their questions. As a suggestion, post their questions on

chart paper in the room and refer to them as they get answered throughout the unit. If they do not get answered by the end of the unit, research the questions together.

Explain:

Students will reflect on the term “truly civilized”, and infer what Captain Pratt would consider “truly civilized” traits and attributes. They will think about how they would have felt had they been a student at Carlisle school.

Captain Richard Henry Pratt was an army officer and founder of Carlisle Indian School. Distribute a copy of [Excerpt of Pratt's Speech](#) to each student. Ask them to follow along as you read the excerpt aloud. This speech was delivered in 1892 during the National Conference of Charities and Correction, held in Denver, Colorado.

Make sure that students understand that the central idea of Captain Pratt's speech is that Indians do not need to literally be killed, but more figuratively. They must be taught to let go of their savage ways in order to become civilized people. In order to support his idea, Pratt puts himself as an advocate for the Native American population.

After reading, and discussing the central idea, allow students @3 minutes to complete the [Pratt Quick Write](#) exercise on their own.

Elaborate/Extend:

Students will extend ideas, summarize thinking, and ask questions regarding the Quick Writes over Captain Pratt’s speech.

After completion of individual Quick Writes, students will use [Bounce Cards](#) to share their Quick Writes and facilitate conversation between them. Explain the Bounce Cards to students in this way. When conversing with a partner, they will have three options when responding:

1. **Bounce** - They take what their partners say and bounce an idea off of it (or extend the idea) by using the appropriate stems.
2. **Sum it up** - They rephrase what their partners say and comment on certain parts using the appropriate stems.
3. **Ask a question/Inquire** - They ask a question regarding what their partners say, using the appropriate stems.

It may be necessary to model the process and allow students a practice round or two. It may also be helpful to print the [Bounce Cards](#) for students to carry around with them as they have conversations with one another. Allow @2 minutes per pairing. After students have had the opportunity to visit with at least three other people, facilitate a whole group discussion. Ask volunteers to share interesting parts of their paired discussions aloud to the whole group. They may share their own reflections or others they heard.

Assessment:

Evaluate/Close:

Students will spend some time reflecting on their learning from Lesson 1.

As a wrap-up of Lesson 1, give each student three sticky notes. They will be reflecting using the [SIT Strategy](#).

Ask students to think back to the readings and images that have been introduced in this lesson. It may be helpful to display the photos from the slideshow.

Ask each student to identify the following, each on a separate sticky note. They will write in complete sentences.

Sticky Note 1: One **surprising** fact or idea

Sticky Note 2: One **interesting** fact or idea

Sticky Note 3: One **troubling** fact or idea

Students may share and debrief their S-I-T responses, either in pairs or as a class discussion. Or, collect their responses and read them to find out how students are feeling about and understanding the material presented in class.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

Effects of Boarding Schools

Grade: 6-12	Unit: <i>The Boarding School Era</i>	Lesson: 2
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Lesson Focus and Goals: ***Students will begin to explore the effects of boarding schools on Native American families. They will see how students changed physically, and infer about how they changed socially, emotionally, and culturally. They will view documentaries and explore primary documents.***

Materials Needed: Something to write with Teacher will provide resources	Learning Objectives: <ul style="list-style-type: none">● Why is preserving the cultural traits of indigenous peoples important?● Why have governments felt it necessary to assimilate native cultures in preservation of the dominant culture?● What impact did boarding schools experiences have on the future lives of Native students and on the Native culture as a whole?● What impact did boarding school experiences have on schools/learning environments and parent engagement?
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Structure/ Activity:

Engage:

Students will view primary source photographs of children attending Carlisle School to gain perspective as to what it might have been like for Native students to be there and to compare and contrast how students changed once they arrived.

Explain the importance of primary source documents to the study of history. In pairs, ask students to complete the [Primary Source Activity](#) as per the instructions on the document. Allow @15 minutes.

Once completed, ask pairs to join one other pair to compare their documented reflections. They may also add to their documents if others had insight they did not think of.

Facilitate a whole group debrief. Encourage students to think deeply about the idea of boarding schools and the long-term impacts this had on Native children.

Explore:

Students will explore the perspectives of others by collaborating about their notes from the compare and contrast activity above.

Students will participate in [Confer, Compare, and Clarify](#) to discuss responses from the [Primary Source Activity](#) with their peers and add to their notes.

Finally, facilitate a whole group discussion about student/group responses to the questions and tie that learning into the unit objectives.

Explain:

Students will read a first-hand account of a Lakota student at Carlisle School to hear his perspective of life there, and to start thinking about the “real” motives for government-run boarding schools.

Distribute copies of [Luther Standing Bear](#) to students. In pairs, students will read the excerpt and answer the attached questions.

Next, ask pairs to join with another pair to discuss their responses. They may add anything missing or change anything they think is incorrect.

Facilitate a whole class discussion of responses. Be sure to fully discuss students’ ideas of the last question, pertaining to the purpose of Carlisle School.

Elaborate/Extend:

Students will view two documentaries to deepen their understanding of the history of Indian boarding schools and their impact on Native American children and families.

Students will be participating in the [Making Meaning Protocol](#). While viewing the videos below, they will complete the [Making Meaning Organizer](#), per the instructions, for each video.

Video 1 (@25 min):

[*"And Our Mothers Cried"*](#)

Video 2 (@14 min):

[MCN Elder Boarding School Video](#)

Facilitate a whole class reflection as per instruction 6 of the [Making Meaning Protocol](#).

Assessment:

Evaluate/Close:

Students will reflect on the deeper purpose and reasoning as to why Native students were sent to boarding schools.

Repost the central historical question from the Carlisle School slideshow: *What was the purpose of the Carlisle Indian Industrial School* (and other government-run boarding schools)? As an [Exit Ticket](#), ask students to “dig deep” with their thinking and respond to the question. Remind them to consider motives and desired outcomes of boarding schools. Students will leave their reflections for you to read after class.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

Researching Muscogee Students and Boarding Schools

Grade: 6-12	Unit: <i>The Boarding School Era</i>	Lesson: 3
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Lesson Focus and Goals: *Students will learn about Muscogee (Creek) students at Carlisle School and determine what they can learn from primary documents. They will also debate an overarching question as to whether or not the lives of Native American children were negatively impacted by the boarding school era. They will have to take a stand and make a counterargument.*

Materials Needed: Chart paper Chart markers	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">• Why is preserving the cultural traits of indigenous peoples important?• What impact did boarding schools experiences have on the future lives of Native students and on the Native culture as a whole?• What impact did boarding school experiences have on schools/learning environments and parent engagement?• What does it say regarding the strength of American Indians that despite all the effort and energy that has been spent on eradicating their culture, Native languages, spiritual practices, and other customs live on?
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Structure/ Activity:

Engage:
Students will hear the reflections of their peers about the purpose of government-run boarding schools. They will synthesize all of their individual thoughts through discussion to determine one written purpose.

Prior to class, read the **Exit Tickets** from the end of Lesson 2. Determine all of the responses that reflect different ideas and perspectives.

Choose some to read aloud to the class, anonymously, reading a variety of responses that may give different reasons for the purpose of the boarding schools.

Facilitate a class discussion and chart out any final ideas and thoughts students may have. Refer back to the chart as needed throughout the unit.

Explore:

Students will conduct research and explore through the primary documents of Muscogee (Creek) students who attended Carlisle School.

Have students go to [Muscogee Students](#) in the Carlisle Indian School Digital Resource Center to find the names of two Muscogee (Creek) students who attended Carlisle School. Students should notice that there were two Muscogee (Creek) students who attended Carlisle school, Nellie Brown and Louisa Kanard. Make sure students notice that the dates the students attended the school were only a few years before it closed.

They should click on each student to learn a little about her and to view an assortment of primary documents directly related to her stay at Carlisle School. While researching, they will complete the [I Notice, I Wonder](#) chart for each student. Encourage them to think deeply about what they are seeing to note unique things they find. Also, they should spend time thinking of deeper leveled questions and wonderings. Students should note 5 Notices and 3 Wonderings for each of the two Muscogee (Creek) girls.

Allow @20 minutes for students to research and learn about the two girls.

Explain:

Students will share their learning and questions from the primary documents with others. They will also discuss why this learning is important.

Once completed, students should make eye contact with a partner across the room and share their notes. Continue this process with two more partners.

Facilitate a whole group discussion about the interesting things students learned from the documents and why they are important. Be sure and address the questions they had to determine if answers can be found.

Elaborate/Extend:

Students will further analyze and extend their learning with a summative assessment in the form of a debate.

Students will participate in a [Debate Team Carousel](#) to argue both sides of a boarding school topic. Debate Team Carousel is an activity in which students debate a position from various angles as prompted on a template. It allows students to see various aspects of an issue and consider what the opposing and supporting arguments for a certain position might be. Encourage students to think deeply about all of the resources they have read, listened to, and viewed throughout this unit.

Instructions are provided on the document link.

Assessment:

Evaluate:

Students will determine if their thinking about concepts related to the unit have changed as they have learned new information.

Students will refer back to the [Anticipation Guide](#) that they completed at the beginning of the unit. This time, they will refer to the AFTER columns on the right-hand side of the document. Students will read the statements once again, and determine if they still AGREE or DISAGREE now that they have new learning from the unit.

Facilitate a discussion about the concepts that the students had changed their thinking on and why.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

Unit Project- Personal Letter

Grade: 6-12	Unit: <i>The Boarding School Era</i>	Lesson: 4
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Structure/ Activity:

Students will synthesize what they have learned and apply their learning to make deeper connections and inferences about real-life experiences by writing a personal letter of a first-hand account.

Students will reflect back on the photos, videos, and readings of boarding school experiences learned in this unit. They may also consider what they discovered about the Muscogee (Creek) students from the primary documents file. They will put themselves in the boarding school experiences they have learned about. Then, they will write a letter home from a first-hand account of their experiences at the boarding school. Allow students to use any unit resources to help in their letter writing.

They should consider the following questions:

- What experiences are you having at school?
- What changes have you had to make?
- What parts of your culture/traditions have you been able to keep?
- What is the overall mood among students?
- How are you doing emotionally?
- What is daily life like at the boarding school?
- Include any other details you would like your family to know.

Remember, this is a letter, so write in appropriate letter format. Please use the [Letter Rubric](#) as guidance.

Enrichment Opportunities:

Opportunities to enrich and explore topics further can be found in the [Enrichment Opportunities](#) link. These lessons are optional, and may be used to go deeper into a certain topic, extend the unit, or replace an existing lesson. The lessons are already created by the original source and ready to use.

Mvskoke Warriors Unit



The Muscogee (Creek) Nation's veterans memorial in Okmulgee, Oklahoma. "MVSKOKE SULETAWVLKE ESTOFIS EKVNV HOMVN SAPAKLEARES" is the motto of the Veterans Affairs office meaning "Muscogee Soldiers – We have always been at the front."

Unit Overview:

Native Americans have served with distinction in every major American conflict since the American Revolution. American Indian and Alaska Native men and women serve at high rates in the military and have a long tradition of protecting their homelands and families.

Native Americans have a complicated history with the United States due to broken treaties, forced removals, and forced assimilation. As a result of wars with the United States, many Native Americans lost their lives and, primarily from the Indian Removal Act of 1830, almost thirty-three different tribes were forced off their lands. Additionally, in the nineteenth and twentieth centuries, many Native children were forced to attend military boarding schools that were often far away from their families and homes and that led to enormous loss of culture and family cohesion.

Despite the problematic relationships and history of distrust between Native Americans and the United States, American Indians have served in the armed forces for more than 200 years. The reasons for service have varied over time and among individuals. A person's family history, a need for employment, or a strong desire to serve were—and are still today—important factors.

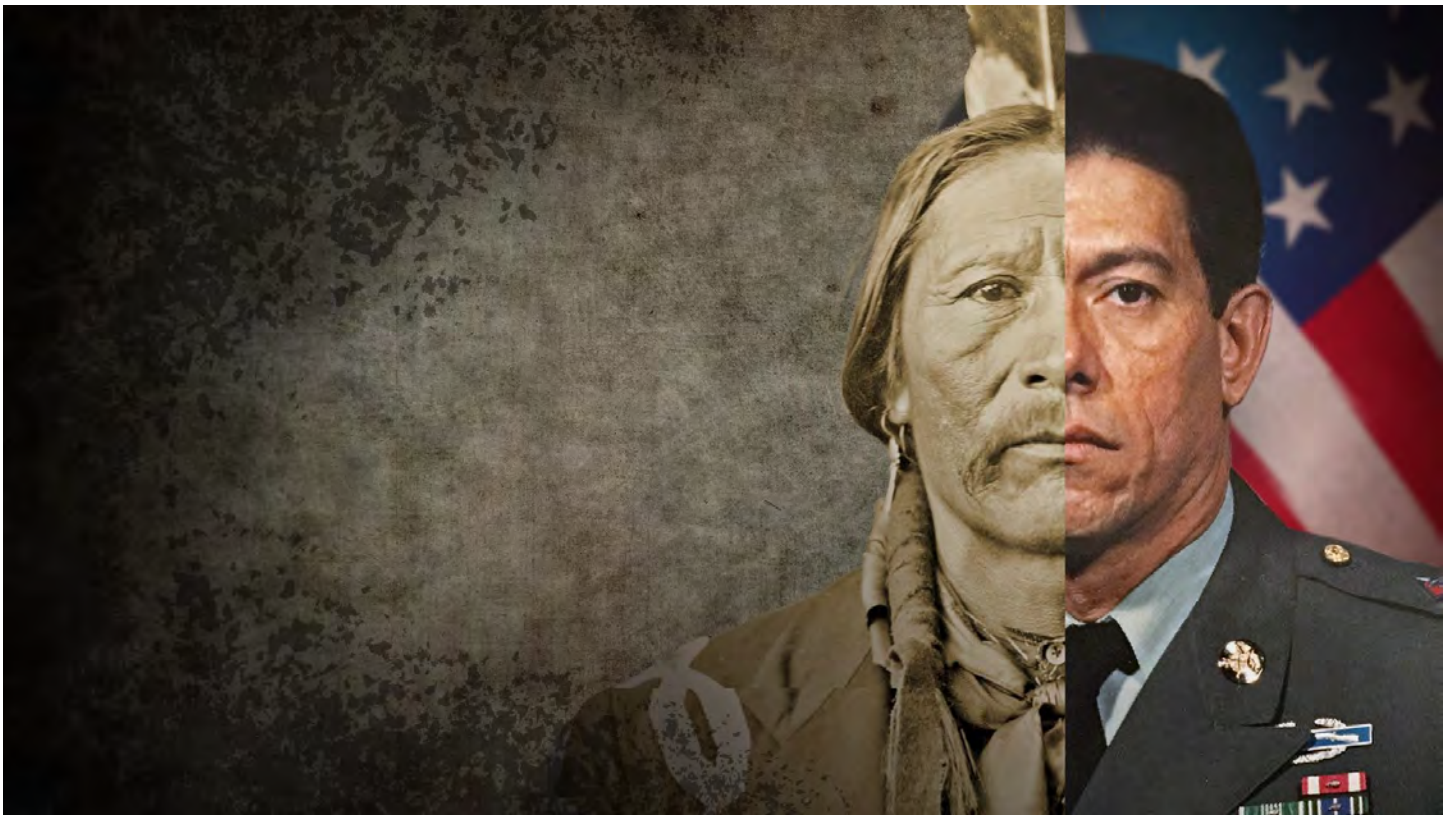
Mvskoke Warriors Unit

During World War I, especially, some Native people served to achieve United States citizenship (many Native people were denied citizenship until 1924). In World War I and World War II, Native languages, once stifled by boarding schools, became a major asset to the U.S. military, to be used in coded messages. In World War II, Native American soldiers, including the Navajo, Comanche, and Meskwaki, developed codes that they used actively on the battlefield as Code Talkers. Citizens of many other Native American nations did not develop codes but used their languages to convey battle messages. Native American soldiers' knowledge, skills, and languages protected the lives of the people in their homelands and throughout the United States.

Ironically, the Native legacy of military service promoted a stereotype about American Indians: that they were "super warriors," whose combat skills derived from ancient tribal warrior traditions. Although some tribes celebrate time-honored warrior cultures, not all do, and most tribes maintain equally strong traditions of peace and diplomacy.

Native Americans have continued to rise above unparalleled challenges to defend the United States with pride and honor. Native American veterans continue to be greatly respected in their communities and by the nation they served. We encourage you to include Native perspectives when teaching about American history and to honor legacies of Indigenous military service by sharing their diverse experiences serving our country.

-taken from <https://americanindian.si.edu/nk360/informational/native-american-military-service>



Native American Soldier Past and Present

Mvskoke Warriors Unit

Grade/Content Levels: 6th, US History, World Geography, World History, Sociology, and 10th ELA

Based on 45-55 minute classes, recommended time frame: Unit total about three weeks

Lesson One-Two days

Lesson Two - One and a half days

Lesson Three - One day

Lesson Four - Three days

Lesson Five - Two and a half days

Lesson Six-One and a half days

Lesson Seven (Project) - One day presentations

Project Presentation: Add in time to work on projects by using extra time at the end of a lesson and/or building in days as appropriate.

Materials and Supplies: Butcher paper/art paper and/or chart paper, a marker for everyone student in the class, sticky notes, copy paper for drawing, colored pencils

Reflection/Formative Assessment: A reflection and/or formative assessment is recommended after each day and not necessarily after the whole lesson. [Reflection/Closure Strategies-Native American Studies](#)



Muscogee Nation Honor Guard display - Smithsonian National Museum of the Native American - 2012

Mvskoke Warriors Unit

Muscogee Educational Standards:

Love Yourself and Others

Honor Your Clan/Family

Honor Gifts and Talents and Others

Be Active

Honor the Kinships

Muscogee Wealth is Love and Generosity

Essential Questions:

- What is a warrior?
- Considering the tumultuous history between the U.S. government and Native Americans, how does a combination of the warrior spirit and Native American culture influence their people's feelings of responsibility to serve this country?
- How did a language, other than English, prove necessary in a time of conflict, thus proving the importance of keeping a culture's language alive?
- How have Native Americans (people, culture, and language), including Muscogee (Creek) citizens, impacted United States history by their contributions and sacrifices during military conflict?
- How can we honor Muscogee (Creek) Nation veterans for their service to our country?

Learning Goals and Objectives:

- To gain respect for differences in culture
- To realize that our differences are our strengths
- To learn how diverse cultures use their strengths to come together for a common cause
- To learn about notable Native American warriors and their influence and impact in U.S. war
- To explore the complex relationship between Native Americans and the United States Government through the lens of military service
- To compare and contrast their understanding of the word warrior to Native Americans' concept of warrior

Lesson Plans (Unit lasts @ 3 weeks)

Lesson 1: Unit Terms, Mvskoke Spellings, and Mvskoke Pronunciations

Essential Questions:

- How might the outcomes of certain wars have been different if there had been no Native American influence?

Mvskoke Warriors Unit

- How did a language, other than English, prove necessary in a time of conflict, thus proving the importance of keeping a culture's language alive?
- How have Native Americans (people, culture, and language), including Muscogee (Creek) citizens, impacted United States history by their contributions and sacrifices during military conflict?

Summary:

Students will build background knowledge about the sacrifices and contributions of Native Americans who have served our country honorably. They will learn spellings and pronunciations of Mvskoke words associated with warriors, heroes, etc.

Engage:

Students will build on prior knowledge through an OWL chart and video to connect to the unit content.

Post essential questions and introduce the topic and learning objectives of the unit.

Students will watch the video below to gain background information as an introduction to the unit. While watching the videos, students will individually take notes on the [OWL Document](#)^{Appendix 56}. Explain that as they are watching the videos, they will follow the directions for the first two columns only. They will complete the final column at the end of the unit.

Once students have watched the video and completed the first two columns of the [OWL Document](#) on their own, have them get into groups of 4. The groups will now create the same 3 column chart on large chart paper. They will share their observations and questions from the first two columns with one another. They will then use the chart paper to document their whole group observations and questions, making sure they have gathered information from all group members. Allow @ 10 minutes for discussion and charting.

Students will put their names on their charts so the same groups can be put back together at the end of the unit to complete the third column. These charts should be kept around the room for reference throughout the unit.

[Native American Heritage Video](#) (7 min)

Explore:

Students will brainstorm to discover and explore key ideas and vocabulary terms related to the unit topic.

In their same small groups of 4, ask students to individually brainstorm descriptive words related to warriors, soldiers, war heroes, etc. They will write one word per sticky note. After 2-3 minutes, ask students to share their words with the other members of their group. They will combine like terms/ideas together into categories. After 3-4 minutes, groups will take turns sharing out words/ideas one at a time to the whole group. As groups are sharing their terms with the whole class, create a class chart of all of the terms. It is not necessary to repeat a

Mvskoke Warriors Unit

term or phrase that has already been listed. Add any terms or phrases that you think might be important that have been left off the list.

Facilitate a discussion of these terms and what they have in common with the content of the unit.

Explain:

Students will further show understanding of the terms by completing a 4 Square and researching the Mvskoke translations and pronunciations.

The descriptors/terms on the class chart will then be assigned to students to research the Mvskoke translations and phonetic pronunciations. Students will complete a [4 Square Vocabulary](#)^{Appendix 57} card for their assigned word/s, filling in the required information. Somewhere on the cards, students should add the phonetic pronunciations. These will be shared out with the class to create a word wall for use during the unit. Allow @15 minutes for students to complete their 4 Square Cards.

Recite the vocabulary terms together with the students and explain how the words work phonetically. If you are not a native speaker, just follow the phonetic pronunciations the students found during their research time.

Discuss why these words might have been important to the Muscogee people. Here is a [Mvskoke Sample Vocabulary](#)^{Appendix 58} list of a few possible terms and pronunciations. Again, make sure students have added the Mvskoke spelling and phonetic pronunciations to their 4 squares.

Elaborate/Extend:

Students will make connections to learning by choosing terms from the beginning of the lesson, and validating how that term is connected to information from the video.

Ask students to choose three terms of their choice from the word wall cards created earlier in the lesson. Individually, they will take these three words and write one paragraph explaining how these words are connected to the learning that occurred from the video and the websites they explored. They may use the 4 Square cards and the OWL charts as resources. Allow @15 minutes for students to write a good solid paragraph.

Evaluate/Close:

As a lesson closure, students will pair/share and contribute to whole group discussion to show their connections they wrote about in the activity above.

Once students have completed their paragraphs, ask them to pair up with someone they did not work with in their earlier groups. In a **Pair/Share**, students will read their paragraphs from the activity above indicating the connections they made between the vocabulary and the video. Allow @3 minutes.

Mvskoke Warriors Unit

After 3 minutes, ask students to find one more partner and repeat the process.

Bring students back to the whole group and facilitate a debrief of Lesson one learning and what they learned from each other's paragraphs. Ask volunteers if they would like to read their paragraphs.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

Lesson 2: What Does Warrior Mean to You?

Essential Questions:

- What is a warrior?
- Considering the tumultuous history between the U.S. government and Native Americans, how does a combination of the warrior spirit and Native American culture influence their people's feelings of responsibility to serve this country?
- How have Native Americans (people, culture, and language), including Muscogee (Creek) citizens, impacted United States history by their contributions and sacrifices during military conflict?

Summary:

Students will investigate what being a “warrior” means. They will create a drawing of what they think a warrior looks like. After watching The Warrior Tradition video segments, they will compare and contrast their understanding of the word warrior to Native Americans' concepts of a warrior.

Engage:

Students will create a drawing of what they think a warrior looks like, and follow up with a descriptive paragraph.

Begin the lesson by reviewing the word wall cards created in Lesson 1. Work on pronunciations.

Distribute copy paper for drawing and colored pencils. Ask students to create a drawing of what they think a warrior looks like. They will write a short description of their warrior in paragraph form, using the sentence starter, “My warrior ...” Allow @20 minutes.

They should use the following prompts as ideas of what to include in their descriptions:

- *Is your warrior a man or a woman?*
- *What makes your warrior strong? (Muscles, brain...)*

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- *What is your warrior fighting for?*

Explore:

Students will watch two videos to gain Native American perspective on the idea of a warrior.

Show the following videos to students in the order listed below. While they are viewing, they should make notes about the concept of a warrior from the perspectives of the Native Americans being interviewed. Later in the lesson, they will use their notes to compare and contrast these ideas with their own drawings and descriptions from the activity above.

Videos:

[Warrior Tradition Video Trailer](#)

[What Does it Mean to be a Warrior](#)

Explain:

Students will read four quotes from Native Americans and determine the most important ideas, from their perspectives, as related to warriors.

Appendix 59

Using the [Quotes from the Warrior Tradition](#), students will participate in a [Text Rendering Protocol](#) using the following instructions.

They should take a few moments to review the document and mark the sentence, the phrase, and the word(s) that they think are particularly important from the text. It's okay if participants repeat the same sentence, phrase, or word. The whole process should take @20 minutes.

Process:

1. First Round - Each person shares a sentence from the document that they think/feel is particularly significant.
2. Second Round - Each person shares a phrase that they think/feel is particularly significant. The scribe records each phrase.
3. Third Round - Each person shares the word that they think/feel is particularly significant. For this round, record each word that the students choose. Again, it is okay if words are repeated.
4. Facilitate a discussion of what students heard from the rounds and what it says about the document and the concept of warrior. What new insights have been gained.
5. Facilitate a debrief of the Text Rendering process.

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The terms may be added to a Word Cloud generator in order to create a word bubble to be displayed during the unit. Here is the link to a blog that explains 10 free word cloud generators in detail:

<https://monkeylearn.com/blog/word-cloud-generator/>

Elaborate/Extend:

Students will compare and contrast their original ideas and drawings of a warrior to their new findings about Native American ideas of a warrior.

Appendix 60

Print the [Warrior Ideas Venn Diagram](#). Students will fill in similarities and differences of the warriors they originally drew to the ideas and concepts of a warrior presented in The Warrior Tradition videos. Remind students that the differences of each go on the far left and far right sides of the Venn diagram, and the similarities go in the middle. Allow @10 minutes to complete the Venn Diagram.

Evaluate/Close:

Students will complete an exit ticket to explain how their ideas have changed, with specific examples.

Appendix 61

After making comparisons on the Venn Diagrams, ask students to complete the [Exit Ticket](#). Encourage them to explain using detail and to provide specific examples. Allow @5 minutes for the Exit Ticket.

Appendix 4

Using [The Ripple](#), ask students to share responses with a partner, then facilitate a whole group discussion about the ideas and examples they noted in their Exit Tickets.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Lesson 3: Why War?

Essential Questions:

- Considering the tumultuous history between the U.S. government and Native Americans, how does a combination of the warrior spirit and Native American culture influence their people's feelings of responsibility to serve this country?

Summary:

Students explore what “culture” means, examining in particular, characteristics from Native American culture and how Native American culture shapes their viewpoint about serving in U. S. wars.

Engage:

Students will independently reflect on the term “culture”.

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Begin the lesson by reviewing the word wall cards created in Lesson 1. Work on pronunciations.

Ask students to take out a piece of paper and jot down ideas to the following question: “What does culture mean?” Allow @5 minutes.

Explore:

Students should get into small groups of @4 students. They will bring their responses to the meaning of culture with them to the small group. Print and pass out the [Culture Bubble Chart](#)^{Appendix 62}. Pose the same question: “What does culture mean?” Students should write the question in the middle of the bubble chart. As a group, they will take turns discussing the ideas they wrote in their independent reflection time. Then they will determine as a group, their top six responses and write them in the outer bubbles. They may use words or phrases. It may help for students to provide personal examples for each of the bubbles. For example, if they put “Customs” in a bubble, an example might be “quinceaneras”. Allow @10 minutes for groups to complete the Bubble Chart.

Provide any necessary information to fill in gaps for students’ understanding of the Native culture, including that even the classroom has a culture and different families and different communities have their own culture.

Explain:

Students will engage in a discussion about stereotypes. They will watch a video clip to learn about the stereotypes faced by Native Americans as they first began to serve our country. They will also gain a better understanding of the Native American culture and the warrior spirit that drives their feelings of responsibility to serve.

Engage students in a discussion about stereotypes. A common definition of stereotype is: *A standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment.*

Gauge the class’s understanding of stereotype by using questions similar to the following:

- *Has someone ever thought something about you that was untrue?*
- *Has someone ever said something about you that was untrue?*
- *Has someone ever thought that you were exactly like your brother, sister, or friend even without knowing you?*
- *How did that make you feel?*
- *Do you know of any stereotypes about Native American warriors?*
- *How can stereotypes be harmful?*

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Appendix 4

Following [The Ripple](#), first, ask students to individually reflect on their responses to some of the questions above. Second, pairs will discuss and share out their answers with one another. Finally, facilitate a whole group discussion by having volunteers share out what they discussed with others. Use discretion with what responses you ask students to share with others since some could be sensitive.

Students will now watch a video clip. While viewing, they will focus on Native American culture and tradition, and how that connects to their reasons for serving our country.

Appendix 63

While watching the videos, students will complete a [Jot-Pair-Share](#). They will jot down their ideas about the stereotypes faced by Native Americans. They will also note specifics about the culture and traditions of Native Americans. In particular, what do they gather about the Native American culture that would make them want to fight in U.S. wars, even though there was a time in history when the U.S. government tried to get rid of Native American culture and ways of life? According to the different speakers in the documentary, why do Native Americans desire to serve in the military? Pause for @2 minutes after the video for students to continue jotting thoughts.

Video:

[Warrior Tradition Video Clip](#) (Watch the video only from the beginning until the 5:23 mark. The remainder will be shown later.)

Elaborate/Extend:

Students will elaborate on their ideas by sharing and discussing with others in pairs, small groups, and whole class discussion.

Appendix 4

After watching the clip and taking notes, students will pair up to share their ideas in [The Ripple](#) format. Allow @3 minutes for students to share with one another. Ask two pairs to join to make a group of four. Partners will now share their ideas with each other. Allow another 3 minutes.

Once completed, facilitate a whole class discussion to share ideas.

Evaluate/Close:

Students will complete an Exit Ticket to assess learning from the lesson.

Appendix 64

Distribute the [Exit Ticket Lesson 3](#). Students will respond independently and turn in.

Once students have completed and turned in the Exit Tickets, facilitate a discussion of overall ideas on responses.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Mvskoke Warriors Unit

Lesson 4: Code Talkers

Essential Questions:

- What is a warrior?
- Considering the tumultuous history between the U.S. government and Native Americans, how does a combination of the warrior spirit and Native American culture influence their people's feelings of responsibility to serve this country?
- How did a language, other than English, prove necessary in a time of conflict, thus proving the importance of keeping a culture's language alive?
- How have Native Americans (people, culture, and language), including Muscogee (Creek) citizens, impacted United States history by their contributions and sacrifices during military conflict?

Summary:

Students will learn about Native American Code Talkers and their contributions and sacrifices during military conflict. They will discover how language was used as a tool in war, and why keeping a culture's language alive is extremely important.

Engage:

Students will break a coded message to figure out the purpose of the lesson. They will connect their learning about warriors and the Native American culture and traditions to see why Native Americans are so willing to serve in the United States military.

Begin the lesson by reviewing the word wall cards created in Lesson 1. Work on pronunciations.

Distribute the [Break the Code](#) Appendix 65 document. Ask students to use the code to decipher the message which will tell them about the upcoming lesson. The [Break the Code Answer Key](#) Appendix 66 is also available. Allow @5 minutes to complete the code.

Once students have completed the code, take a quick class survey to see what they already know about Code Talkers.

Mvskoke Warriors Unit

Read the following excerpt which connects all of the ideas learned in this unit so far such as “warrior”, culture and tradition of the Native American people, and their call to serve in the U.S. military.

“For thousands of years, American Indian people have protected their communities and lands. “Warrior” is an English word that has come to describe those who provided such protection. However, their traditional roles involved more than fighting enemies. They cared for people and helped in many ways, in any time of difficulty. Despite everything that American Indians have endured in the past, the warrior tradition—the tradition of protecting their people—called many of them to serve in the United States military and in many capacities. Code talking was one of many forms of service and sacrifice performed by Native Americans.”

-taken from <https://americanindian.si.edu/nk360/resources/Native-Words-Native-Warriors>

Explore:

Students will be introduced to how Code Talkers were used during World War I and World War II by participating in an interactive lesson as a whole class.

As a class, go through the interactive [Code Talkers Introduction Lesson](#) together using a Smartboard, Tv, etc. for viewing. Follow the lesson points below, listening to all audio, and viewing all images, etc. Stop after each section of the lesson for students to take notes on their [Code Talker Introduction Notes](#) ^{Appendix 67} document. They will only complete part one at this time.

Code Talkers Introduction

- *1.1 Protecting the Homeland*
- *1.2 Twentieth-century Warriors*
- *1.3 Meet Code Talker Carl Gorman*
- *1.4 Meet Code Talker Charles Chibitty*

At the conclusion of the interactive lesson, students should complete the second part of the [Code Talker Introduction Notes](#), ^{Appendix 68} creating a **Three-Sentence Wrap-Up** of the notes from part 1.

In small groups of four, students will share their summaries with one another. Facilitate a whole group discussion and ask volunteers to read their summaries aloud.

Explain:

Students will hear an explanation of how the code was developed and used during World War 2 from Navajo Code Talker, Peter MacDonald Sr. They will reflect on their Biggest *AHA* in a Quick Write.

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While watching the video, [The Unbreakable Code](#) (@3 minutes), students will listen to complete a **Biggest AHA Quick Write**.^{Appendix 69}

The **Biggest AHA Quick Write** allows students to capture what they think are their most important insights from the lesson and why.

At the end of the lesson, ask students to reflect on and record their Biggest *AHA* (most important insight) on a half sheet of paper, index card, etc., and explain why that insight is important. Remind students that this is NOT a summary of what they learned. It is the most important part of the video to them and why.

Ask students to partner with someone they haven't worked with recently and share *AHAs*.

Ask volunteers to share their *AHAs* with the whole class.

Facilitate a debrief of the learning and collect the cards for your own reference.

Elaborate/Extend:

Students will extend their learning about Code Talkers by participating in an interactive lesson and keeping a Reflection Log.

During this lesson, students will participate in online interactive learning with a partner. Ask students to get with a partner they have not worked with recently. Direct students to use devices to access the [Chapter 4: Code Talking-Intelligence and Bravery](#) interactive lesson. Headphones or earbuds will be helpful, as they will be listening to various things throughout the interactive lesson. (If it is not possible for students to have devices and work with partners, the lesson can be done as a whole class via the Smartboard, TV, etc.)

Students will follow the lesson points below, listening to all audio, and viewing all images, etc. As they are going through the lesson, they will take notes on the [Code Talkers Reflection Log](#).^{Appendix 69} They will pause after each section to take any notes, summarize, and explain the relevance of the section. Pairs should discuss the information they want to include in the [Code Talkers Reflection Log](#). They may each complete the log for credit, or pairs may complete one log together and include both names. Note the guide and instructions below.

Process:

1. Allow @15 minutes for pairs to work through 4.0 and 4.1., using the pause points on their **Reflection Logs**.

Chapter 4: Code Talking-Intelligence and Bravery

- *4.0 Intelligence and Bravery*
- *4.1 The American Indian Warrior Tradition*

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2. As a whole class, watch the [Warrior Tradition Video Clip](#) (@5 minutes). Show only the segment from 5:25-10:23. This clip will give them a bit of background information for the remaining section of the interactive lesson.
3. Students will now get back with their partners to complete sections 4.2-4.6. It may take pairs about one class period to complete the interactive lesson and record in their **Reflection Logs**.^{Appendix 69}
 - *4.2 Recruitment and Training*
 - *4.3 Constructing the Code*
 - *4.4 Creating Special Code Words*
 - *4.5 Sending Messages in Code*
 - *4.6 Locations served in World War II*
 - *4.7 Code Talkers Remember the War*
 - *4.8 Carl Gorman in the War*
 - *4.9 Charles Chibitty in the War*

Evaluate/Close:

Students will synthesize their learning by answering two open-ended response questions citing textual evidence from their resources.

Appendix 70

Students will use the [Open-Ended Response](#) document to synthesize what they have learned during this lesson. Allow @15 minutes for students to respond. Once students have all submitted their open-ended responses, facilitate a whole group discussion about the questions, and what was learned during the Code Talkers lessons in general. Refer back to the essential questions of Lesson 4.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Lesson 5: A Focus on Muscogee Military Service

Essential Questions:

- How have Native Americans (people, culture, and language), including Muscogee (Creek) citizens, impacted United States history by their contributions and sacrifices during military conflict?
- How can we honor Muscogee (Creek) Nation veterans for their service to our country.

Summary:

Students will focus specifically on Muscogee service in the military. They will hear personal stories, explore the Muscogee Veterans Affairs website, learn about the first American Indian to be awarded the

Mvskoke Warriors Unit

Medal of Honor in World War II, and watch a video to learn about the Mvskoke Etlwv Honor Guard and what serving fellow veterans means to them.

Engage:

Students will watch a Mvskoke Vision video featuring Muscogee (Creek) citizen Herbert Don Tilley, a Korean War veteran to hear him speak about his experiences. They will connect new ideas and information to their prior knowledge about the topic of Native American service. They will engage in metacognitive reflection by identifying ideas and pieces of information that are consistent with their prior understanding of a topic, those that cause them to revise their thinking, and those that are confusing. This process helps students both deepen their understanding of a topic and become more thoughtful and independent learners.

Begin the lesson by reviewing the word wall cards created in Lesson 1. Work on pronunciations.

Watch the [Elder Conversations: Don Tilley](#) (@10 minutes) video to hear about Don Tilley's experiences during the Korean War.

While watching the video, students will complete the [Connect, Extend, Challenge](#) ^{Appendix 71} document. Allow @10 minutes for students to finish responding after the video.

Once completed, have students debrief their learning with a partner. Next, take volunteers from the whole-group to discuss and reinforce both students' understanding of the content and their reflections on the learning process.

Explore:

Students will explore several links on the Muscogee Nation Veterans Affairs website to learn about its mission and its seal, and reflect on their importance in a Reflection Log.

As students explore various links related to Muscogee veterans, they will complete a [Veteran's Reflection Log](#) ^{Appendix 72} with pause points to process the content.

First, have students independently explore the [MCN Veterans Mission](#) for @5 min. After exploring, give students 2-3 minutes to pause and reflect in writing. They will write a brief summary and explain the relevance (Why is this important?) of the mission on Pause Point #1 of the [Veteran's Reflection Log](#).

Ask students to pair up with someone they have not worked with recently and share their reflection on Pause Pointe #1 (@2 min). They may add ideas gained from their partners.

Mvskoke Warriors Unit

Next, students will independently explore the [MCN Veterans Seal](#), and go through the exact same process for Pause Point #2. Again, they will pair up with someone new to share and document new reflections.

Explain:

Students will read about a citizen of the Muscogee Nation, Earnest Childers, who was the first American Indian to be awarded the Medal of Honor in World War II. They will explain what they read by writing a summary and completing the Reflection Log.

Ask students to independently read about [Earnest Childers](#). After reading, they will explain what they read by writing a **\$2 Summary**. With a **\$2 Summary**, each word is worth 10 cents, so students should use enough words to summarize the text to equal \$2. (This strategy can be increased to any amount of money.) Reading and writing the summary may take @15-20 minutes.

Next, they will complete Pause Point #3 on the [Veteran's Reflection Log](#), ^{Appendix 72} as in the previous activity. Allow @2-3 minutes.

They will find a third partner to share summaries and reflections for a final time. (@2 minutes)

Facilitate a whole group debrief. Include the unit essential questions below in your class discussion and debrief.

- How have Native Americans (people, culture, and language), including Muscogee (Creek) citizens, impacted United States history by their contributions and sacrifices during military conflict?
- How can we honor Muscogee (Creek) Nation veterans for their service to our country?

Elaborate/Extend:

Students will analyze a Mvskoke Vision video about the Mvskoke Etlwlv Honor Guard to learn how they honor Mvskoke veterans.

Give access to or distribute the [Video Analysis](#) ^{Appendix 73} document. While watching the [Mvskoke Etlwlv Honor Guard](#) video (@11 minutes), students will complete the “**Anticipate**” and “**Observe its parts**” sections only.

After the video, students may work in small groups to complete the “**Try to make sense of it**” and the “**Use it as historical evidence**” sections. Allow @15 minutes.

Facilitate a whole class discussion about the responses and the learning. Ask questions to get to the deeper reasoning as to why it is important to the Mvskoke Honor Guard to do what they do.

Evaluate/Close:

Students will reflect on their learning from the unit by going back to their OWL charts from Lesson 1.

Mvskoke Warriors Unit

Students will now independently reflect on what they have learned in this unit. They will go back to their individual ^{Appendix 56} [OWL Document](#) to record their learning in the third column. Allow @5 minutes.

Next, students will need to get back in their groups from Lesson 1. Their names should be on the group OWL charts they created together. They will share their learning from the third column with one another. They will then use the chart paper to document their whole group learning, making sure they have gathered information from all group members. Allow @ 10 minutes for discussion and charting.

Facilitate a whole group discussion and allow groups to share out the responses to what they have learned. Be sure to elaborate on and/or add any important insight.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Lesson 6: What's it really about?

Essential Questions:

- What is a warrior?
- Considering the tumultuous history between the U.S. government and Native Americans, how does a combination of the warrior spirit and Native American culture influence their people's feelings of responsibility to serve this country?
- How did a language, other than English, prove necessary in a time of conflict, thus proving the importance of keeping a culture's language alive?
- How have Native Americans (people, culture, and language), including Muscogee (Creek) citizens, impacted United States history by their contributions and sacrifices during military conflict?
- How can we honor Muscogee (Creek) Nation veterans for their service to our country?

Summary:

Students will synthesize their learning and ensure they understand the purpose of all of the essential questions for this unit.

Engage:

Students will reflect on original and new ideas of what it means to be a "warrior".

Ask students to individually complete the ^{Appendix 74} [Quick Write](#). Allow @5 minutes. Share responses using ^{Appendix 4} [The Ripple](#), by having students share responses with a small group. Allow @5 minutes.

Mvskoke Warriors Unit

Then, facilitate a whole group discussion about responses. Allow each group to share information. Determine how their ideas of “warrior” may or may not have changed throughout the unit.

Explore:

Students will connect their ideas of being a warrior to those found in a video of the burial of a Lakota marine killed in action.

Write each of the following questions at the top of a large piece of chart paper (one question per chart paper). Discuss the questions with the students prior to the video so that they will pay special attention to those portions. A copy of the questions could be given to students to have in front of them during the video as well.

- The video stated that, “He earned the American flag from his government. He earns the Eagle Feather from his people”. Why do you think it’s important that the soldier is recognized by both?
- The family of the deceased soldier gifted the honor guard with a customary quilt. The quilts usually sell for upwards of \$600, but a family member stated, “Earthly property, it doesn’t mean nothing right now. It’s life that has worth.” Why do you think the family gave this prized possession away?
- What did you feel when you saw the image of the marines standing guard in front of the tipi that housed the deceased soldier? Explain.
- What does this blending of the Marine culture with Lakota culture tell us about the relationship of the military and Native Americans?

Watch the video of the burial of a Lakota man who was a Marine that was killed in action.

[A Wake for an Indian Warrior Video](#) (@6 minutes)

Explain:

Students will have a “silent” conversation about the following concepts from the video and how they connect the Marine culture and the Lakota culture: symbols and their meanings, recognition, honor, differences in what determines something’s value, patriotism.

Appendix 75

At the conclusion of the video, students will discuss the questions using the [Chalk Talk](#) Protocol. It is important that students understand that Chalk Talk is a silent conversation on paper. It is also important that students visit each chart @ three times so that they can continue dialogue on other students’ responses.

Elaborate/Extend:

Learning will be elaborated on by a debrief facilitated by the teacher.

At the conclusion of the Chalk Talk, the teacher will facilitate a debrief/discussion of these responses and the video in general.

Evaluate/Close:

Mvskoke Warriors Unit

Students will wrap-up the unit by reflecting on what this unit is REALLY about. They will think deeply to elaborate on the thinking of others.

Students will participate in a ^{Appendix 5} [What's it Really About? Carousel](#).

Using the organizer, each student completes the first section that says, “What’s it **really** about?” In this section, students answer what they think the learning for this entire unit was really about. They should not simply summarize what was learned, but think deeply about the purpose and meaning of what was learned. Allow (@3 minutes)

Students then pass their papers to the right. Now they read the first response, think deeply about it, and add to it in the second section, which asks, “OK, but what’s it **really, REALLY** about?” Initial the section and pass the papers a third time. Allow @3 minutes.

The third section says, “Add anything else that might have been missed. Add to, or elaborate on, your peers’ entries.” The third person completes this section by adding any insights that might have been previously missed, adds initials, and returns the papers to their owners. Allow @3 more minutes for the final phase. The original owners read all new responses.

Facilitate a share out of learning and ask volunteers to share highlights aloud. Collects papers to get an idea of student learning.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Lesson 7: Unit Project - Research Women Warriors

Students will apply research and presentation skills by completing a project about Native American women who would be considered warriors.

Follow the directions for the ^{Appendix 76} [Native American Women Warriors Project](#).

It is important to teach students the difference between a reliable and an unreliable resource/website.

Note: Add in project work days throughout the unit as needed. In addition, there may need to be days added at the end of the unit for presentations.

Mvskoke Warriors Unit

Resources

Images:

MCN Veterans Memorial

<https://www.mcn-nsn.gov/services/veterans-affairs/>

Native Soldier with Flag

<https://www.pbs.org/show/warrior-tradition/>

Muscogee Creek Veterans

<https://www.flickr.com/photos/timevanson/8198278714/in/photostream/>

Lesson Resources:

Lesson Overview:

<https://americanindian.si.edu/nk360/informational/native-american-military-service>

The Warrior Tradition Lessons

<https://www.pbs.org/wned/warrior-tradition/>

Native Words, Native Warriors Lesson

<https://americanindian.si.edu/nk360/resources/Native-Words-Native-Warriors>

Student-Centered Strategies for Social Studies

<https://www.livebinders.com/play/play?id=2590495>

Videos:

Native American Heritage

<https://www.youtube.com/watch?v=wHxz69FrC5o>

The Warrior Tradition Video Trailer

<https://www.pbs.org/video/warrior-tradition-trailer-vgnjfi/>

The Unbreakable Code

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

Elder Conversations: Don Tilley

https://www.youtube.com/watch?v=u3Gu6IGtKfo&list=PLzAYLb8-60fMoQgN1f7PP_3aMvwEx2IVK&index=2

Mvskoke Warriors Unit

Mvskoke Etlwv Honor Guard

https://www.youtube.com/watch?v=87_apCI84tQ&list=PLzAYLb8-60fOB9D8rZ5RQaDFItohTzEcq&index=5&t=538s

School Reform Initiative Protocols:

Text Rendering Experience Protocol

<https://www.schoolreforminitiative.org/download/the-text-rendering-experience/>

Chalk Talk

<https://www.schoolreforminitiative.org/download/chalk-talk/>

Books:

Allen, David, et al. *Protocols in the Classroom: Tools to Help Students Read, Write, Think, & Collaborate*. Teachers College Press, 2018.

Himmele, Persida, and William Himmele. *Total Participation Techniques*. 2nd ed., ACSD, 2017.

SRI Resource and Protocol Book. School Reform Initiative, 2014. www.schoolreforminitiative.org

Mvskoke Warriors Unit

Alignment to Oklahoma Social Studies Academic Standards

6th Grade Social Studies Standards:

6.3.2 Identify and describe cultural traits of language, ethnic heritage, religion, and traditions practiced among peoples.

6.3.7 Identify and explain topics related to indigenous sovereignty.

6.5.5 Analyze reasons for conflict and cooperation among and between groups, societies, nations, and regions.

Oklahoma History Content Standards

OKH.5.9 Summarize and analyze the impact of mobilization for World War II including the establishment of military bases, prisoner of war installations, and the contributions of Oklahomans to the war effort including the American Indian code talkers and the 45th Infantry Division.

U.S. History Content Standards

USH.3.2 Evaluate the long-term impact of America's entry into World War I on national politics, the economy, and society.

USH.4.1 Examine the economic, political, and social transformations between the World Wars.

C. Assess the impact of the Indian Citizenship Act of 1924 on the American Indian nations.

USH.5.1 Describe the transformations in American society and government policy as the nation mobilized for entry into World War II.

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 DDay 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.

World Geography Content Standards

WG.3.5 Explain how cultural characteristics, such as language, ethnicity, and religion impact different regions.

WG.4.4 Examine changes and challenges to political/territorial arrangements, the changing nature of sovereignty, and evolution of contemporary political patterns.

WG.4.5 Evaluate how the forces of cooperation and conflict among people influence the division and control of territory and resources.

World History Content Standards

WH.4.2 Describe the significant events of World War I, including key strategies, advancements in technology, the war's significant turning points, and its lasting impact.

Mvskoke Warriors Unit

Sociology Content Standards

S.2.2 Recognize the key components of a culture including knowledge, language and communication, customs, values, and physical artifacts.

S.2.5 Compare various subcultures including counter cultures, pop cultures, ethnic cultures, and religious cultures.

S.3.2 Recognize how role expectations can lead to conflict including gender, age, racial groups, and ethnic groups within different societies.

S.4.1 Examine why individuals become members of or associate with different social groups.

S.4.2 Compare various types of norms including folkways, mores, laws, and taboos; explain why rules of behavior are considered important to society.

S.8.1 Describe the traditions, roles, and expectations necessary for a society to continue and flourish.

Social Studies Practices:

1.B.9-12.1 Evaluate the impact of the structure and powers exercised by local, state, tribal, national, and international institutions on public policy.

1.B.9-12.3 Analyze the impact of constitutions, laws, treaties, and international agreements, including the concept of sovereignty, in order to maintain national and international order.

3.A.9-12.5 Evaluate how multiple, complex events are shaped by unique circumstances of time and place, as well as broader historical contexts.

3.A.9-12.6 Assess the significance and impact of individuals and groups throughout local, national, tribal, and world history, tracing the continuity of past events to the present.

3.A.9-12.7 Analyze complex and interacting factors that influence multiple perspectives during different historical eras or contemporary events.

4.A.9-12.2 Analyze information from visual, oral, digital, and interactive texts (e.g. maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.

4.A.9-12.3 Appropriately apply and demonstrate understanding of academic vocabulary in a social studies context.

4.B.9-12.3 Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions and debates about social studies topics and texts.

5.B.9-12.3 Construct visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings and reasoning, for diverse audiences.

Mvskoke Warriors Unit

English Language Art Standards (10th grade was used as a guide):

10.1.L.1 Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.

10.1.L.2 Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.

10.1.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.

10.1.S.2 Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.

10.1.S.3 Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.

10.6.R.1 Students will find and comprehend information about a topic, using their own viable research questions.

10.6.R.2 Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.

10.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.

10.7.W Students will create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose.

Alignment to Native Studies Standards

Native Studies Standards:

Students will be introduced to the Mvskoke Language and understand the significance to the tribe and the culture.

Students will examine the complexities of Tribal Nations to build knowledge of cultural and historical components unique to specific tribes.

Students will investigate the complexities and lasting impacts of Historical Trauma on Native peoples and communities through American boarding schools, forced removal, other genocidal and acculturation practices.

Mvskoke Warriors Unit

Students will integrate visual information to make connections to history and contemporary impacts to and by Native Americans.

Alignment to PACE Standards

Personal Discovery:

Students will understand tribal components of native people as they relate to cultural awareness, heritage, historical transgressions and the American public school system.

Students will connect to tribal nations and value their citizenship as they develop knowledge of indigenous peoples and the world around them.

Employability Skills:

Students will recognize their interpersonal and communication skills and apply them in their educational lives.

Alignment to Social Justice Standards

Identity:

I.1. Students will develop positive social identities based on their membership in multiple groups in society.

I.3. Students will recognize that people's multiple identities interact and create unique and complex individuals.

Diversity:

D.8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

D. 10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Justice:

J.11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

J. 13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Mvskoke Warriors

Individual lessons

Unit Terms, Mvskoke Spellings, and Mvskoke Pronunciations

Grade: 6-12	Unit: <i>Mvskoke Warriors</i>	Lesson: 1
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Lesson Focus and Goals: **Students will build background knowledge about the sacrifices and contributions of Native Americans who have served our country honorably. They will learn spellings and pronunciations of Mvskoke words associated with warriors, heroes, etc.**

<p>Materials Needed: Chart paper Chart marker Sticky notes</p>	<p>Essential Questions/ Learning Objectives:</p> <ul style="list-style-type: none"> • How might the outcomes of certain wars have been different if there had been no Native American influence? • How did a language, other than English, prove necessary in a time of conflict, thus proving the importance of keeping a culture’s language alive? • How have Native Americans (people, culture, and language), including Muscogee (Creek) citizens, impacted United States history by their contributions and sacrifices during military conflict?
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Structure/ Activity:

Engage:
Students will build on prior knowledge through an OWL chart and video to connect to the unit content.

Post essential questions and introduce the topic and learning objectives of the unit.

Students will watch the video below to gain background information as an introduction to the unit. While watching the videos, students will individually take notes on the [OWL Document](#). Explain that as they are watching the videos, they will follow the directions for the first two columns only. They will complete the final column at the end of the unit.

Once students have watched the video and completed the first two columns of the [OWL Document](#) on their own, have them get into groups of 4. The groups will now create the same 3 column chart on large chart paper. They will share their observations and questions from the first two columns with one another. They will then use the chart paper to document their whole group observations and questions, making sure they have gathered information from all group members. Allow @ 10 minutes for discussion and charting.

Students will put their names on their charts so the same groups can be put back together at the end of the unit to complete the third column. These charts should be kept around the room for reference throughout the unit.

[Native American Heritage Video](#) (7 min)

Explore:

Students will brainstorm to discover and explore key ideas and vocabulary terms related to the unit topic.

In their same small groups of 4, ask students to individually brainstorm descriptive words related to warriors, soldiers, war heroes, etc. They will write one word per sticky note. After 2-3 minutes, ask students to share their words with the other members of their group. They will combine like terms/ideas together into categories. After 3-4 minutes, groups will take turns sharing out words/ideas one at a time to the whole group. As groups are sharing their terms with the whole class, create a class chart of all of the terms. It is not necessary to repeat a term or phrase that has already been listed. Add any terms or phrases that you think might be important that have been left off the list.

Facilitate a discussion of these terms and what they have in common with the content of the unit.

Explain:

Students will further show understanding of the terms by completing a 4 Square and researching the Mvskoke translations and pronunciations.

The descriptors/terms on the class chart will then be assigned to students to research the Mvskoke translations and phonetic pronunciations. Students will complete a [4 Square Vocabulary](#) card for their assigned word/s, filling in the required information. Somewhere on the cards, students should add the phonetic pronunciations. These will be shared out with the class to create a word wall for use during the unit. Allow @15 minutes for students to complete their 4 Square Cards.

Recite the vocabulary terms together with the students and explain how the words work phonetically. If you are not a native speaker, just follow the phonetic pronunciations the students found during their research time.

Discuss why these words might have been important to the Muscogee people. Here is a [Mvskoke Sample Vocabulary](#) list of a few possible terms and pronunciations. Again, make sure students have added the Mvskoke spelling and phonetic pronunciations to their 4 squares.

Elaborate/Extend:

Students will make connections to learning by choosing terms from the beginning of the lesson, and validating how that term is connected to information from the video.

Ask students to choose three terms of their choice from the word wall cards created earlier in the lesson. Individually, they will take these three words and write one paragraph explaining how these words are connected to the learning that occurred from the video and the websites they explored. They may use the 4 Square cards and the OWL charts as resources. Allow @15 minutes for students to write a good solid paragraph.

Assessment:

Evaluate/Close:

As a lesson closure, students will pair/share and contribute to whole group discussion to show their connections they wrote about in the activity above.

Once students have completed their paragraphs, ask them to pair up with someone they did not work with in their earlier groups. In a **Pair/Share**, students will read their paragraphs from the activity above indicating the connections they made between the vocabulary and the video. Allow @3 minutes.

After 3 minutes, ask students to find one more partner and repeat the process.

Bring students back to the whole group and facilitate a debrief of Lesson one learning and what they learned from each other's paragraphs. Ask volunteers if they would like to read their paragraphs.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

What Does Warrior Mean to You?

Grade: 6-12	Unit: <i>Mvskoke Warriors</i>	Lesson: 2
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Lesson Focus and Goals: *Students will investigate what being a “warrior” means. They will create a drawing of what they think a warrior looks like. After watching The Warrior Tradition video segments, they will compare and contrast their understanding of the word warrior to Native Americans' concepts of a warrior.*

Materials Needed: Paper, colored pencils	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">● What is a warrior?● Considering the tumultuous history between the U.S. government and Native Americans, how does a combination of the warrior spirit and Native American culture influence their people’s feelings of responsibility to serve this country?● How have Native Americans (people, culture, and language), including Muscogee (Creek) citizens, impacted United States history by their contributions and sacrifices during military conflict?
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Structure/ Activity:

Engage:
Students will create a drawing of what they think a warrior looks like, and follow up with a descriptive paragraph.

Begin the lesson by reviewing the word wall cards created in Lesson 1. Work on pronunciations.

Distribute copy paper for drawing and colored pencils. Ask students to create a drawing of what they think a warrior looks like. They will write a short description of their warrior in paragraph form, using the sentence starter, “My warrior ...” Allow @20 minutes.

They should use the following prompts as ideas of what to include in their descriptions:

- *Is your warrior a man or a woman?*
- *What makes your warrior strong? (Muscles, brain...)*
- *What is your warrior fighting for?*

Explore:

Students will watch two videos to gain Native American perspective on the idea of a warrior.

Show the following videos to students in the order listed below. While they are viewing, they should make notes about the concept of a warrior from the perspectives of the Native Americans being interviewed. Later in the lesson, they will use their notes to compare and contrast these ideas with their own drawings and descriptions from the activity above.

Videos:

[Warrior Tradition Video Trailer](#)

[What Does it Mean to be a Warrior](#)

Explain:

Students will read four quotes from Native Americans and determine the most important ideas, from their perspectives, as related to warriors.

Using the [Quotes from the Warrior Tradition](#), students will participate in a [Text Rendering Protocol](#) using the following instructions.

They should take a few moments to review the document and mark the sentence, the phrase, and the word(s) that they think are particularly important from the text. It's okay if participants repeat the same sentence, phrase, or word. The whole process should take @20 minutes.

Process:

1. First Round - Each person shares a sentence from the document that they think/feel is particularly significant.
2. Second Round - Each person shares a phrase that they think/feel is particularly significant. The scribe records each phrase.
3. Third Round - Each person shares the word that they think/feel is particularly significant. For this round, record each word that the students choose. Again, it is okay if words are repeated.
4. Facilitate a discussion of what students heard from the rounds and what it says about the document and the concept of warrior. What new insights have been gained.
5. Facilitate a debrief of the Text Rendering process.

The terms may be added to a Word Cloud generator in order to create a word bubble to be displayed during the unit. Here is the link to a blog that explains 10 free word cloud generators in detail:

<https://monkeylearn.com/blog/word-cloud-generator/>

Elaborate/Extend:

Students will compare and contrast their original ideas and drawings of a warrior to their new findings about Native American ideas of a warrior.

Print the [Warrior Ideas Venn Diagram](#). Students will fill in similarities and differences of the warriors they originally drew to the ideas and concepts of a warrior presented in The Warrior Tradition videos. Remind students that the differences of each go on the far left and far right sides of the Venn diagram, and the similarities go in the middle. Allow @10 minutes to complete the Venn Diagram.

Assessment:

Evaluate/Close:

Students will complete an exit ticket to explain how their ideas have changed, with specific examples.

After making comparisons on the Venn Diagrams, ask students to complete the [Exit Ticket](#). Encourage them to explain using detail and to provide specific examples. Allow @5 minutes for the Exit Ticket.

Using [The Ripple](#), ask students to share responses with a partner, then facilitate a whole group discussion about the ideas and examples they noted in their Exit Tickets.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Why War?

Grade: 6-12	Unit: <i>Mvskoke Warriors</i>	Lesson: 3
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Lesson Focus and Goals: *Students explore what “culture” means, examining in particular, characteristics from Native American culture and how Native American culture shapes their viewpoint about serving in U. S. wars.*

Materials Needed: Word wall from lesson 1	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">• Considering the tumultuous history between the U.S. government and Native Americans, how does a combination of the warrior spirit and Native American culture influence their people’s feelings of responsibility to serve this country?
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Structure/ Activity:

Engage:
Students will independently reflect on the term “culture”.

Begin the lesson by reviewing the word wall cards created in Lesson 1. Work on pronunciations.

Ask students to take out a piece of paper and jot down ideas to the following question: “What does culture mean?” Allow @5 minutes.

Explore:
Students should get into small groups of @4 students. They will bring their responses to the meaning of culture with them to the small group. Print and pass out the [Culture Bubble Chart](#). Pose the same question: “What does culture mean?” Students should write the question in the middle of the bubble chart. As a group, they will take turns discussing the ideas they wrote in their independent reflection time. Then they will determine as a group, their top six responses and write them in the outer bubbles. They may use words or phrases. It may help for students to provide personal examples for each of the bubbles. For example, if they put “Customs” in a bubble, an example might be “quinceaneras”. Allow @10 minutes for groups to complete the Bubble Chart.

Provide any necessary information to fill in gaps for students’ understanding of the Native culture, including that even the classroom has a culture and different families and different communities have their own culture.

Explain:

Students will engage in a discussion about stereotypes. They will watch a video clip to learn about the stereotypes faced by Native Americans as they first began to serve our country. They will also gain a better understanding of the Native American culture and the warrior spirit that drives their feelings of responsibility to serve.

Engage students in a discussion about stereotypes. A common definition of stereotype is: *A standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment.*

Gauge the class's understanding of stereotype by using questions similar to the following:

- *Has someone ever thought something about you that was untrue?*
- *Has someone ever said something about you that was untrue?*
- *Has someone ever thought that you were exactly like your brother, sister, or friend even without knowing you?*
- *How did that make you feel?*
- *Do you know of any stereotypes about Native American warriors?*
- *How can stereotypes be harmful?*

Following [The Ripple](#), first, ask students to individually reflect on their responses to some of the questions above. Second, pairs will discuss and share out their answers with one another. Finally, facilitate a whole group discussion by having volunteers share out what they discussed with others. Use discretion with what responses you ask students to share with others since some could be sensitive.

Students will now watch a video clip. While viewing, they will focus on Native American culture and tradition, and how that connects to their reasons for serving our country.

While watching the videos, students will complete a [Jot-Pair-Share](#). They will jot down their ideas about the stereotypes faced by Native Americans. They will also note specifics about the culture and traditions of Native Americans. In particular, what do they gather about the Native American culture that would make them want to fight in U.S. wars, even though there was a time in history when the U.S. government tried to get rid of Native American culture and ways of life? According to the different speakers in the documentary, why do Native Americans desire to serve in the military? Pause for @2 minutes after the video for students to continue jotting thoughts.

Video:

[Warrior Tradition Video Clip](#) (Watch the video only from the beginning until the 5:23 mark. The remainder will be shown later.)

Elaborate/Extend:

Students will elaborate on their ideas by sharing and discussing with others in pairs, small groups, and whole class discussion.

After watching the clip and taking notes, students will pair up to share their ideas in [The Ripple](#) format.

Allow @3 minutes for students to share with one another. Ask two pairs to join to make a group of four. Partners will now share their ideas with each other. Allow another 3 minutes.

Once completed, facilitate a whole class discussion to share ideas.

Assessment:

Evaluate/Close:

Students will complete an Exit Ticket to assess learning from the lesson.

Distribute the [Exit Ticket Lesson 3](#). Students will respond independently and turn in.

Once students have completed and turned in the Exit Tickets, facilitate a discussion of overall ideas on responses.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Code Talkers

Grade: 6-12	Unit: <i>Mvskoke Warriors</i>	Lesson: 4
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Lesson Focus and Goals: Students will learn about Native American Code Talkers and their contributions and sacrifices during military conflict. They will discover how language was used as a tool in war, and why keeping a culture’s language alive is extremely important.

Materials Needed: Word wall from lesson 1	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">● What is a warrior?● Considering the tumultuous history between the U.S. government and Native Americans, how does a combination of the warrior spirit and Native American culture influence their people’s feelings of responsibility to serve this country?● How did a language, other than English, prove necessary in a time of conflict, thus proving the importance of keeping a culture’s language alive?● How have Native Americans (people, culture, and language), including Muscogee (Creek) citizens, impacted United States history by their contributions and sacrifices during military conflict?
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Structure/ Activity:
Engage:
Students will break a coded message to figure out the purpose of the lesson. They will connect their learning about warriors and the Native American culture and traditions to see why Native Americans are so willing to serve in the United States military.

Begin the lesson by reviewing the word wall cards created in Lesson 1. Work on pronunciations.

Distribute the [Break the Code](#) document. Ask students to use the code to decipher the message which will tell them about the upcoming lesson. The [Break the Code Answer Key](#) is also available. Allow @5 minutes to complete the code.

Once students have completed the code, take a quick class survey to see what they already know about Code Talkers.

Read the following excerpt which connects all of the ideas learned in this unit so far such as “warrior”, culture and tradition of the Native American people, and their call to serve in the U.S. military.

“For thousands of years, American Indian people have protected their communities and lands. “Warrior” is an English word that has come to describe those who provided such protection. However, their traditional roles involved more than fighting enemies. They cared for people and helped in many ways, in any time of difficulty. Despite everything that American Indians have endured in the past, the warrior tradition—the tradition of protecting their people—called many of them to serve in the United States military and in many capacities. Code talking was one of many forms of service and sacrifice performed by Native Americans.”

-taken from <https://americanindian.si.edu/nk360/resources/Native-Words-Native-Warriors>

Explore:

Students will be introduced to how Code Talkers were used during World War I and World War II by participating in an interactive lesson as a whole class.

As a class, go through the interactive [Code Talkers Introduction Lesson](#) together using a Smartboard, Tv, etc. for viewing. Follow the lesson points below, listening to all audio, and viewing all images, etc. Stop after each section of the lesson for students to take notes on their [Code Talker Introduction Notes](#) document. They will only complete part one at this time.

Code Talkers Introduction

- *1.1 Protecting the Homeland*
- *1.2 Twentieth-century Warriors*
- *1.3 Meet Code Talker Carl Gorman*
- *1.4 Meet Code Talker Charles Chibitty*

At the conclusion of the interactive lesson, students should complete the second part of the [Code Talker Introduction Notes](#), creating a **Three-Sentence Wrap-Up** of the notes from part 1.

In small groups of four, students will share their summaries with one another. Facilitate a whole group discussion and ask volunteers to read their summaries aloud.

Explain:

Students will hear an explanation of how the code was developed and used during World War 2 from Navajo Code Talker, Peter MacDonald Sr. They will reflect on their Biggest AHA in a Quick Write.

While watching the video, [The Unbreakable Code](#) (@3 minutes), students will listen to complete a **Biggest AHA Quick Write**.

The **Biggest AHA Quick Write** allows students to capture what they think are their most important insights from the lesson and why.

At the end of the lesson, ask students to reflect on and record their *Biggest AHA* (most important insight) on a half sheet of paper, index card, etc., and explain why that insight is important. Remind students that this is NOT a summary of what they learned. It is the most important part of the video to them and why.

Ask students to partner with someone they haven't worked with recently and share *AHAs*.

Ask volunteers to share their *AHAs* with the whole class.

Facilitate a debrief of the learning and collect the cards for your own reference.

Elaborate/Extend:

Students will extend their learning about Code Talkers by participating in an interactive lesson and keeping a Reflection Log.

During this lesson, students will participate in online interactive learning with a partner. Ask students to get with a partner they have not worked with recently. Direct students to use devices to access the [Chapter 4: Code Talking-Intelligence and Bravery](#) interactive lesson. Headphones or earbuds will be helpful, as they will be listening to various things throughout the interactive lesson. (If it is not possible for students to have devices and work with partners, the lesson can be done as a whole class via the Smartboard, TV, etc.)

Students will follow the lesson points below, listening to all audio, and viewing all images, etc. As they are going through the lesson, they will take notes on the [Code Talkers Reflection Log](#). They will pause after each section to take any notes, summarize, and explain the relevance of the section. Pairs should discuss the information they want to include in the [Code Talkers Reflection Log](#). They may each complete the log for credit, or pairs may complete one log together and include both names. Note the guide and instructions below.

Process:

1. Allow @15 minutes for pairs to work through 4.0 and 4.1., using the pause points on their **Reflection Logs**.
Chapter 4: Code Talking-Intelligence and Bravery
 - *4.0 Intelligence and Bravery*
 - *4.1 The American Indian Warrior Tradition*
2. As a whole class, watch the [Warrior Tradition Video Clip](#) (@5 minutes). Show only the segment from 5:25-10:23. This clip will give them a bit of background information for the remaining section of the interactive lesson.

3. Students will now get back with their partners to complete sections 4.2-4.6. It may take pairs about one class period to complete the interactive lesson and record in their **Reflection Logs**.

- *4.2 Recruitment and Training*
- *4.3 Constructing the Code*
- *4.4 Creating Special Code Words*
- *4.5 Sending Messages in Code*
- *4.6 Locations served in World War II*
- *4.7 Code Talkers Remember the War*
- *4.8 Carl Gorman in the War*
- *4.9 Charles Chibitty in the War*

Assessment:

Evaluate/Close:

Students will synthesize their learning by answering two open-ended response questions citing textual evidence from their resources.

Students will use the [Open-Ended Response](#) document to synthesize what they have learned during this lesson. Allow @15 minutes for students to respond. Once students have all submitted their open-ended responses, facilitate a whole group discussion about the questions, and what was learned during the Code Talkers lessons in general. Refer back to the essential questions of Lesson 4.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

A Focus on Muscogee Military Service

Grade: 6-12	Unit: <i>Mvskoke Warriors</i>	Lesson: 5
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Lesson Focus and Goals: **Students will focus specifically on Muscogee service in the military. They will hear *personal stories*, explore the *Muscogee Veterans Affairs website*, learn about the *first American Indian to be awarded the Medal of Honor in World War II*, and watch a video to learn about the *Mvskoke Etlwv Honor Guard* and what serving fellow veterans means to them.**

Materials Needed: Word wall from Lesson 1	Essential Questions/ Learning Objectives: <ul style="list-style-type: none"> ● How have Native Americans (people, culture, and language), including Muscogee (Creek) citizens, impacted United States history by their contributions and sacrifices during military conflict? ● How can we honor Muscogee (Creek) Nation veterans for their service to our country.
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Structure/ Activity:

Engage:

Students will watch a Mvskoke Vision video featuring Muscogee (Creek) citizen Herbert Don Tilley, a Korean War veteran to hear him speak about his experiences. They will connect new ideas and information to their prior knowledge about the topic of Native American service. They will engage in metacognitive reflection by identifying ideas and pieces of information that are consistent with their prior understanding of a topic, those that cause them to revise their thinking, and those that are confusing. This process helps students both deepen their understanding of a topic and become more thoughtful and independent learners.

Begin the lesson by reviewing the word wall cards created in Lesson 1. Work on pronunciations.

Watch the [Elder Conversations: Don Tilley](#) (@10 minutes) video to hear about Don Tilley’s experiences during the Korean War.

While watching the video, students will complete the [Connect, Extend, Challenge](#) document. Allow @10 minutes for students to finish responding after the video.

Once completed, have students debrief their learning with a partner. Next, take volunteers from the whole-group to discuss and reinforce both students’ understanding of the content and their reflections on the learning process.

Explore:

Students will explore several links on the Muscogee Nation Veterans Affairs website to learn about its mission and its seal, and reflect on their importance in a Reflection Log.

As students explore various links related to Muscogee veterans, they will complete a [Veteran's Reflection Log](#) with pause points to process the content.

First, have students independently explore the [MCN Veterans Mission](#) for @5 min. After exploring, give students 2-3 minutes to pause and reflect in writing. They will write a brief summary and explain the relevance (Why is this important?) of the mission on Pause Point #1 of the [Veteran's Reflection Log](#).

Ask students to pair up with someone they have not worked with recently and share their reflection on Pause Point #1 (@2 min). They may add ideas gained from their partners.

Next, students will independently explore the [MCN Veterans Seal](#), and go through the exact same process for Pause Point #2. Again, they will pair up with someone new to share and document new reflections.

Explain:

Students will read about a citizen of the Muscogee Nation, Earnest Childers, who was the first American Indian to be awarded the Medal of Honor in World War II. They will explain what they read by writing a summary and completing the Reflection Log.

Ask students to independently read about [Earnest Childers](#). After reading, they will explain what they read by writing a **\$2 Summary**. With a **\$2 Summary**, each word is worth 10 cents, so students should use enough words to summarize the text to equal \$2. (This strategy can be increased to any amount of money.) Reading and writing the summary may take @15-20 minutes.

Next, they will complete Pause Point #3 on the [Veteran's Reflection Log](#), as in the previous activity. Allow @2-3 minutes.

They will find a third partner to share summaries and reflections for a final time. (@2 minutes)

Facilitate a whole group debrief. Include the unit essential questions below in your class discussion and debrief.

- How have Native Americans (people, culture, and language), including Muscogee (Creek) citizens, impacted United States history by their contributions and sacrifices during military conflict?
- How can we honor Muscogee (Creek) Nation veterans for their service to our country?

Elaborate/Extend:

Students will analyze a Mvskoke Vision video about the Mvskoke Etlwv Honor Guard to learn how they honor Mvskoke veterans.

Give access to or distribute the [Video Analysis](#) document. While watching the [Mvskoke Etlwv Honor Guard](#) video (@11 minutes), students will complete the “**Anticipate**” and “**Observe its parts**” sections only.

After the video, students may work in small groups to complete the “**Try to make sense of it**” and the “**Use it as historical evidence**” sections. Allow @15 minutes.

Facilitate a whole class discussion about the responses and the learning. Ask questions to get to the deeper reasoning as to why it is important to the Mvskoke Honor Guard to do what they do.

Assessment:

Evaluate/Close:

Students will reflect on their learning from the unit by going back to their OWL charts from Lesson 1.

Students will now independently reflect on what they have learned in this unit. They will go back to their individual [OWL Document](#) to record their learning in the third column. Allow @5 minutes.

Next, students will need to get back in their groups from Lesson 1. Their names should be on the group OWL charts they created together. They will share their learning from the third column with one another. They will then use the chart paper to document their whole group learning, making sure they have gathered information from all group members. Allow @ 10 minutes for discussion and charting.

Facilitate a whole group discussion and allow groups to share out the responses to what they have learned. Be sure to elaborate on and/or add any important insight.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

What's it really about?

Grade: 6-12	Unit: Mvskoke Warriors	Lesson: 6
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Lesson Focus and Goals: ***Students will synthesize their learning and ensure they understand the purpose of all of the essential questions for this unit.***

<p>Materials Needed:</p> <p>Chart paper</p> <p>Chart markers</p> <p>Sticky notes</p> <p>Writing utensils</p>	<p>Essential Questions: Learning Objectives:</p> <ul style="list-style-type: none"> ● What is a warrior? ● Considering the tumultuous history between the U.S. government and Native Americans, how does a combination of the warrior spirit and Native American culture influence their people's feelings of responsibility to serve this country? ● How did a language, other than English, prove necessary in a time of conflict, thus proving the importance of keeping a culture's language alive? ● How have Native Americans (people, culture, and language), including Muscogee (Creek) citizens, impacted United States history by their contributions and sacrifices during military conflict? ● How can we honor Muscogee (Creek) Nation veterans for their service to our country?
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Structure/ Activity:

Engage:
Students will reflect on original and new ideas of what it means to be a “warrior”.

Ask students to individually complete the [Quick Write](#). Allow @5 minutes. Share responses using [The Ripple](#), by having students share responses with a small group. Allow @5 minutes.

Then, facilitate a whole group discussion about responses. Allow each group to share information. Determine how their ideas of “warrior” may or may not have changed throughout the unit.

Explore:
Students will connect their ideas of being a warrior to those found in a video of the burial of a Lakota marine killed in action.

Write each of the following questions at the top of a large piece of chart paper (one question per chart paper). Discuss the questions with the students prior to the video so that they will pay special

attention to those portions. A copy of the questions could be given to students to have in front of them during the video as well.

- The video stated that, “He earned the American flag from his government. He earns the Eagle Feather from his people”. Why do you think it’s important that the soldier is recognized by both?
- The family of the deceased soldier gifted the honor guard with a customary quilt. The quilts usually sell for upwards of \$600, but a family member stated, “Earthly property, it doesn’t mean nothing right now. It’s life that has worth.” Why do you think the family gave this prized possession away?
- What did you feel when you saw the image of the marines standing guard in front of the tipi that housed the deceased soldier? Explain.
- What does this blending of the Marine culture with Lakota culture tell us about the relationship of the military and Native Americans?

Watch the video of the burial of a Lakota man who was a Marine that was killed in action.

[A Wake for an Indian Warrior Video](#) (@6 minutes)

Explain:

Students will have a “silent” conversation about the following concepts from the video and how they connect the Marine culture and the Lakota culture: symbols and their meanings, recognition, honor, differences in what determines something’s value, patriotism.

At the conclusion of the video, students will discuss the questions using the [Chalk Talk](#) Protocol. It is important that students understand that Chalk Talk is a silent conversation on paper. It is also important that students visit each chart @ three times so that they can continue dialogue on other students’ responses.

Elaborate/Extend:

Learning will be elaborated on by a debrief facilitated by the teacher.

At the conclusion of the Chalk Talk, the teacher will facilitate a debrief/discussion of these responses and the video in general.

Assessment:

Evaluate/Close:

Students will wrap-up the unit by reflecting on what this unit is REALLY about. They will think deeply to elaborate on the thinking of others.

Students will participate in a [What's it Really About? Carousel](#).

Using the organizer, each student completes the first section that says, “What’s it **really** about?” In this section, students answer what they think the learning for this entire unit was really about. They

should not simply summarize what was learned, but think deeply about the purpose and meaning of what was learned. Allow @3 minutes)

Students then pass their papers to the right. Now they read the first response, think deeply about it, and add to it in the second section, which asks, “OK, but what’s it **really, REALLY** about?” Initial the section and pass the papers a third time. Allow @3 minutes.

The third section says, “Add anything else that might have been missed. Add to, or elaborate on, your peers’ entries.” The third person completes this section by adding any insights that might have been previously missed, adds initials, and returns the papers to their owners. Allow @3 more minutes for the final phase. The original owners read all new responses.

Facilitate a share out of learning and ask volunteers to share highlights aloud. Collects papers to get an idea of student learning.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Unit Project- Research Women Warriors

Grade: 6-12	Unit: <i>Mvskoke Warriors</i>	Lesson: 7
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Lesson Focus and Goals: Students will apply research and presentation skills by completing a project about Native American women who would be considered warriors.

Structure/ Activity:

Follow the directions for the [Native American Women Warriors Project](#).

It is important to teach students the difference between a reliable and an unreliable resource/website.

Note: Add in project work days throughout the unit as needed. In addition, there may need to be days added at the end of the unit for presentations.

Nak Onvkv Coming of Age Unit



This photo was taken at a fish kill camp on September 10, 1924. Fisk kills were an important part of Muscogee culture and many young men aimed to prove themselves during the kill similar to what will be seen in *Joshua and the Biggest Fish*.

Lesson Overview:

What does it mean to “come of age”? In what ways is coming of age a common experience across generations? Many cultures celebrate the transition from childhood to adolescence to adulthood and the many milestones in between through various rituals and celebrations. While these cultural milestones do not necessarily align with the legal standards of adulthood, they mark an important period in an adolescent’s life as they begin the journey of taking on more responsibilities within their families and communities. Learning about and continuing these cultural traditions and histories will help preserve all groups of people.

Grade Levels: 6-12 Grades, Oklahoma History, US History, World Geography, World History, Sociology, and 10th ELA

Based on 45 minute classes, recommended time frame: Unit total about two weeks
Lesson One-Two days

Nak Onkv Coming of Age Unit

Lesson Two- One and half days

Lesson Three-Three days

Lesson Four-Four days

Project: Add in time to work on projects by using extra time at the end of a lesson and/or building in days as appropriate.

Materials and Supplies: Butcher paper/art paper and/or chart paper, a marker for everyone student in the class, post-it notes

Reflection/Formative Assessment: A reflection and/or formative assessment is recommended after each day and not necessarily after the whole lesson. [Reflection/Closure Strategies - Native American Studies](#)

Muscogee Educational Standards:

Love Yourself and Others

Honor Your Clan/Family

Honor Gifts and Talents and Others

Be Active

Honor the Kinships

Muscogee Wealth is Love and Generosity

Essential Questions:

- What is meant by the term “coming of age”?
- Why is it important to preserve the cultural traditions and histories of indigenous peoples?
- Why are “coming of age” moments important elements in Native American culture?
- What are some similarities and differences in how different cultures celebrate the “coming of age”?
- What turning points determine our individual pathways to adulthood?
- What are some changes that individuals might experience when they traverse the line between childhood and adulthood?
- What obstacles and challenges might one face in life while “coming of age”?

Learning Goals and Objectives:

- To explore the concept of “coming of age”
- To recognize that different cultures recognize “coming of age” in different, but unique and meaningful ways
- To find similarities and differences in the ways that cultures celebrate “coming of age”
- To understand why cultural traditions and histories are important to keeping a culture alive
- To realize that our differences are our strengths
- To understand the importance of “coming of age” to the Native American culture
- To understand that change is necessary for growth

Nak Onvkv Coming of Age Unit

Lesson Plans (Unit lasts @ 2 weeks)

Lesson 1: Building Background

Essential Questions:

- What is meant by the term “coming of age”?
- What are some changes that individuals can experience when they grow from childhood to adulthood?

Summary:

Students will be introduced to the unit topic and be able to give their perspective, defend their claims, and listen to and contemplate others’ perspectives and claims.

Engage:

Students will build background and context by determining if they Agree or Disagree with statements on an Anticipation Guide.

Post essential questions and introduce the topic and learning objectives of the unit.

Distribute copies of Part 1 of the [Coming of Age Anticipation Guide](#)^{Appendix 77}. To encourage questions and critical thinking about the unit concepts, students will complete Part 1 only. They will answer the questions independently and will not place their names on their papers. Upon completion, the teacher will take up student responses, Part 1 only.

Explore:

Students will discuss and give varying perspectives about why they Agree or Disagree with the Anticipation Guide statements.

Before class, label two different sides of the room as “Agree” and “Disagree”. Randomly redistribute Part 1 of the anticipation guide back out to students. (They should not know whose paper they have.)

Read the first statement aloud. Ask students to move to whichever side of the room that coincides with the answer to that question on the anticipation guide they received. The answer may or may not be the same as their own thoughts or opinions.

Once all students have chosen a side of the room, facilitate a discussion of each viewpoint and why students may have chosen that viewpoint.

Repeat for the process for each remaining question. This gives an opportunity for students to hear varying perspectives on the questions presented.

Facilitate a debrief of the learning.

Nak Onkv Coming of Age Unit

Explain:

Students will write to defend a claim using personal experience as their evidence.

Ask students to complete Part 2 of the [Coming of Age Anticipation Guide](#)^{Appendix 77}. They will choose one statement from Part 1 and write a paragraph in which they defend their claim, using a personal example as evidence.

It is suggested that you provide a personal model for students to see of your own example.

Have students share their writings using [The Ripple](#)^{Appendix 4} format. In the Ripple, after students have written their paragraphs, have them find a partner and share their writing with their partner. After sharing out with a partner, ask for volunteers to share out with the whole class.

Facilitate a debrief of new learning.

Elaborate/Extend:

Students will debate a topic, providing a counter argument.

As a final extension of the lesson, the students will participate in a [Debate Team Carousel](#)^{Appendix 5}. Instructions and template are provided in the link.

Choose any prompt from the anticipation guide as the debate carousel prompt.

Facilitate a debrief of the new learning.

Evaluate/Close:

As a reflection of the lesson, students will make predictions about the unit.

Use the following sentence stem as a lesson reflection and share out using [The Ripple](#) if time allows.

- I predict this unit will be about _____ because _____.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Lesson 2: Coming of Age in Different Cultures

Essential Questions:

- What is meant by the term “coming of age”?
- Why is it important to preserve the cultural traditions and histories of indigenous peoples?

Nak Onvkv Coming of Age Unit

- Why are “coming of age” moments important elements in Native American culture?
- What are some similarities and differences in how different cultures celebrate the “coming of age”?
- What turning points determine our individual pathways to adulthood?
- What are some changes that individuals might experience when they traverse the line between childhood and adulthood?
- What obstacles and challenges might one face in life while “coming of age”?

Summary:

Students will explore a variety of cultures to learn how they recognize “coming of age” moments, including reflecting on their own life transitions. They will determine similarities and differences in how various cultures celebrate these moments, and why preserving these traditions are important. Finally, through the learning experiences in the lesson, students will be able to create their own definition of the term “coming of age”.

Engage:

Students will observe and make notes about “coming of age” ceremonies from various cultures in order to start defining what the term means.

Since some students may be unfamiliar with the term “coming of age”, they will watch three videos to give them background information. Explain that in these videos, they will see youth from three different cultures experiencing a transition from one phase of life to another in a variety of ways. Tell students that in these videos, the youth are experiencing a “coming of age”. (Don’t define the term for them now. Wait to see if they can define the term after the videos.)

Appendix 78

While watching the videos, students will participate in the [OWL](#) strategy. Explain that as they are watching the videos, they will follow the directions for the first two rows only. They will complete the final row at the end of the unit.

Video 1: [Bullet Ants](#) 8 min

Video 2: [Apache Women](#) 5 min

Video 3: [Quinceanera](#) 2 min

After the videos, if needed, give students a few more moments to complete the first two rows of the organizer only.

Explore:

Students will collaborate to share observations and questions from the “coming of age” ceremonies observed in the videos.

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Ask students to get into pairs to ^{Appendix 27} [Confer, Compare, and Clarify](#) their observations and questions from the videos. Instructions are included on the document in the link above.

Once completed, the teacher will facilitate a whole group discussion about student responses, charting any unanswered questions on a class chart paper.

Explain:

Students will reflect on what they have learned about “coming of age”, and why these moments are important in our lives.

Ask students to complete Row 3 of the ^{Appendix 78} [OWL](#) document.

Elaborate/Extend:

Students will collaborate to share and exchange learning about “coming of age”.

Once again, ask students to get into pairs to [Confer, Compare, and Clarify](#) row 3 of their [OWL](#) documents.

Once completed, the teacher will facilitate a whole group discussion about student responses.

Evaluate/Close:

Students will summarize the meaning of the term “coming of age” in their own words.

To ensure that all students have a common understanding of the term “coming of age”, they will participate in ^{Appendix 79} [A Better Table Summary](#) activity. Instructions are provided on the link.

Facilitate a debrief as instructed in the activity link.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Lesson 3: Joshua and the Biggest Fish

Essential Questions:

- Why is it important to preserve the cultural traditions and histories of indigenous peoples?
- Why are “coming of age” moments important elements in Native American culture?
- What turning points determine our individual pathways to adulthood?
- What are some changes that individuals might experience when they traverse the line between childhood and adulthood?
- What obstacles and challenges might one face in life while “coming of age”?

Summary:

Nak Onkv Coming of Age Unit

Students will learn about a Mvskoke fishing method referred to as “fish kills”. They will be introduced to Mvskoke terms they will encounter in a “coming of age” story written by a Mvskoke Creek citizen and her grandmother. They will learn how this cultural fishing event helped one boy “come of age” and earn the respect of his people.

Engage:

Students will make predictions from primary documents (photographs) taken from an actual Mvskoke “fish kill”.

Using the provided book, *The Creeks*, ask students to individually preview the three pictures and captions only on pages 108-109. Do not read the text on page 108 yet. Ask them to make a prediction as to what they think is happening. When do they think this is happening? How could this be related to something cultural? What are these photographs telling us? Students should write their predictions on a sticky note in complete sentences.

Direct students to find a partner across the room to share their written predictions. Allow about 30-40 seconds for both partners to share. Direct students to repeat the process until they have shared with three partners.

Facilitate a whole class discussion about the predictions, allowing volunteers to share out. Incorporate the questions above into the conversation.

Explore:

Students will read and learn about a Mvskoke fishing method called “fish kills”. They will observe, question, and make inferences from the text.

Using the provided book, *The Creeks*, ask students to read page 108 entitled, “The Devil’s Shoestring” silently. To give them a purpose for reading, ask them to write down any questions they have about the text as they read and any thoughts they have about the importance of what they read. Allow @5 minutes to read before facilitating the protocol below.

Appendix 80

Once students have completed reading, facilitate the [Making Meaning Protocol](#). Instructions and reflection are included on the document.

Explain:

Students will be exposed to Mvskoke vocabulary and play a pronunciation game before reading a text.

Appendix 81

Using the [Joshua and the Biggest Fish Vocab List](#), introduce students to the Mvskoke terms that will be used throughout the book. Read each term aloud as a model, then have the class repeat the term together in unison. Explain the pronunciation key and that the upper case syllables are the syllables that are stressed in the word.

Nak Onkv Coming of Age Unit

Play a quick game of Telephone to practice the pronunciations. To play Telephone, whisper a word to a student using the correct pronunciation. That student whispers what he/she heard to the next student, and so on. The final student says the word he/she heard aloud. It is fun to see if the correct pronunciation made it all the way to the final student. Laugh together and have students refer to the pronunciation key for corrections if necessary.

Elaborate/Extend:

Students will listen to a read aloud of a “coming of age” story written by a Mvskoke Creek citizen and her grandmother entitled *Joshua and the Biggest Fish*. They will learn how this cultural fishing event helped one boy “come of age” and earn the respect of his people. They will make connections to the essential questions of the unit.

Using the provided link, have students listen to the [Joshua and the Biggest Fish Read-aloud](#). Provide this [Networking Sessions Organizer](#) ^{Appendix 82} and have students complete Part 1 only during/after the read aloud to make connections to the unit essential questions.

Evaluate/Close:

Students will participate in Networking Sessions to compare their reflections and connections of the essential questions with one another.

Students are now ready to complete Part 2 of the [Networking Sessions Organizer](#). You will need to have music available to play while students walk the room to switch partners during the activity. Directions are provided on the organizer.

Once completed, facilitate a whole class discussion about responses and connections to the unit essential questions.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

Lesson 4: Project Choice Board

If you have not previously done so, explain the unit project choice board below to students. If at all possible, give time throughout the unit for students to work on the board. Choice board projects may be presented to the class.

Unit Project Choice Board

- Project choice board and instructions can be found here...
[Coming of Age Project Choice Board](#) ^{Appendix 83}
- Project choice board rubric can be found here...
[Project Choice Board Rubric](#) ^{Appendix 84}

Nak Onkv Coming of Age Unit

Resources

Images:

<https://gateway.okhistory.org/ark:/67531/metadc1621743/>

Lesson Resources:

"Coming of Age Ceremonies Across Different Cultures" by Thomas Pool. Copyright © 2020 by CommonLit, Inc.

Videos:

Bullet Ants

<https://www.youtube.com/watch?v=Cb5BK2NMAwU&t=92s>

Apache Girls' Rite of Passage

<https://www.youtube.com/watch?v=5B3Abpv0ysM>

History of Quinceanera

https://www.youtube.com/watch?v=_tI6hZvFJIM

Muscogee Nation Elder Read-Aloud

[Joshua and the Biggest Fish Read-aloud](#)

Books:

Himmele, Persida, and William Himmele. *Total Participation Techniques*. 2nd ed., ACSD, 2017.

Allen, David, et al. *Protocols in the Classroom: Tools to Help Students Read, Write, Think, & Collaborate*. Teachers College Press, 2018.

SRI Resource and Protocol Book. School Reform Initiative, 2014.

Morrison, Kaylee, et al. *Joshua and the Biggest Fish: A Muscogee Creek Adventure*. Doodle and Peck Publishing, 2017.

Green, Michael D. *The Creeks*. Edited by Frank W. Porter, Chelsea House, 1990.

School Reform Initiative Resources:

Making Meaning Protocol

<https://www.schoolreforminitiative.org/download/the-making-meaning-protocol/>

Nak Onvkv Coming of Age Unit

Alignment to Oklahoma Social Studies Academic Standards

6th Grade Social Studies Content Standards:

6.3.2 Identify and describe cultural traits of language, ethnic heritage, religion, and traditions practiced among peoples.

6.5.5 Analyze reasons for conflict and cooperation among and between groups, societies, nations, and regions

7th Grade Social Studies Content Standards:

7.3.2 Compare common cultural traits, including language, ethnic heritage, social systems, and traditions.

7.3.3 Evaluate the impact of a region's major religions, including geographic hearths, major beliefs, customs, and the significance of religion in contemporary societies

World Geography Content Standards:

WG.3.4 Analyze cultural differences, cultural identity, social mores, and sets of beliefs which determine a sense of place.

WG.3.5 Explain how cultural characteristics, such as language, ethnicity, and religion impact different regions.

Sociology Content Standards:

S.2.1 Examine how relationships, structures, patterns and processes influence culture.

S.2.2 Recognize the key components of a culture including knowledge, language and communication, customs, values, and physical artifacts.

S.2.5 Compare various subcultures including counter cultures, pop cultures, ethnic cultures, and religious cultures.

S.3.2 Recognize how role expectations can lead to conflict including gender, age, racial groups, and ethnic groups within different societies.

S.4.1 Examine why individuals become members of or associate with different social groups.

S.4.2 Compare various types of norms including folkways, mores, laws, and taboos; explain why rules of behavior are considered important to society.

Nak Onkv Coming of Age Unit

S.4.3 Evaluate the characteristics of primary groups including small size intimate settings and enduring relationships and how members' behaviors are influenced by the primary group.

S.5.1 Analyze the impact of social institutions on individuals, groups and organizations within society; explain how these institutions transmit the values of society including familial, religious, educational, economic, and political.

S.5.2 Examine rites of passage within various social institutions such as religious ceremonies, school proms, quinceañeros, graduation, marriage, and retirement.

S.6.2 Describe how collective behavior can influence and change society.

S.8.1 Describe the traditions, roles, and expectations necessary for a society to continue and flourish.

Social Studies Practices:

2.A.9-12.1 Develop, investigate and evaluate plausible answers to essential questions that reflect enduring understandings across time and all disciplines.

2.A.9-12.3 Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyze and explain inconsistencies in reasoning.

3.A.9-12.6 Assess the significance and impact of individuals and groups throughout local, national, tribal, and world history, tracing the continuity of past events to the present.

4.A.9-12.2 Analyze information from visual, oral, digital, and interactive texts (e.g. maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.

5.A.9-12.3 Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop a balanced argument.

5.A.9-12.4 Write independently over extended periods of time, varying modes of expression to suit audience, purpose, and task; synthesize information across multiple sources and/or articulate new perspectives.

5.B.9-12.3 Construct visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings and reasoning, for diverse audiences.

English Language Art Standards (10th grade was used as a guide):

Nak Onkv Coming of Age Unit

10.1.L.1 Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.

10.1.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.

10.1.S.2 Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.

10.3.W.3 Students will compose argumentative essays, reviews, or op-eds that:

- introduce precise, informed claims
- include a defensible thesis
- acknowledge counterclaims or alternate perspectives
- organize claims, counterclaims, and evidence in a logical sequence
- provide the most relevant evidence to develop balanced arguments, using credible sources
- use sentence variety and word choice to create clarity and concision
- use style and tone that suits the audience and purpose

10.6.R.2 Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.

10.7.W Students will create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose

Alignment to Native Studies Standards

Native Studies Standards:

Students will be introduced to the Mvskoke Language and understand the significance to the tribe and the culture.

Students will examine the complexities of Tribal Nations to build knowledge of cultural and historical components unique to specific tribes.

Alignment to PACE Standards

Personal Discovery:

Students will connect to tribal nations and value their citizenship as they develop knowledge of indigenous peoples and the world around them.

Students will develop a sense of self-awareness as a basis for self-determination.

Nak Onvkv Coming of Age Unit

Employability Skills:

Students will recognize their interpersonal and communication skills and apply them in their educational lives.

Students will demonstrate personal qualities through activities in personal and professional growth.

Alignment to Social Justice Standards

Identity:

I.1. Students will develop positive social identities based on their membership in multiple groups in society.

I.3. Students will recognize that people's multiple identities interact and create unique and complex individuals.

Diversity:

D.8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

D.10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Nak-Onvkv Coming of Age

Individual lessons

Building Background

Grade: 6-12	Unit: <i>Nak-Onvkv Coming of Age</i>	Lesson: 1
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Lesson Focus and Goals: **Students will be introduced to the unit topic and be able to give their perspective, defend their claims, and listen to and contemplate others' perspectives and claims.**

Materials Needed: Copies of part 1 of the Coming of Age Anticipation Guide	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">• What is meant by the term “coming of age”?• What are some changes that individuals can experience when they grow from childhood to adulthood?
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Structure/ Activity:

Engage:
Students will build background and context by determining if they Agree or Disagree with statements on an Anticipation Guide.

Post essential questions and introduce the topic and learning objectives of the unit.

Distribute copies of Part 1 of the [Coming of Age Anticipation Guide](#). To encourage questions and critical thinking about the unit concepts, students will complete Part 1 only. They will answer the questions independently and will not place their names on their papers. Upon completion, the teacher will take up student responses, Part 1 only.

Explore:
Students will discuss and give varying perspectives about why they Agree or Disagree with the Anticipation Guide statements.

Before class, label two different sides of the room as “Agree” and “Disagree”. Randomly redistribute Part 1 of the anticipation guide back out to students. (They should not know whose paper they have.)

Read the first statement aloud. Ask students to move to whichever side of the room that coincides with the answer to that question on the anticipation guide they received. The answer may or may not be the same as their own thoughts or opinions.

Once all students have chosen a side of the room, facilitate a discussion of each viewpoint and why students may have chosen that viewpoint.

Repeat for the process for each remaining question. This gives an opportunity for students to hear varying perspectives on the questions presented.

Facilitate a debrief of the learning.

Explain:

Students will write to defend a claim using personal experience as their evidence.

Ask students to complete Part 2 of the [Coming of Age Anticipation Guide](#). They will choose one statement from Part 1 and write a paragraph in which they defend their claim, using a personal example as evidence.

It is suggested that you provide a personal model for students to see of your own example.

Have students share their writings using [The Ripple](#) format. In the Ripple, after students have written their paragraphs, have them find a partner and share their writing with their partner. After sharing out with a partner, ask for volunteers to share out with the whole class.

Facilitate a debrief of new learning.

Elaborate/Extend:

Students will debate a topic, providing a counter argument.

As a final extension of the lesson, the students will participate in a [Debate Team Carousel](#). Instructions and template are provided in the link.

Choose any prompt from the anticipation guide as the debate carousel prompt.

Facilitate a debrief of the new learning.

Assessment:

Evaluate/Close:

As a reflection of the lesson, students will make predictions about the unit.

Use the following sentence stem as a lesson reflection and share out using [The Ripple](#) if time allows.

- I predict this unit will be about _____ because _____.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Coming of Age in Different Cultures

Grade: 6-12	Unit: <i>Nak-Onvkv Coming of Age</i>	Lesson: 2
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Lesson Focus and Goals: **Students will explore a variety of cultures to learn how they recognize “coming of age” moments, including reflecting on their own life transitions. They will determine similarities and differences in how various cultures celebrate these moments, and why preserving these traditions are important. Finally, through the learning experiences in the lesson, students will be able to create their own definition of the term “coming of age”.**

<p>Materials Needed:</p> <p>Chart paper</p> <p>Chart markers</p>	<p>Essential Questions/ Learning Objectives:</p> <ul style="list-style-type: none"> ● What is meant by the term “coming of age”? ● Why is it important to preserve the cultural traditions and histories of indigenous peoples? ● Why are “coming of age” moments important elements in Native American culture? ● What are some similarities and differences in how different cultures celebrate the “coming of age”? ● What turning points determine our individual pathways to adulthood? ● What are some changes that individuals might experience when they traverse the line between childhood and adulthood? ● What obstacles and challenges might one face in life while “coming of age”?
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Structure/ Activity:

Engage:

Students will observe and make notes about “coming of age” ceremonies from various cultures in order to start defining what the term means.

Since some students may be unfamiliar with the term “coming of age”, they will watch three videos to give them background information. Explain that in these videos, they will see youth from three different cultures experiencing a transition from one phase of life to another in a variety of ways. Tell students that in these videos, the youth are experiencing a “coming of age”. (Don’t define the term for them now. Wait to see if they can define the term after the videos.)

While watching the videos, students will participate in the [OWL](#) strategy. Explain that as they are watching the videos, they will follow the directions for the first two rows only. They will complete the final row at the end of the unit.

Video 1: [Bullet Ants](#) 8 min

Video 2: [Apache Women](#) 5 min

Video 3: [Quinceanera](#) 2 min

After the videos, if needed, give students a few more moments to complete the first two rows of the organizer only.

Explore:

Students will collaborate to share observations and questions from the “coming of age” ceremonies observed in the videos.

Ask students to get into pairs to [Confer, Compare, and Clarify](#) their observations and questions from the videos. Instructions are included on the document in the link above.

Once completed, the teacher will facilitate a whole group discussion about student responses, charting any unanswered questions on a class chart paper.

Explain:

Students will reflect on what they have learned about “coming of age”, and why these moments are important in our lives.

Ask students to complete Row 3 of the [OWL](#) document.

Elaborate/Extend:

Students will collaborate to share and exchange learning about “coming of age”.

Once again, ask students to get into pairs to [Confer, Compare, and Clarify](#) row 3 of their [OWL](#) documents.

Once completed, the teacher will facilitate a whole group discussion about student responses.

Assessment:

Evaluate/Close:

Students will summarize the meaning of the term “coming of age” in their own words.

To ensure that all students have a common understanding of the term “coming of age”, they will participate in [A Better Table Summary](#) activity. Instructions are provided on the link.

Facilitate a debrief as instructed in the activity link.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Joshua and the Biggest Fish

Grade: 6-12	Unit: <i>Nak-Onvkv Coming of Age</i>	Lesson: 3
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Lesson Focus and Goals: **Students will learn about a Mvskoke fishing method referred to as “fish kills”. They will be introduced to Mvskoke terms they will encounter in a “coming of age” story written by a Mvskoke Creek citizen and her grandmother. They will learn how this cultural fishing event helped one boy “come of age” and earn the respect of his people.**

Materials Needed: 'The Creeks' book Sticky notes	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">• Why is it important to preserve the cultural traditions and histories of indigenous peoples?• Why are “coming of age” moments important elements in Native American culture?• What turning points determine our individual pathways to adulthood?• What are some changes that individuals might experience when they traverse the line between childhood and adulthood?• What obstacles and challenges might one face in life while “coming of age”?
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Structure/ Activity:
Engage:
Students will make predictions from primary documents (photographs) taken from an actual Mvskoke “fish kill”.

Using the provided book, *The Creeks*, ask students to individually preview the three pictures and captions only on pages 108-109. Do not read the text on page 108 yet. Ask them to make a prediction as to what they think is happening. When do they think this is happening? How could this be related to something cultural? What are these photographs telling us? Students should write their predictions on a sticky note in complete sentences.

Direct students to find a partner across the room to share their written predictions. Allow about 30-40 seconds for both partners to share. Direct students to repeat the process until they have shared with three partners.

Facilitate a whole class discussion about the predictions, allowing volunteers to share out. Incorporate the questions above into the conversation.

Explore:

Students will read and learn about a Mvskoke fishing method called “fish kills”. They will observe, question, and make inferences from the text.

Using the provided book, *The Creeks*, ask students to read page 108 entitled, “The Devil’s Shoestring” silently. To give them a purpose for reading, ask them to write down any questions they have about the text as they read and any thoughts they have about the importance of what they read. Allow @5 minutes to read before facilitating the protocol below.

Once students have completed reading, facilitate the [Making Meaning Protocol](#). Instructions and reflection are included on the document.

Explain:

Students will be exposed to Mvskoke vocabulary and play a pronunciation game before reading a text.

Using the [Joshua and the Biggest Fish Vocab List](#), introduce students to the Mvskoke terms that will be used throughout the book. Read each term aloud as a model, then have the class repeat the term together in unison. Explain the pronunciation key and that the upper case syllables are the syllables that are stressed in the word.

Play a quick game of Telephone to practice the pronunciations. To play Telephone, whisper a word to a student using the correct pronunciation. That student whispers what he/she heard to the next student, and so on. The final student says the word he/she heard aloud. It is fun to see if the correct pronunciation made it all the way to the final student. Laugh together and have students refer to the pronunciation key for corrections if necessary.

Elaborate/Extend:

Students will listen to a read aloud of a “coming of age” story written by a Mvskoke Creek citizen and her grandmother entitled *Joshua and the Biggest Fish*. They will learn how this cultural fishing event helped one boy “come of age” and earn the respect of his people. They will make connections to the essential questions of the unit.

Using the provided link, have students listen to the **Joshua and the Biggest Fish Read-aloud**. Provide this [Networking Sessions Organizer](#) and have students complete Part 1 only during/after the read aloud to make connections to the unit essential questions.

Assessment:

Evaluate/Close:

Students will participate in Networking Sessions to compare their reflections and connections of the essential questions with one another.

Students are now ready to complete Part 2 of the [Networking Sessions Organizer](#). You will need to have music available to play while students walk the room to switch partners during the activity. Directions are provided on the organizer.

Once completed, facilitate a whole class discussion about responses and connections to the unit essential questions.

Other Reflection Ideas:

[Reflection/Closure Strategies-Native American Studies](#)

Project Choice Board

Grade: 6-12	Unit: Nak-Onvkv Coming of Age	Lesson: 4
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Materials Needed:

Project choice board and instructions can be found here...

[Coming of Age Project Choice Board \(Links to an external site.\)](#)

Project choice board rubric can be found here [Project Choice Board Rubric](#)

Structure/ Activity:

If you have not previously done so, explain the unit project choice board below to students. If at all possible, give time throughout the unit for students to work on the board. Choice board projects may be presented to the class.

Unit Project Choice Board

- Project choice board and instructions can be found here...

[Coming of Age Project Choice Board \(Links to an external site.\)](#)

- Project choice board rubric can be found here...

[Project Choice Board Rubric](#)

Muscogee (Creek) Foods (Hompety) Unit



A Muscogee (Creek) woman using a kecvpe (key-cha-be) to pound safke

Muscogee (Creek) Foods (Hompety) Unit

Unit Overview:

The Muscogee (Creek) people were mainly stationary and were great agriculturalists. Muscogee (Creek) women would grow crops in their own private gardens, but would also have a garden plot within the community that the people would take care of together. In this way, food belonged to the entire community. If, for any reason, families did not have enough food, clan members either shared a portion of their own food or helped to provide in some other way. Along with growing crops, Muscogee (Creek) women would also gather local plants such as wild onions and berries. Muscogee (Creek) men would hunt deer, bear, and small game such as squirrels. Learning to prepare foods from wild gourds, sunflowers, and corn, or maize were important to the Muscogee (Creek)'s. Corn became extremely important to not only the Muscogee (Creek) diet, but the Muscogee (Creek) culture as well, being included in many social and spiritual ceremonies.

Grade Levels: 6-12 Grades, Oklahoma History, US History, World Geography, World History, Sociology, and 10th ELA

Based on 45 minute classes, recommended time frame: Unit total about two weeks

- Lesson One-Two/Three Days
- Lesson Two-Three/Four Days
- Lesson Three-Three days
- Lesson Four-Four days

Project: Add in time to work on projects by using extra time at the end of a lesson and/or building in days as appropriate.

Materials and Supplies: Butcher paper/art paper and/or chart paper, a marker for everyone student in the class, post-it notes, project supplies (examples are paper, tape, scissors, crayons/colored pencils and/or pictures of food or illustrations for the project), A copy of the book - *Fry Bread*, by Kevin Noble Maillard

Reflection/Formative Assessment: A reflection and/or formative assessment is recommended after each day and not necessarily after the whole lesson. [Reflection/Closure Strategies-Native American Studies](#)



Muscogee (Creek) Foods (Hompety) Unit

Muscogee Educational Standards:

Love Yourself and Others

Honor Your Clan/Family

Honor Gifts and Talents and Others

Be Active

Honor the Kinships

Muscogee Wealth is Love and Generosity

Essential Questions:

- Why is passing down traditions and culture from one generation to another important in preserving that culture's history?
- How are foods and the traditions that surround them connected to one's culture?
- What are some factors that influence a culture?
- How can primary documents help us understand about cultures?
- What are ways to show respect to different cultures?

Learning Goals and Objectives:

- To gain respect for differences in culture
- To learn the importance of primary documents in preserving history
- To explore the term "culture"
- To understand the importance of preserving our culture through the generations
- To understand factors that influence a culture

Lesson Plans (Unit lasts @ 2 weeks)

Lesson 1: Foods as a Part of our Culture

Essential Questions:

- Why is passing down traditions and culture from one generation to another important in preserving that culture's history?
- How are foods and the traditions that surround them connected to one's culture?
- What are some factors that influence a culture?
- How can primary documents help us understand about different cultures?
- What are ways that cultural stereotypes can be challenged?

Summary:

In this lesson, students will explore their personal definitions of culture. They will learn how foods play a role in establishing a culture, and why passing down traditions from generation to generation is important to preserving a culture's existence.

Muscogee (Creek) Foods (Hompety) Unit

Engage:

Students will make connections between foods and culture by watching a video and creating a T-chart for discussion.

Post the essential questions and introduce the topic and learning objectives of the unit.

To build background knowledge, students will think about the types of food they eat in their own cultures, as well as foods they know of that are eaten in other cultures. In pairs, students will create a [Foods T-Chart](#)^{Appendix 85} on paper. The left side of the t-chart will be labeled, “Foods other cultures eat that I wouldn’t eat”, and the right side of the t-chart will be labeled, “Foods I eat in my culture”. Give students 5 or so minutes to brainstorm before showing the video.

Show the video, [The 10 Worst Traditional Foods in the World](#), to further student interest in the types of foods that are eaten by different cultures. Allow pairs 2-3 minutes to update their T-charts after the video.

Ask pairs to join another pair to [Confer, Compare, Clarify](#)^{Appendix 27} T-chart responses. This should take about 5 minutes. Instructions are included on the document in the link above.

Once completed, the teacher will facilitate a whole group discussion about student responses on their t-charts. Consider the following questions as a guide for the discussion.

- What foods seemed very similar to foods you eat, with minor variations?
- What foods were completely different? Why do you think those cultures eat those foods?
- What might geography have to do with the foods that a group of people eat?
- Why do you think the foods you eat are popular with your culture? Do they have a particular importance in your culture?
- Why do you think there is such a variety of cultural foods in our country?

Explore:

Students will uncover their thoughts and ideas surrounding the term “culture”.

Students will participate in a **Roundtable** strategy. Place students into small groups of @ 5. Tell them they will be documenting words and phrases they think of when they hear the word “culture”.

One at a time, students will say a thought or idea and then write that idea on a piece of paper to make a group list of possible answers. The paper is then passed to the next student to say and record another answer. The process continues until the teacher tells the students to stop. (@5-10 min).

Students will have the opportunity to answer multiple times. They should not repeat answers. Upon completion, groups will take turns calling out one item at a time on their lists to be written on a whole class list on chart paper. Groups should not repeat answers they have already heard. The teacher will then use the text below to guide further discussion about the components of a culture.

Muscogee (Creek) Foods (Hompety) Unit

- What is culture? In addition to exploring the students' class list, define the word culture as the parts of daily life that are seen in food, customs, holidays, music and more, that a group of people share. Explain that these parts of culture are often handed down from family members or from one generation to the next. They can also come from the place where the person's family and ancestors are from. Explain that culture also can include one's region, family traditions, celebration of holidays, religions, specific tribes or nations a family is connected to, etc.

Explain:

Students will learn more about the connection between food and culture by discussing and summarizing portions of two articles.

Make a copy of the two articles linked below. Cut the article into appropriate sections so that each student in the class has a section.

Continue to follow the ^{Appendix 86} [Block Party](#) protocol as instructed in the link.

Articles:

["What Food Tells us About Culture"](#) (Full article)

["What Food Tells Us About Culture"](#) (Block Party chunks)

["Food and Culture"](#) (Full article)

["Food and Culture"](#) (Block Party chunks)

Elaborate/Extend:

Students will extend their learning of cultures and foods by examining a primary source document.

Explain the importance of primary source documents and how they can help us understand the history of cultures.

Display the [Hokti Cookbook](#) on an interactive board for the class to see (or share the link if students have their own devices). Review the title and cover pages with them so they understand exactly where the document was derived from, and the importance of passing down all aspects of culture from one generation to another.

Next, students will participate in a ^{Appendix 80} [Making Meaning Protocol](#). Directions for the protocol are listed in the link. Students will read the Preface, the Dedication, and the Explanation pages (5 pages total) as the text for the protocol. If students do not have their own devices, make individual copies of these pages for students to read.

Evaluate/Close:

Muscogee (Creek) Foods (Hompety) Unit

Students will summarize their learning on the importance of passing down cultural traditions from generation to generation.

Assign students a letter of the alphabet to participate in the **A to Z Sentence Summary** activity. (There are a variety of ways to assign letters: Scrabble tiles, magnetic letters, first letter of your last name, etc.)

Ask students to create a one-sentence summary, beginning their sentence with the assigned letter, of the importance of passing down cultural traditions from generation to generation.

Appendix 4

Following [The Ripple](#) format, ask students to share summaries in small groups. Then, ask volunteers to share aloud.

Facilitate a debrief of what has been learned about the lesson's essential questions so far.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Lesson 2: Passing Down our Culture

Essential Questions:

- Why is passing down traditions and culture from one generation to another important in preserving that culture's history?
- How are foods and the traditions that surround them connected to one's culture?
- What are ways that cultural stereotypes can be challenged?

Summary:

Through reading the book, *Fry Bread*, students will consider and reflect upon the following: the importance of passing down our culture to future generations, cultural stereotypes, family, history, culture, and diversity.

Engage:

Students will watch a video about the importance of passing down all aspects of our culture from generation to generation.

Before the video, students will participate in a **Think/Pair/Share**.

Ask students the following question. Give them a minute to think of their response, then 1-2 minutes to share out in pairs or small groups. **What foods are important to you and your family's history, culture, or traditions?**

Muscogee (Creek) Foods (Hompety) Unit

Repeat the process with this question: **Has anyone taught you how to make this food so that you can continue passing it to those after you?**

Show the video, [Hompvks CE "You All Eat"](#), for students to further understand the importance of passing all aspects of our culture from generation to generation. You may use the following information to introduce the video:

“For Carol Tiger, cooking Muscogee Creek cultural foods has been a way of life. From her humble beginnings and learning from her elders, Carol has become one of the very few well known cooks living within Indian country today. Hoping to leave something behind for the next generation, she continues to teach and serve, while still telling everyone to hompvks ce ‘you all eat’.”

Once the video is finished, students will **Think/Pair/Share** once more with the following question: **What is the danger of not passing on our customs and traditions from generation to generation?**

Facilitate a whole group discussion to elaborate on the idea as needed.

Explore:

Prior to reading, students will get a brief exposure to the numerous Native American communities of the U.S. and participate in a conversation about stereotypes.

After watching the video above, either obtain a copy of the book *Fry Bread*, by Kevin Noble Maillard, or be prepared to watch this read-aloud video: [Virtual Storytime: FRY BREAD with Kevin Noble Maillard](#) .

Before reading, if possible, make copies of the end flaps of the book that contain names of hundreds of indigenous nations and communities in the U.S. If they are Native American, see if they can locate their own tribe. Get students to challenge stereotypes and explore who American Indians are. Help students understand that the terms Native American, American Indian, and Indigenous Americans include many diverse cultures and peoples and that there is no single story that represents what it means to be Native American. Together, explore what a stereotype is and reflect on the role of stereotypes in our society.

Explain:

Students will consider cultural stereotypes as they read a text.


Place students into groups of five. Tell students as you read, each group will make notes of one of the following questions on scratch paper. Group 1 students make notes about their thoughts about question 1, etc. It may be helpful to have the questions on a chart paper or interactive board for students to copy down.

1. How do the author and illustrator of *Fry Bread* challenge stereotypes of Native Americans?
2. What aspects of daily life did you see in the book do you think are a part of Native American culture (i.e. language, food, places, etc.)?

Muscogee (Creek) Foods (Hompety) Unit

3. How are the children in the book similar and how are they different? Why do you think the author decided to portray the diversity of the Native American community the way he did?
4. What do you think is the overall message of the book?
5. What role does food play in the culture of the characters in the book?

Either read the book aloud to the class, or use this link

 [Virtual Storytime: FRY BREAD with Kevin Noble Maillard](#), to have the book read aloud by the Oklahoma author via Youtube. Using the Youtube version may provide a better opportunity for students to see the illustrations of the book. However, having a copy to show around during the activities will be beneficial. If you read aloud yourself, do not read the Author's Note yet.

After reading, have the individual students in each group finalize their notes about their question. Next, students will participate in a strategy called [Confer, Compare, Clarify](#)^{Appendix 27} to discuss their notes within their groups to develop one group answer to their question.

Each group should come up with a group speaker to share the group's response to the whole group. Once presentations are complete, facilitate a whole class discussion about the topics of the questions.

Elaborate/Extend:

Students will gain a deeper understanding of the importance of passing down traditions by connecting the analogies from the book to Native American culture.

Students will participate in a **Connections Protocol**. Have students circle up in an area of the room. Have this quote written on a board or chart paper...“The story of fry bread is the story of American Indians: embracing community and culture in the face of opposition.”

When you say, “Connections is open,” students will have an opportunity to step in and make a comment about the quote. Comments can be anything: What does this quote mean to you? What connection do you have to the quote? What do you think it meant? How does it make you feel? What connections can you make between this quote and the story?

Connections is not a conversation. It is one person stepping in, saying what he/she wants to say, and stepping out. Any volunteers repeat the process. If students think of something else to say, they may step in again. After about 10 minutes, tell students, “Connections is closed.”

Refer to the Author's Note at the back of the book. Read the introduction (first three paragraphs) aloud to students. Notice that the quote from Connections is in the first sentence of the introduction. Make sure students can infer why Native Americans first began cooking and eating fry bread. Facilitate a conversation to make sure these connections are made.

Evaluate/Close:

Students will reflect on the themes of family, history, culture, and diversity around the book, *Fry Bread*.

Muscogee (Creek) Foods (Hompety) Unit

Make 12 stations (on the walls, desks, etc.) around the room. For each station, you will need a copy of the text from the Author’s Note. For example, “Fry Bread is Food…” is one station. There will need to be a copy of the corresponding text from the Author’s Note, as well as the corresponding illustrations from the documents attached below with the same name. The texts entitled, “Fry Bread is Us” and “We Strengthen Each Other” will go together in the same station.

Appendix 87

Students will need this [Fry Bread Organizer](#).

They will rotate around the stations in any format you choose. While at the station, they will read the text and refer to the corresponding illustration. They will use their organizer to document what they think the analogy is *Really, Really* about. They should consider ideas of family, history, culture, and diversity.

Facilitate a final discussion of what was learned throughout the lesson. Students will turn in their organizers as evidence of critical thinking and learning.

Illustration documents:

[Fry Bread is Food](#)

[Fry Bread is Shape](#)

[Fry Bread is Sound](#)

[Fry Bread is Color](#)

[Fry Bread is Flavor](#)

[Fry Bread is Time](#)

[Fry Bread is Art](#)

[Fry Bread is History](#)

[Fry Bread is Place](#)

[Fry Bread is Nation](#)

[Fry Bread is Everything](#)

[Fry Bread is Us](#)

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Lesson 3: Wild Onions

Essential Questions:

- Why is passing down traditions and culture from one generation to another important in preserving that culture’s history?
- How are foods and the traditions that surround them connected to one’s culture?

Muscogee (Creek) Foods (Hompety) Unit

Summary:

Students will synthesize what they have learned about passing down culture and apply their learning to make deeper connections and inferences about real-life experiences by learning about and participating in picking wild onions.

Engage:

Students will listen to a reading about the importance of wild onions to the Mvskoke people to find out, “Things I didn’t know”.

Students should take out a sheet of paper and title it, “Things I Didn't Know”. Slowly, read the text below to students. As you read, they should make a list of @ five things they didn’t know. After reading, they may [Confer, Compare, Clarify](#) ^{Appendix 27} with three other classmates. Finally, facilitate a whole class discussion about the text.

Text:

Beginning in late February through April, wild onions can be gathered in eastern Oklahoma. Although it is common for many tribes in eastern Oklahoma to have wild onion dinners, the Mvskoke people make this gathering season a time of fellowship with family and friends. Prayer and singing in the native language sometimes accompanies dinners held in churches. The onions are usually, but not always, fried with scrambled eggs, and served with several other traditional dishes. Poke salad might be added to the onions, or it could be served alone. Corn breads of various kinds are present; some are sour, prepared with fermented meal (dug-lake dōk-see) and some are flavored with parched purple pea hulls, (catto-haga or blue bread). Both sweet (unfermented) and sour hominy is common and often contains pork. In recent times, fry bread made from wheat flour, has become popular. Red beans may also be a part of every dinner served. Common meats are salt meat (do-see-na) like fried pork and stewed beef. Hickory nut soup is sometimes added to various dishes. Other foods might include fried chicken, rice, potatoes, cabbage, and crayfish. Grape dumplings are the preferred dessert, along with other pies and cakes. Traditional beverages would include safke and abuske.

Explore:

Students will watch two videos about wild onion picking and consider its importance to the Mvskoke (Creek) people.

Students will watch two short videos, and then participate in **Brainstorming Charts**. Write the following questions at the top of three different chart papers and post around the room. Point the questions out to students so they will be thinking about them during the videos.

- Why do you think churches and families still come together to have wild onion dinners?
- Many Native American tribes found wild onions shortly after Indian removal and used them as a primary food source. Why do you think this is still a popular food source?

Muscogee (Creek) Foods (Hompety) Unit

- Wild onions grow in the early spring right after winter. What could this symbolize for Native Americans? Think about renewal and growth.

Watch the two videos below. Together, they are approximately 10 minutes long. Remind students that they will be doing an activity about the three questions above after the videos.

- [Tafvmpuce: Wild Onions](#) - A look at wild onions from picking and cleaning to cooking at a wild onion dinner.
- [Tafvmpuce](#) - A short film documenting Muscogee (Creek) woman Jamie Rolland and her mother Joanne Lowe picking, cleaning and cooking tafvmpuce (wild onions) as a custom and family tradition.

Explain:

Students will reflect on learning from the videos by discussing questions in groups.

For **Brainstorming Charts**, divide students into three groups. If the class is very large, make two sets of brainstorming charts and have six groups. Student groups will spend about 5 minutes at a chart discussing and answering the question/s posed. They will document all of their thinking on the chart. When time is up, groups move to a new chart, where they will read the new question and discuss the answers documented by the previous group. They will then contribute deeper thinking to the chart. The process continues until groups return back to their original chart. Once back at their original charts, students take a few minutes to see all of the responses that have been added.

Finally, the teacher will facilitate a whole class discussion, focusing on the questions and answers from the charts.

Elaborate/Extend: (May be omitted if time does not allow or if the season is not appropriate.)

Students will extend their learning by going out into the community and experiencing wild onion picking.

If time allows or if the season is appropriate, locate an area in the community where students can be taken to participate in wild onion picking. Take students to participate in the picking, cleaning, and packaging process of wild onions.

Evaluate/Close:

Students will reflect in writing on their biggest AHA from Lesson 3.

Students will complete a [Biggest AHA Quickwrite](#)^{Appendix 88}. They will think about their most important learning, and write about it with specific details. They should also include why this AHA is important. They may either leave them for the teacher at the end of class, or if time allows, partner up with someone they have not worked with all day to share their responses. Share out some of the ahas whole group.

Other Reflection Ideas:

Muscogee (Creek) Foods (Hompety) Unit

[Reflection/Closure Strategies - Native American Studies](#)

Lesson 4: Book Projects

Students will further analyze and evaluate their learning with a summative unit assessment in the form of a project.

Using the *Fry Bread* book as a model, students will create their own books about a food that is important to them. The books may be physically created with materials or done digitally as per teacher preference.

You may also assign part of this project to be completed at home, or allow for days in between lessons above. Explain the project instructions and rubric to students for understanding.

[Muscogee Foods Book Project](#) Appendix 89

Allow about three days for students to work on their projects and one day for the group book reflections described below.

Alike but Different Chart (@45 minutes)

Students will get into groups of three and complete the [Alike but Different Chart](#) Appendix 90 about their books. This Alike but Different chart includes the use of compare/contrast and higher order thinking to wrap up the unit.

Muscogee (Creek) Foods (Hompety) Unit

Resources

Images:

The Challenge Bowl-Muscogee Nation

<https://www.mcn-nsn.gov/services/education-training/johnson-omalley/challenge-bowl/>

Lesson Resources:

The Challenge Bowl-Muscogee Nation

<https://www.mcn-nsn.gov/services/education-training/johnson-omalley/challenge-bowl/>

Traditional Foods for Modern Indians

<https://indiancountrytoday.com/archive/traditional-foods-for-modern-indians-6rj8KhK2j0aGTG710i9Txw#:~:text=Prior%20to%20their%20removal%20in,introduced%20to%20them%20in%20Oklahoma.>

Mvskoke History: Southeast Native Food

<https://nas415.wordpress.com/2012/11/13/mvskoke-history/>

What Food Tells Us About Culture

<https://freelymagazine.com/2017/01/07/what-food-tells-us-about-culture/>

Food and Culture-Family, People and Eat

<https://family.jrank.org/pages/639/Food-Food-Culture.html>

Muscogee (Creek) Nation Fact Sheet - Cultural Preservation Department - Edited March, 2018

SIOP Activities

[SIOP-Activities-per-component-A.Newton-2-2013-23fmkwt.pdf \(edublogs.org\)](#)

Videos:

The 10 Worst Traditional Foods in the World

<https://www.youtube.com/watch?v=aSve7YI3cZQ>

Hompvks Ce “You All Eat”

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

Tafvmpuce: Wild Onions

<https://www.youtube.com/watch?v=xoBypP5wYRA>

“Tafvmpuce”

<https://www.youtube.com/watch?v=X8HkEFQIOxA>

Muscogee (Creek) Foods (Hompety) Unit

Virtual Storytime: Fry Bread

<https://www.youtube.com/watch?v=ZGoPq2CeJdw>

Books:

Allen, David, et al. *Protocols in the Classroom: Tools to Help Students Read, Write, Think, & Collaborate*. Teachers College Press, 2018.

Allen, Janet. *Tools for Teaching Content Literacy*. Hawker Bronlow Education, 2015.

Himmele, Persida, and William Himmele. *Total Participation Techniques*. 2nd ed., ACSD, 2017.

Maillard, Kevin Noble, and Juana Martinez-Neal. *Fry Bread: a Native American Family Story*. Roaring Brook Press, 2019.

SRI Resource and Protocol Book. School Reform Initiative, 2014.

School Reform Initiative Resources:

Block Party

<https://www.schoolreforminitiative.org/download/block-party/>

Making Meaning Text Protocol

<https://www.schoolreforminitiative.org/download/the-making-meaning-protocol/>

Connections Protocol

<https://www.schoolreforminitiative.org/download/connections/>

Muscogee (Creek) Foods (Hompety) Unit

Alignment to Oklahoma Academic Standards

6th Grade Social Studies Standards:

6.3.2 Identify and describe cultural traits of language, ethnic heritage, religion, and traditions practiced among peoples.

7th Grade Social Studies Content Standards:

7.3.2 Compare common cultural traits, including language, ethnic heritage, social systems, and traditions.

7.3.3 Evaluate the impact of a region's major religions, including geographic hearths, major beliefs, customs, and the significance of religion in contemporary societies

Oklahoma History Content Standards:

OKH.2.3 Trace the forced removal of American Indian nations, including the impact on the tribal nations removed

World Geography Content Standards:

WG.3.5 Explain how cultural characteristics, such as language, ethnicity, and religion impact different regions.

Sociology Content Standards:

S.2.1 Examine how relationships, structures, patterns and processes influence culture.

S.2.2 Recognize the key components of a culture including knowledge, language and communication, customs, values, and physical artifacts.

S.8.1 Describe the traditions, roles, and expectations necessary for a society to continue and flourish.

Social Studies Practices:

2.A.9-12.1 Develop, investigate and evaluate plausible answers to essential questions that reflect enduring understandings across time and all disciplines.

3.A.9-12.2 Evaluate the usefulness of primary and secondary sources for specific inquiry, based on the author, date, place of origin, intended audience, and purpose.

3.A.9-12.6 Assess the significance and impact of individuals and groups throughout local, national, tribal, and world history, tracing the continuity of past events to the present.

4.A.9-12.2 Analyze information from visual, oral, digital, and interactive texts (e.g. maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.

Muscogee (Creek) Foods (Hompety) Unit

4.A.9-12.3 Appropriately apply and demonstrate understanding of academic vocabulary in a social studies context.

4.B.9-12.3 Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions and debates about social studies topics and texts.

5.B.9-12.3 Construct visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings and reasoning, for diverse audiences.

English Language Art Standards (10th grade was used as a guide):

10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.

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

10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

10.7.R.1 Students will analyze techniques used to achieve the intended rhetorical purposes in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.

10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

10.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and/or draw and justify appropriate conclusions.

Muscogee (Creek) Foods (Hompety) Unit

Alignment to Native Studies Standards

Native Studies Standards:

Students will be introduced to the Mvskoke Language and understand the significance to the tribe and the culture.

Alignment to PACE Standards

Personal Discovery:

Students will understand tribal components of native people as they relate to cultural awareness, heritage, historical transgressions and the American public school system.

Students will connect to tribal nations and value their citizenship as they develop knowledge of indigenous peoples and the world around them.

Employability Skills:

Students will recognize their interpersonal and communication skills and apply them in their educational lives.

Students will demonstrate personal qualities through activities in personal and professional growth.

Alignment to Social Justice Standards

Identity:

I.1. Students will develop positive social identities based on their membership in multiple groups in society.

I.3. Students will recognize that people's multiple identities interact and create unique and complex individuals.

Diversity:

D.8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

D.10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Hompety Muscogee (Creek) Food Individual lessons

Foods as a part of our Culture

Grade: 6-12	Unit: <i>Muscogee (Creek) Food Hompetv</i>	Lesson: 1
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Lesson Focus and Goals: In this lesson, students will explore their personal definitions of culture. They will learn how foods play a role in establishing a culture, and why passing down traditions from generation to generation is important to preserving a culture's existence.

Materials Needed: Paper and writing utensil	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">● Why is passing down traditions and culture from one generation to another important in preserving that culture's history?● How are foods and the traditions that surround them connected to one's culture?● What are some factors that influence a culture?● How can primary documents help us understand about different cultures?● What are ways that cultural stereotypes can be challenged?
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Structure/ Activity:
Engage:
Students will make connections between foods and culture by watching a video and creating a T-chart for discussion.

Post the essential questions and introduce the topic and learning objectives of the unit.

To build background knowledge, students will think about the types of food they eat in their own cultures, as well as foods they know of that are eaten in other cultures. In pairs, students will create a [Foods T-Chart](#) on paper. The left side of the t-chart will be labeled, "Foods other cultures eat that I wouldn't eat", and the right side of the t-chart will be labeled, "Foods I eat in my culture". Give students 5 or so minutes to brainstorm before showing the video.

Show the video, [The 10 Worst Traditional Foods in the World](#), to further student interest in the types of foods that are eaten by different cultures. Allow pairs 2-3 minutes to update their T-charts after the video.

Ask pairs to join another pair to [Confer, Compare, Clarify](#) T-chart responses. This should take about 5 minutes.

Instructions are included on the document in the link above.

Once completed, the teacher will facilitate a whole group discussion about student responses on their t-charts. Consider the following questions as a guide for the discussion.

- What foods seemed very similar to foods you eat, with minor variations?
- What foods were completely different? Why do you think those cultures eat those foods?
- What might geography have to do with the foods that a group of people eat?
- Why do you think the foods you eat are popular with your culture? Do they have a particular importance in your culture?
- Why do you think there is such a variety of cultural foods in our country?

Explore:

Students will uncover their thoughts and ideas surrounding the term “culture”.

Students will participate in a **Roundtable** strategy. Place students into small groups of @ 5. Tell them they will be documenting words and phrases they think of when they hear the word “culture”.

One at a time, students will say a thought or idea and then write that idea on a piece of paper to make a group list of possible answers. The paper is then passed to the next student to say and record another answer. The process continues until the teacher tells the students to stop. (@5-10 min).

Students will have the opportunity to answer multiple times. They should not repeat answers. Upon completion, groups will take turns calling out one item at a time on their lists to be written on a whole class list on chart paper. Groups should not repeat answers they have already heard. The teacher will then use the text below to guide further discussion about the components of a culture.

- What is culture? In addition to exploring the students’ class list, define the word culture as the parts of daily life that are seen in food, customs, holidays, music and more, that a group of people share. Explain that these parts of culture are often handed down from family members or from one generation to the next. They can also come from the place where the person’s family and ancestors are from. Explain that culture also can include one’s region, family traditions, celebration of holidays, religions, specific tribes or nations a family is connected to, etc.

Explain:

Students will learn more about the connection between food and culture by discussing and summarizing portions of two articles.

Make a copy of the two articles linked below. Cut the article into appropriate sections so that each student in the class has a section.

Continue to follow the [Block Party](#) protocol as instructed in the link.

Articles:

["What Food Tells us About Culture"](#) (Full article)

["What Food Tells Us About Culture"](#) (Block Party chunks)

["Food and Culture"](#) (Full article)

["Food and Culture"](#) (Block Party chunks)

Elaborate/Extend:

Students will extend their learning of cultures and foods by examining a primary source document.

Explain the importance of primary source documents and how they can help us understand the history of cultures.

Display the [Hokti Cookbook](#) on an interactive board for the class to see (or share the link if students have their own devices). Review the title and cover pages with them so they understand exactly where the document was derived from, and the importance of passing down all aspects of culture from one generation to another.

Next, students will participate in a [Making Meaning Protocol](#). Directions for the protocol are listed in the link. Students will read the Preface, the Dedication, and the Explanation pages (5 pages total) as the text for the protocol. If students do not have their own devices, make individual copies of these pages for students to read.

Assessment:

Evaluate/Close:

Students will summarize their learning on the importance of passing down cultural traditions from generation to generation.

Assign students a letter of the alphabet to participate in the **A to Z Sentence Summary** activity. (There are a variety of ways to assign letters: Scrabble tiles, magnetic letters, first letter of your last name, etc.)

Ask students to create a one-sentence summary, beginning their sentence with the assigned letter, of the importance of passing down cultural traditions from generation to generation.

Following [The Ripple](#) format, ask students to share summaries in small groups. Then, ask volunteers to share aloud.

Facilitate a debrief of what has been learned about the lesson's essential questions so far.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Passing Down our Culture

Grade: 6-12	Unit: <i>Muscogee (Creek) Food Hompvks</i>	Lesson: 2
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Lesson Focus and Goals: **Through reading the book, *Fry Bread*, students will consider and reflect upon the following: the importance of passing down our culture to future generations, cultural stereotypes, family, history, culture, and diversity.**

<p>Materials Needed:</p> <p>Frybread book</p> <p>Writing utensil</p>	<p>Essential Questions/ Learning Objectives:</p> <ul style="list-style-type: none"> • Why is passing down traditions and culture from one generation to another important in preserving that culture’s history? • How are foods and the traditions that surround them connected to one’s culture? • What are ways that cultural stereotypes can be challenged?
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Structure/ Activity:

Engage:
Students will watch a video about the importance of passing down all aspects of our culture from generation to generation.

Before the video, students will participate in a **Think/Pair/Share**.

Ask students the following question. Give them a minute to think of their response, then 1-2 minutes to share out in pairs or small groups. **What foods are important to you and your family’s history, culture, or traditions?**

Repeat the process with this question: **Has anyone taught you how to make this food so that you can continue passing it to those after you?**

Show the video, [Hompvks CE "You All Eat"](#), for students to further understand the importance of passing all aspects of our culture from generation to generation. You may use the following information to introduce the video:

“For Carol Tiger, cooking Muscogee Creek cultural foods has been a way of life. From her humble beginnings and learning from her elders, Carol has become one of the very few well known cooks living within Indian country today. Hoping to leave something behind for the next generation, she continues to teach and serve, while still telling everyone to hompvks ce ‘you all eat.’”


Once the video is finished, students will **Think/Pair/Share** once more with the following question:
What is the danger of not passing on our customs and traditions from generation to generation?

Facilitate a whole group discussion to elaborate on the idea as needed.

Explore:

Prior to reading, students will get a brief exposure to the numerous Native American communities of the U.S. and participate in a conversation about stereotypes.

After watching the video above, either obtain a copy of the book *Fry Bread*, by Kevin Noble Maillard, or be prepared to watch this read-aloud video:

 [Virtual Storytime: FRY BREAD with Kevin Noble Maillard](#) .

Before reading, if possible, make copies of the end flaps of the book that contain names of hundreds of indigenous nations and communities in the U.S. If they are Native American, see if they can locate their own tribe. Get students to challenge stereotypes and explore who American Indians are. Help students understand that the terms Native American, American Indian, and Indigenous Americans include many diverse cultures and peoples and that there is no single story that represents what it means to be Native American. Together, explore what a stereotype is and reflect on the role of stereotypes in our society.


Explain:

Students will consider cultural stereotypes as they read a text.

Place students into groups of five. Tell students as you read, each group will make notes of one of the following questions on scratch paper. Group 1 students make notes about their thoughts about question 1, etc. It may be helpful to have the questions on a chart paper or interactive board for students to copy down.

1. How do the author and illustrator of *Fry Bread* challenge stereotypes of Native Americans?
2. What aspects of daily life did you see in the book do you think are a part of Native American culture (i.e. language, food, places, etc.)?
3. How are the children in the book similar and how are they different? Why do you think the author decided to portray the diversity of the Native American community the way he did?
4. What do you think is the overall message of the book?
5. What role does food play in the culture of the characters in the book?

Either read the book aloud to the class, or use this link

 [Virtual Storytime: FRY BREAD with Kevin Noble Maillard](#) , to have the book read aloud by the

Oklahoma author via Youtube. Using the Youtube version may provide a better opportunity for students to see the illustrations of the book. However, having a copy to show around during the activities will be beneficial. If you read aloud yourself, do not read the Author's Note yet.

After reading, have the individual students in each group finalize their notes about their question. Next, students will participate in a strategy called [Confer, Compare, Clarify](#) to discuss their notes within their groups to develop one group answer to their question.

Each group should come up with a group speaker to share the group's response to the whole group. Once presentations are complete, facilitate a whole class discussion about the topics of the questions.

Elaborate/Extend:

Students will gain a deeper understanding of the importance of passing down traditions by connecting the analogies from the book to Native American culture.

Students will participate in a **Connections Protocol**. Have students circle up in an area of the room. Have this quote written on a board or chart paper... "The story of fry bread is the story of American Indians: embracing community and culture in the face of opposition."

When you say, "Connections is open," students will have an opportunity to step in and make a comment about the quote. Comments can be anything: What does this quote mean to you? What connection do you have to the quote? What do you think it meant? How does it make you feel? What connections can you make between this quote and the story?

Connections is not a conversation. It is one person stepping in, saying what he/she wants to say, and stepping out. Any volunteers repeat the process. If students think of something else to say, they may step in again. After about 10 minutes, tell students, "Connections is closed."

Refer to the Author's Note at the back of the book. Read the introduction (first three paragraphs) aloud to students. Notice that the quote from Connections is in the first sentence of the introduction. Make sure students can infer why Native Americans first began cooking and eating fry bread. Facilitate a conversation to make sure these connections are made.

Assessment:

Evaluate/Close:

Students will reflect on the themes of family, history, culture, and diversity around the book, *Fry Bread*.

Make 12 stations (on the walls, desks, etc.) around the room. For each station, you will need a copy of the text from the Author's Note. For example, "Fry Bread is Food..." is one station. There will need to be a copy of the corresponding text from the Author's Note, as well as the corresponding illustrations from the documents attached below with the same name. The texts entitled, "Fry Bread is Us" and "We Strengthen Each Other" will go together in the same station.

Students will need this [Fry Bread Organizer](#).

They will rotate around the stations in any format you choose. While at the station, they will read the text and refer to the corresponding illustration. They will use their organizer to document what they think the analogy is **Really, Really** about. They should consider ideas of family, history, culture, and diversity.

Facilitate a final discussion of what was learned throughout the lesson. Students will turn in their organizers as evidence of critical thinking and learning.

Illustration documents:

[Fry Bread is Food](#)

[Fry Bread is Shape](#)

[Fry Bread is Sound](#)

[Fry Bread is Color](#)

[Fry Bread is Flavor](#)

[Fry Bread is Time](#)

[Fry Bread is Art](#)

[Fry Bread is History](#)

[Fry Bread is Place](#)

[Fry Bread is Nation](#)

[Fry Bread is Everything](#)

[Fry Bread is Us](#)

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Wild Onions

Grade: 6-12	Unit: <i>Muscogee (Creek) Food Hompetv</i>	Lesson: 3
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Lesson Focus and Goals: **Students will synthesize what they have learned about passing down culture and apply their learning to make deeper connections and inferences about real-life experiences by learning about and participating in picking wild onions.**

Materials Needed: Chart Paper Chart Markers Writing utensil	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">• Why is passing down traditions and culture from one generation to another important in preserving that culture’s history?• How are foods and the traditions that surround them connected to one’s culture?
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Structure/ Activity:
Engage:
Students will listen to a reading about the importance of wild onions to the Mvskoke people to find out, “Things I didn’t know”.

Students should take out a sheet of paper and title it, “Things I Didn't Know”. Slowly, read the text below to students. As you read, they should make a list of @ five things they didn’t know. After reading, they may [Confer, Compare, Clarify](#) with three other classmates. Finally, facilitate a whole class discussion about the text.

Text:
Beginning in late February through April, wild onions can be gathered in eastern Oklahoma. Although it is common for many tribes in eastern Oklahoma to have wild onion dinners, the Mvskoke people make this gathering season a time of fellowship with family and friends. Prayer and singing in the native language sometimes accompanies dinners held in churches. The onions are usually, but not always, fried with scrambled eggs, and served with several other traditional dishes. Poke salad might be added to the onions, or it could be served alone. Corn breads of various kinds are present; some are sour, prepared with fermented meal (dug-lake dōk-see) and some are flavored with parched purple pea hulls, (Cvtvhakv (catto-haga) or blue bread). Both sweet (unfermented) and sour hominy is common and often contains pork. In recent times, fry bread made from wheat flour, has become popular. Red beans may also be a part of every dinner served. Common meats are salt meat (do-see-na) like fried pork and stewed beef. Hickory nut soup is sometimes added to various dishes. Other foods might include fried chicken, rice, potatoes, cabbage, and crayfish. Grape dumplings are the preferred dessert, along with other pies and cakes. Traditional beverages would include safke and vpvske.

Explore:

Students will watch two videos about wild onion picking and consider its importance to the Mvskoke (Creek) people.

Students will watch two short videos, and then participate in **Brainstorming Charts**. Write the following questions at the top of three different chart papers and post around the room. Point the questions out to students so they will be thinking about them during the videos.

- Why do you think churches and families still come together to have wild onion dinners?
- Many Native American tribes found wild onions shortly after Indian removal and used them as a primary food source. Why do you think this is still a popular food source?
- Wild onions grow in the early spring right after winter. What could this symbolize for Native Americans? Think about renewal and growth.

Watch the two videos below. Together, they are approximately 10 minutes long. Remind students that they will be doing an activity about the three questions above after the videos.

- [Tafvmpuce: Wild Onions](#) - A look at wild onions from picking and cleaning to cooking at a wild onion dinner.
- [Tafvmpvce](#) - A short film documenting Muscogee (Creek) woman Jamie Rolland and her mother Joanne Lowe picking, cleaning and cooking tafvmpvce (wild onions) as a custom and family tradition.

Explain:

Students will reflect on learning from the videos by discussing questions in groups.

For **Brainstorming Charts**, divide students into three groups. If the class is very large, make two sets of brainstorming charts and have six groups. Student groups will spend about 5 minutes at a chart discussing and answering the question/s posed. They will document all of their thinking on the chart. When time is up, groups move to a new chart, where they will read the new question and discuss the answers documented by the previous group. They will then contribute deeper thinking to the chart. The process continues until groups return back to their original chart. Once back at their original charts, students take a few minutes to see all of the responses that have been added.

Finally, the teacher will facilitate a whole class discussion, focusing on the questions and answers from the charts.

Elaborate/Extend: (May be omitted if time does not allow or if the season is not appropriate.)

Students will extend their learning by going out into the community and experiencing wild onion picking.

If time allows or if the season is appropriate, locate an area in the community where students can be taken to participate in wild onion picking. Take students to participate in the picking, cleaning, and packaging process of wild onions.

Assessment:

Evaluate/Close:

Students will reflect in writing on their biggest AHA from Lesson 3.

Students will complete a [Biggest AHA Quickwrite](#). They will think about their most important learning, and write about it with specific details. They should also include why this AHA is important. They may either leave them for the teacher at the end of class, or if time allows, partner up with someone they have not worked with all day to share their responses. Share out some of the ahas whole group.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Book Projects

Grade: 6-12	Unit: <i>Muscogee (Creek) Food Hompetv</i>	Lesson: 4
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Lesson Focus and Goals: **Students will further analyze and evaluate their learning with a summative unit assessment in the form of a project.**

Materials Needed: Frybread book, Chart markers, Chart paper

Structure/ Activity:

Using the *Fry Bread* book as a model, students will create their own books about a food that is important to them. The books may be physically created with materials or done digitally as per teacher preference.

You may also assign part of this project to be completed at home, or allow for days in between lessons above.

Explain the project instructions and rubric to students for understanding.

[Muscogee Foods Book Project](#)

Allow about three days for students to work on their projects and one day for the group book reflections described below.

Alike but Different Chart (@45 minutes)

Students will get into groups of three and complete the [Alike but Different Chart](#) about their books.

This Alike but Different chart includes the use of compare/contrast and higher order thinking to wrap up the unit.

Nak-Onvkv (Storytelling) Unit



Te Ata Performing

Unit Overview:

The Native American culture is known for its rich oral tradition. Instead of using a written language to document their history, these indigenous people simply relied on their verbal language to share their history, customs, rituals and legends through vivid narratives.

These powerful tales are often told by the tribal elders to the younger generations. They relate their tribal history, and they also entertain and preserve their culture.

Each time a story is told, it breathes life into the culture and cultivates their verbal language. It gives meaning to the tribe's history and also teaches life lessons about things like love, leadership, and honor. Their symbiotic connection to the earth and intimate relationships with the animals they depended on is also depicted through storytelling.

Grade Levels: 6-12 Grades, Oklahoma History, US History, World Geography, World History, Sociology, and 10th ELA

Based on 45 minute classes, recommended time frame: Unit total about three weeks

Lesson One-Three and a half days

Lesson Two-Two days

Lesson Three-Three and a half days

Lesson Four-Two days

Nak-Onvkv (Storytelling) Unit

Lesson Five- TBD (project work time and presentation days)

Project: Add in time to work on projects by using extra time at the end of a lesson and/or building in days as appropriate.

Materials and Supplies: Butcher paper/art paper and/or chart paper, a marker for everyone student in the class, post-it notes, unit project supplies, painters/masking tape for a floor activity

Reflection/Formative Assessment: A reflection and/or formative assessment is recommended after each day and not necessarily after the whole lesson. [Reflection/Closure Strategies - Native American Studies](#)



Storytelling

Muscogee Educational Standards:

Love Yourself and Others
Honor Your Clan/Family
Honor Gifts and Talents and Others
Be Active
Honor the Kinships
Muscogee Wealth is Love and Generosity

Essential Questions:

Nak-Onvkv (Storytelling) Unit

- Why is it important to preserve the cultural traditions and histories of indigenous peoples?
- How has storytelling impacted literature, history, and the preservation of culture?
- What is unique in using the performing arts as a way to express Native American culture?
- How does storytelling link us to our cultural past?
- How can learning about other cultures help overcome stereotypes and prejudices?

Learning Goals and Objectives:

- To gain and demonstrate respect for differences in the cultures and ethnic groups that make up American society
- To understand why storytelling is important to preserving culture and passing on cultural knowledge from one generation to another
- To realize that our differences are our strengths
- To learn how storytelling provides links to ancient traditions, legends, myths, and archetypes

Lesson Plans (Unit lasts @ 3 weeks)

Lesson 1: The Importance of Storytelling

Essential Questions:

- Why is it important to preserve the cultural traditions and histories of indigenous peoples?
- How has storytelling impacted literature, history, and the preservation of culture?
- What is unique in using the performing arts as a way to express Native American culture?
- How does storytelling link us to our cultural past?
- How can learning about other cultures help overcome stereotypes and prejudices?

Summary:

Students will begin to understand the importance of preserving our cultural history and traditions through storytelling. They will be introduced to the unit project in which they will create and perform a storytelling presentation with a group.

Engage:

Students will participate in a Chalk Talk to discuss the essential questions of the unit.

Post the essential questions and introduce the topic and learning objectives of the unit.

To encourage questions and critical thinking about the unit concepts, students will discuss the five questions below using the [Chalk Talk](#) Protocol. It is important that students understand that Chalk Talk is a silent conversation on paper. It is also important that students visit each chart @ three times so that they can continue dialogue on other students' responses.

- Why is storytelling important in preserving historical knowledge?
- Why is it important to preserve the cultural traditions and histories of indigenous peoples?
- How can learning about other cultures help overcome stereotypes and prejudices?

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- How has storytelling impacted literature, history, and the preservation of culture?
- How does storytelling link us to our cultural past?

At the conclusion of the Chalk Talk, the teacher will facilitate a debrief and discussion of these responses.

Explore:

Students will explore the idea of Chautauqua and oral storytelling through video.

Students will watch the two videos linked below to explore the idea of Chautauqua and oral storytelling. While watching the videos, students will complete an [IQ Card](#).^{Appendix 9}

They will write an INSIGHT from each video and one overall question.

After completing the IQ Card, ask students to take their card (no names) and stand in one large circle. Students will hand the card, face up, to the person on their right. Pass the cards a few times so that the owners remain anonymous. Students will stop and read the card that they are holding silently. Once everyone has read his/her card, pass once to the right. Keep reading and passing cards until the cards reach their original owners. Ask students to return to their seats and add one additional insight to their card that they read from a peer's card. Facilitate a whole class discussion. Collect cards if desired.

[What is Chautauqua? \(video\)](#)

[The Oral Tradition of Storytelling \(video\)](#)

Explain:

Students will be introduced to the unit project, in which they will create and perform a modern day Chautauqua.

Formally explain the [Unit 2 Project](#)^{Appendix 91} and rubric to students. Also explain the connection between the project and the essential questions. Show examples of Ted Talks or other public storytelling events as needed.

Elaborate/Extend:

Students will extend their learning by creating an analogy to apply knowledge of Chautauquas and storytelling.

Find [Creating Similes](#)^{Appendix 92} instructions here. Prepare a model in advance to show students as an example.

Evaluate/Close:

Students will reflect on what they have learned about the importance of telling our stories and why it is important.

Use the following questions as the lesson reflection. Students will answer the questions on a sticky note or

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Appendix 4

scratch paper. Have them share out using [The Ripple](#), by finding a partner across the room to share their responses with. Students may meet with multiple partners if time allows. Finally, facilitate a volunteer, whole class share out and debrief of the learning. Students may leave their reflections with you.

- What sticks with you from today?
- Why does this new learning matter?
- What do you hope for tomorrow's learning?

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Lesson 2: Documentary Background

Essential Questions:

- What is unique in using the performing arts as a way to express Native American culture?
- How does storytelling link us to our cultural past?

Summary:

Students will participate in a variety of activities that will provide historical background information needed before viewing a documentary.

Engage:

Through a Quick Draw activity, students will learn how visuals help process information more easily.

Either on individual dry erase boards or on paper, ask students to draw how they feel today. Allow students to discuss their illustrations and why they drew what they did in pairs. Since this is private and could be sensitive for some students, only have a whole group share out if there are student volunteers. Explain that sometimes it is easier for us to process information visually, as they did with their Quick Draw, as opposed to processing information from text,.

Explore:

Students will visit stations to dig deeper into historical background information and the life of Te Ata before watching a documentary. They will apply their learning from the Quick Draw about visual representations by illustrating their learning.

Create four stations around the room with the following labels:

- Te Ata
- The Indian Removal Act of 1830
- The Code of Indian Offenses, 1883
- Chautauqua

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Divide students into four groups, one group per station. Place copies of the corresponding [Documentary](#)^{Appendix 93} [Background Information](#) text in each group. Give each student a [Picture Note Template](#)^{Appendix 94} to help them process the background information and vocabulary that will be presented. Students will only complete the top four columns (the Picture Pauses) at this time. Instructions are provided on the template. After students have visited all four stations, they will randomly pair/share with another student to discuss each other's illustrations. They should find a different partner to discuss each pause point. For example, with the first partner, they will each share about their Ta Ata pause points. When sharing with partners, students will discuss what they drew and how it represents the content of the text they read for that station.

Explain:

Students will continue to dig deeper into historical background information and the life of Te Ata before watching a documentary by reflecting on and illustrating the “big picture”.

Once students have completed the pair/share activity above, they will spend some time independently reflecting on the “big picture”. They will draw one picture in the space provided on the [Picture Note Template](#) that represents the “big picture” of what they learned. They may also use information they learned from others during pair/share.

Elaborate/Extend:

Students will process their learning by writing a summary of the background information learned from the stations.

Students will write a two sentence summary of their learning in the final box on the document. Assign students a letter of the alphabet to participate in the **A to Z Sentence Summary** activity. (There are a variety of ways to assign letters: Scrabble tiles, magnetic letters, first letter of your last name, etc.)

Students will create a two sentence summary, beginning the word of the first sentence with the assigned letter.

The final summary should include information from all of their pause points. Again, they may include information they learned from others during pair/share. Facilitate [The Ripple](#)^{Appendix 4} as a way for students to share their summaries. Provide any further information that may be needed before viewing the documentary.

Evaluate/Close:

Students will give a personal reflection on learning by using sentence stems.

Students will choose two of the stems below to complete a reflection of learning from the background information and how it implicated them. These will be turned in for teacher reflection.

- I began to wonder...
- I thought...
- I felt...

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- I understood...
- I didn't understand...

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Lesson 3: Te Ata Documentary

Essential Questions:

- Why is it important to preserve the cultural traditions and histories of indigenous peoples?
- How has storytelling impacted literature, history, and the preservation of culture?
- What is unique in using the performing arts as a way to express Native American culture?
- How does storytelling link us to our cultural past?
- How can learning about other cultures help overcome stereotypes and prejudices?

Summary:

Students will understand the importance of learning about other cultures and overcoming stereotypes and prejudices. They will learn about one Native American who led the way in using the performing arts to help inform others and preserve her cultural history and traditions.

Engage:

Students will participate daily in reflection activities before viewing the documentary.

- **Video Day 1:** Before beginning the video, facilitate a discussion and help students make connections between the Chalk Talk experience from Lesson 1 and the background knowledge learned from the picture notes from Lesson 2.
- **Video Day 2:** Ask students to review their reflection logs (below) from the previous day with a partner to prepare them for the new segment of video. Facilitate a whole class discussion about what they have encountered so far.

Explore:

Students will learn about the life of Te Ata and how she began to overturn negative stereotypes and advocate for the preservation of Indigenous American cultures by conveying the stories of her people through storytelling and the performing arts.

Use the following link to begin viewing the *Bearer of the Morning* documentary about the life of Mary Francis “Te Ata” Thompson Fisher. The documentary is approximately 60 minutes long, so allow two days for viewing so that the video can be paused when necessary for discussion and summarization.

[Bearer of the Morning Documentary](#)

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Explain:

Students will reflect on learning during documentary viewing by completing a reflection log.

Note: Preview the documentary to determine 4-6 “pause points” to stop for discussion and for students to reflect in the reflection log below. Recommended “pause points” are listed.

While watching the video each day, students will keep a ^{Appendix 95} [Reflection Log](#). Students will track their understanding of the Te Ata documentary concepts as it is being viewed. The teacher will pause the video at certain, predetermined points for discussion and for students to summarize what they have seen and heard so far.

Pause Points we recommend (or you can use your own):

- 10:08-Discuss the introduction. Who were the “royalty” the film describes as her audience? Discuss boarding schools.
- 12:28-What were the advantages of Te Ata growing up in Oklahoma?
- 20:00-What accomplishments has Te Ata already achieved in her life? Why were these achievements important?
- 27:50-Discuss Te Ata’s educational storytelling for students.
- 34:39-Discuss the global travels of Te Ata? What was the meaning of the first snow? Discuss her marriage.
- 45:05-Political discussion about Native American rights, government, and policy issues.

Elaborate/Extend:

Students will participate in a World Cafe to synthesize information learned and make connections with the essential questions of the lesson.

Note: This activity only happens after the final viewing day.

Once students have completed watching the entire documentary, they will participate in a ^{Appendix 96} [World Cafe Strategy](#), using the questions below. After the World Cafe, facilitate a debrief of the responses and learning.

1. At the beginning of the documentary, the narrator claims that Te Ata was “not only a talented storyteller, but she also challenged norms as a woman and as a Native American.” How do you think she challenged norms as a woman? As a Native American? How can we continue to challenge the norms for Native Americans and/or females?
2. On November 16, 1907, Oklahoma became a state. How do you think this event impacted Te Ata’s life?
3. Discuss some of the feelings Te Ata may have felt about her picture on the cover of McCall’s Magazine. Tell why you think she felt that way?

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4. President Franklin D. Roosevelt worked to make many changes for Native American people during his administration. Discuss some of the federal policy changes occurring during Te Ata's lifetime. How do you connect to or what stories have you heard about your family from those changes that happened during this time period?
5. What was your favorite part of the documentary? What was the most memorable part of Te Ata's life to you? Why?
6. How does Te Ata use storytelling to preserve the Chickasaw culture? How can we continue to preserve native culture of all tribes/nations?

Evaluate/Close:

Students will reflect on learning by participating in a "What's it Really About?" Carousel.

For the last day of the lesson:

Appendix 5

Distribute copies of the "[What's it Really About?](#)" document.

In the first section, direct students take 2-3 minutes to answer what they think this unit of study is really about.

When the responses are recorded, the students hand their papers to the person on their right. Now everyone has a new paper in front of them. Allow 2-3 minutes for students to read their peers' responses, write their name in the second box, and "dig deeper" by answering the second question, which states, "Ok, but what's it *really*, *REALLY* about?" Encourage students to reflect on the essential question of the unit, and write about the purpose of this study, and why it is important.

Signal for the students to pass the papers once more to the right. For the last round, they will read the responses in the first two boxes, write their name in the last box, and record any final insights in the last box.

After 2 minutes, they return papers to the original owners. Ask for volunteers to share highlights from their papers.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Lesson 4: Exploring Primary Sources

Essential Questions:

- Why is it important to preserve the cultural traditions and histories of indigenous peoples?
- How has storytelling impacted literature, history, and the preservation of culture?
- What is unique in using the performing arts as a way to express Native American culture?
- How does storytelling link us to our cultural past?
- How can learning about other cultures help overcome stereotypes and prejudices?

Nak-Onvkv (Storytelling) Unit

Summary:

Students will spend time reflecting on the life of Te Ata and how her life's work impacted both indigenous and nonindigenous people.

Engage:

Students will consider things that put them in their comfort, risk and danger zones, to help them to better understand what Te Ata's life might have been like.

Engage students by allowing them time to review their reflection logs from the previous lesson. Ask students to think about and discuss what Te Ata's life might have been like.

Appendix 3

Facilitate the [Zones of Comfort, Risk, and Danger](#), using the following questions as prompts. Feel free to change or add any additional questions. There is a mixture of related and unrelated questions to help students feel at ease with the activity.

Questions:

How do you feel about riding a roller coaster?

How comfortable are you speaking to a group of people?

How comfortable are you with spiders?

How comfortable would you be leaving your family?

Could you perform in front of the President and England's Royalty?

How comfortable are you with snakes?

How would it feel to give a speech to Congress or other legislative bodies?

Could you travel by train all across the United States without your family?

Facilitate a debrief about responses and how these questions might make them better understand what Te Ata went through to share her culture. Facilitate a discussion of why comfort levels are important to know and how to continue to learn and grow as a person we need moments of risk taking.

Explore:

Students will participate in a Gallery Walk to explore primary sources related to Te Ata.

Select 6-8 primary sources from the link ([Te Ata Primary Sources](#)) to display around the room. It is suggested to post the primary documents each on a separate chart paper. In addition, post reflection questions, as they relate, on each chart. Example reflection questions are below. Please add any additional questions, depending upon the primary sources chosen.

Example Reflection Questions:

How did this photo make you feel?

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How do you think this photo made Te Ata feel?

What is an important message that you think is being conveyed through this source?

What is the significance of the message from this source for Native Americans?

Students will explore the documents by participating in a silent ^{Appendix 97} [Gallery Walk](#). Students will answer the included reflection questions independently for each source. Students will document their thinking on post-it notes and stick them on/near the document. Allow @15 minutes.

Once the Gallery Walk is completed, use the ^{Appendix 8} [Chalkboard Splash Debriefing Form](#) for a second Gallery Walk. This time, students will take the form with them as they walk through the charts and read all of the responses on the sticky notes. As they are reading, they will make notes on the form of thoughts and ideas they see that are similar and different. Also, they will make note in the Surprises section about any thoughts and ideas their peers made that they find intriguing...surprises or ahas.

Facilitate a debrief of new learning, specifically about the ideas documented on the debriefing form.

Explain:

Students will reflect on the life and legacy of Te Ata by explaining their reflections to others.

Have students take something to write on and something to write with and form two circles in a large area of the class. Half of the students should form an inside circle, facing outward, and the other half of the students form an outside circle, facing in. This is called ^{Appendix 98} [Inside/Outside Circle](#). If done correctly, students will be circled up, facing a partner.

Begin by asking the first question below. Give students 1-1.5 minutes to silently think about and write their written responses on their papers. Next, give students another 1-1.5 minutes to share the responses they wrote with their partner. They should remember that both partners will need to share during the allotted time.

Next, ask students to rotate in some way so that they have new partners. For example, ask the inside circle to rotate two people to the right. Everyone should now have a new partner. Repeat the steps above for the next question.

Throughout the process, students should have a total of seven different partners, one for each question below. If less rounds is necessary, choose the most important questions as the prompts.

- Would you have wanted to see one of Te Ata's shows? Why or why not?
- Who do you know that is like Te Ata in today's time? Why are they similar?
- Why do you think so many organizations honored Te Ata?
- What do you think Te Ata was most proud of as a Native American?
- What are you most proud of in your life? What is something that you feel like you have accomplished?
- How do you think Te Ata changed life for many Native Americans? What can you take away from Te Ata's life story to make a change in your life?
- How do primary source documents help you develop insight into the life of Te Ata and why her legacy is important?

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Facilitate a debrief of learning from partner conversations.

Elaborate/Extend:

Students will summarize the impact that Te Ata had on combating stereotypes and prejudice by sharing her culture and history through storytelling.

Again, assign students a letter of the alphabet to participate in the **A to Z Sentence Summary** activity. (There are a variety of ways to assign letters: Scrabble tiles, magnetic letters, first letter of your last name, etc.) Ask them to think about everything they learned about Te Ata from the video and the primary documents.

They will write a one sentence summary describing the legacy of Te Ata and the impact she had by sharing the culture and history of her people the way that she did. If necessary, provide an example.

Evaluate/Close:

Students will reflect on learning throughout the unit by circling back to the Chalk Talk from Lesson 1.

Students will revisit the Chalk Talk done at the beginning of the unit to add any new insights, ideas, questions, etc. after deeper learning and reflection has occurred.

Facilitate a debrief of the unit learning.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Lesson 5: Our Stories

If you have not previously done so, explain the unit project below to students. If at all possible, give time throughout the unit for students to prepare. Once students have completed preparing, they will hold their own 21st Century Chautauqua, presenting their stories to the whole class.

Unit Project (“Hosting a 21st Century Chautauqua”)

- Project instructions and rubric can be found here...
[Story Unit Project](#) Appendix 91

Nak-Onvkv (Storytelling) Unit

Resources

Images:

Te Ata Performing and Storytelling Illustrations

<https://www.chickasaw.tv/>

Lesson Resources:

Chickasaw Heritage Series: “Bearer of the Morning” lesson guide and resources

<http://library.usao.edu/home.content/te-ata-bearer-morning-1>

<http://libraries.ou.edu/locations/docs/westhist/fisher.htm>

http://en.wikisource.org/wiki/Code_of_Indian_Offenses

<http://www.archives.gov/files/historical-docs/doc-content/images/indian-citizenship-act-1924.pdf>

Chalk Talk - Adapted from: Original by Hilton Smith, Foxfire Fund; adapted by Marylyn Wentworth

Videos:

What is Chautauqua?

<https://www.youtube.com/watch?v=mHZBFhF9g4M>

The Oral Tradition of Storytelling

https://www.youtube.com/watch?v=BNY7L_RdObA

Bearer of the Morning

<http://chickasawfilms.com/Projects/Documentaries/Bearer-of-the-Morning.aspx>

Books:

Allen, David, et al. *Protocols in the Classroom: Tools to Help Students Read, Write, Think, & Collaborate*. Teachers College Press, 2018.

Himmele, Persida, and William Himmele. *Total Participation Techniques*. 2nd ed., ACSD, 2017.

SRI Resource and Protocol Book. School Reform Initiative, 2014.

School Reform Initiative Resources:

Chalk Talk

<https://www.schoolreforminitiative.org/download/chalk-talk-for-youth-engagement/>

Zones of Comfort, Risk and Danger

<https://www.schoolreforminitiative.org/download/zones-of-comfort-risk-and-danger-for-youth-engagement/>

Nak-Onvkv (Storytelling) Unit

Alignment to Oklahoma Academic Standards

6th Grade Social Studies Standards:

6.3.2 Identify and describe cultural traits of language, ethnic heritage, religion, and traditions practiced among peoples.

7th Grade Social Studies Standards:

7.3.2 Compare common cultural traits, including language, ethnic heritage, social systems, and traditions.

7.3.3 Evaluate the impact of a region's major religions, including geographic hearths, major beliefs, customs, and the significance of religion in contemporary societies; explain how religion can both unify or divide people.

8th Grade Social Studies Standards:

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.

Oklahoma History Content Standards:

OKH.3.5 Explain how American Indian nations lost control over tribal identity and citizenship through congressional action, including the Indian Reorganization Act.

OKH.5.8 Describe the contributions of Oklahomans including African-American jazz musicians, the political and social commentaries of Will Rogers and Woody Guthrie's, Wiley Post's aviation milestones, and the artwork of the Kiowa Six.

OKH.6.1 Evaluate the progress of race relations and actions of civil disobedience in the state.

U.S. History Content Standards

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

World Geography Content Standards

WG.3.3 Explain the processes of cultural diffusion, acculturation, assimilation, and globalization regarding their impact on defining a region.

WG.3.4 Compare the world's major cultural landscapes to analyze cultural differences, cultural identity, social mores, and sets of beliefs which determine a sense of place.

WG.3.5 Explain how cultural characteristics, such as language, ethnicity, and religion impact different regions.

Nak-Onvkv (Storytelling) Unit

Sociology Content Standards

S.2.2 Recognize the key components of a culture including knowledge, language and communication, customs, values, and physical artifacts.

S.2.5 Compare various subcultures including counter cultures, pop cultures, ethnic cultures, and religious cultures.

S.3.2 Recognize how role expectations can lead to conflict including gender, age, racial groups, and ethnic groups within different societies.

S.8.1 Describe the traditions, roles, and expectations necessary for a society to continue and flourish.

Social Studies Practices:

2.A.9-12.1 Develop, investigate and evaluate plausible answers to essential questions that reflect enduring understandings across time and all disciplines.

3.A.9-12.1 Gather, organize, and analyze various kinds of primary and secondary source evidence on related topics, evaluating the credibility of sources.

3.A.9-12.3 Develop questions about multiple historical and/or contemporary sources to pursue further inquiry and investigate additional sources.

3.A.9-12.6 Assess the significance and impact of individuals and groups throughout local, national, tribal, and world history, tracing the continuity of past events to the present.

4.A.9-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.

5.B.9-12.3 Construct visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings and reasoning, for diverse audiences.

English Language Art Standards (10th grade was used as a guide):

10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.

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

10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

Nak-Onvkv (Storytelling) Unit

10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

10.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.

10.7.R.1 Students will analyze techniques used to achieve the intended rhetorical purposes in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.

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

10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Alignment to Native Studies Standards

Native Studies Standards:

Students will be introduced to the Mvskoke Language and understand the significance to the tribe and the culture.

Students will examine the complexities of Tribal Nations to build knowledge of cultural and historical components unique to specific tribes.

Students will define self-determination as the process by which a person controls their own life.

Alignment to PACE Standards

Personal Discovery:

Students will understand tribal components of native people as they relate to cultural awareness, heritage, historical transgressions and the American public school system.

Students will connect to tribal nations and value their citizenship as they develop knowledge of indigenous peoples and the world around them.

Students will develop a sense of self-awareness as a basis for self-determination.

Nak-Onvkv (Storytelling) Unit

Alignment to Oklahoma Social Justice Standards

Identity:

- I.1. Students will develop positive social identities based on their membership in multiple groups in society.
- I.3. Students will recognize that people's multiple identities interact and create unique and complex individuals.

Diversity:

- D. 8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Justice:

- J.11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- J.13. Students will analyze the harmful impact of bias and injustice on the world, historically, and today.

Nak-Onvkv (Story)

Individual lessons

The Importance of Storytelling

Grade: 6-12	Unit: Nak-Onvkv (Storytelling)	Lesson: 1
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Lesson Focus and Goals: *Students will begin to understand the importance of preserving our cultural history and traditions through storytelling. They will be introduced to the unit project in which they will create and perform a storytelling presentation with a group.*

Materials Needed: Butcher paper or chart paper Markers Sticky notes Painters tape/masking tape	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">• Why is it important to preserve the cultural traditions and histories of indigenous peoples?• How has storytelling impacted literature, history, and the preservation of culture?• What is unique in using the performing arts as a way to express Native American culture?• How does storytelling link us to our cultural past?• How can learning about other cultures help overcome stereotypes and prejudices?
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Structure/ Activity:

Engage:

Students will participate in a Chalk Talk to discuss the essential questions of the unit.

Post the essential questions and introduce the topic and learning objectives of the unit.

To encourage questions and critical thinking about the unit concepts, students will discuss the five questions below using the [Chalk Talk](#) Protocol. It is important that students understand that Chalk Talk is a silent conversation on paper. It is also important that students visit each chart @ three times so that they can continue dialogue on other students' responses.

- Why is storytelling important in preserving historical knowledge?
- Why is it important to preserve the cultural traditions and histories of indigenous peoples?
- How can learning about other cultures help overcome stereotypes and prejudices?
- How has storytelling impacted literature, history, and the preservation of culture?
- How does storytelling link us to our cultural past?

At the conclusion of the Chalk Talk, the teacher will facilitate a debrief and discussion of these responses.

Explore:

Students will explore the idea of Chautauqua and oral storytelling through video.

Students will watch the two videos linked below to explore the idea of Chautauqua and oral storytelling. While watching the videos, students will complete an [IQ Card](#).

They will write an INSIGHT from each video and one overall question.

After completing the IQ Card, ask students to take their card (no names) and stand in one large circle. Students will hand the card, face up, to the person on their right. Pass the cards a few times so that the owners remain anonymous. Students will stop and read the card that they are holding silently. Once everyone has read his/her card, pass once to the right. Keep reading and passing cards until the cards reach their original owners. Ask students to return to their seats and add one additional insight to their card that they read from a peer's card. Facilitate a whole class discussion. Collect cards if desired.

[What is Chautauqua? \(video\)](#)

[The Oral Tradition of Storytelling \(video\)](#)

Explain:

Students will be introduced to the unit project, in which they will create and perform a modern day Chautauqua.

Formally explain the unit project, [Hosting a 21st Century Chautauqua Project](#), and rubric to students. Also explain the connection between the project and the essential questions. Show examples of Ted Talks or other public storytelling events as needed.

Elaborate/Extend:

Students will extend their learning by creating an analogy to apply knowledge of Chautauquas and storytelling.

Find [Creating Analogies](#) instructions here. Prepare a model in advance to show students as an example.

Assessment:

Evaluate/Close:

Students will reflect on what they have learned about the importance of telling our stories and why it is important.

Use the following questions as the lesson reflection. Students will answer the questions on a sticky note or scratch paper. Have them share out using [The Ripple](#), by finding a partner across the room to share their responses with. Students may meet with multiple partners if time allows. Finally, facilitate a volunteer, whole class share out and debrief of the learning. Students may leave their reflections with you.

- What sticks with you from today?
- Why does this new learning matter?
- What do you hope for tomorrow's learning?

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Documentary Background

Grade: 6-12	Unit: Nak- Onvkv (Storytelling)	Lesson: 2
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Lesson Focus and Goals: ***Students will participate in a variety of activities that will provide historical background information needed before viewing a documentary.***

Materials Needed: Butcher paper or chart paper Markers Sticky notes Painters tape/masking tape	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">• What is unique in using the performing arts as a way to express Native American culture?• How does storytelling link us to our cultural past?
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Structure/ Activity:

Engage:

Through a Quick Draw activity, students will learn how visuals help process information more easily.

Either on individual dry erase boards or on paper, ask students to draw how they feel today. Allow students to discuss their illustrations and why they drew what they did in pairs. Since this is private and could be sensitive for some students, only have a whole group share out if there are student volunteers. Explain that sometimes it is easier for us to process information visually, as they did with their Quick Draw, as opposed to processing information from text.

Explore:

Students will visit stations to dig deeper into historical background information and the life of Te Ata before watching a documentary. They will apply their learning from the Quick Draw about visual representations by illustrating their learning.

Create four stations around the room with the following labels:

- Te Ata
- The Indian Removal Act of 1830
- The Code of Indian Offenses, 1883
- Chautauqua

Divide students into four groups, one group per station. Place copies of the corresponding [Documentary Background Information](#) text in each group. Give each student a [Picture Note Template](#) to help them process the background information and vocabulary that will be presented. Students will only complete the top four columns (the Picture Pauses) at this time. Instructions are provided on the template. After students have visited all four stations, they will randomly pair/share with another

student to discuss each other's illustrations. They should find a different partner to discuss each pause point. For example, with the first partner, they will each share about their Ta Ata pause points. When sharing with partners, students will discuss what they drew and how it represents the content of the text they read for that station.

Explain:

Students will continue to dig deeper into historical background information and the life of Te Ata before watching a documentary by reflecting on and illustrating the "big picture".

Once students have completed the pair/share activity above, they will spend some time independently reflecting on the "big picture". They will draw one picture in the space provided on the [Picture Note Template](#) that represents the "big picture" of what they learned. They may also use information they learned from others during pair/share.

Elaborate/Extend:

Students will process their learning by writing a summary of the background information learned from the stations.

Students will write a two sentence summary of their learning in the final box on the document. Assign students a letter of the alphabet to participate in the **A to Z Sentence Summary** activity. (There are a variety of ways to assign letters: Scrabble tiles, magnetic letters, first letter of your last name, etc.)

Students will create a two sentence summary, beginning the word of the first sentence with the assigned letter.

The final summary should include information from all of their pause points. Again, they may include information they learned from others during pair/share. Facilitate [The Ripple](#) as a way for students to share their summaries. Provide any further information that may be needed before viewing the documentary.

Assessment:

Students will give a personal reflection on learning by using sentence stems.

Students will choose two of the stems below to complete a reflection of learning from the background information and how it implicated them. These will be turned in for teacher reflection.

- I began to wonder...
- I thought...
- I felt...
- I understood...
- I didn't understand...

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

TeAta Documentary

Grade: 6-12	Unit: Nak- Onvkv (Storytelling)	Lesson: 3
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Lesson Focus and Goals: ***Students will understand the importance of learning about other cultures and overcoming stereotypes and prejudices. They will learn about one Native American who led the way in using the performing arts to help inform others and preserve her cultural history and traditions.***

Materials Needed: Butcher paper or chart paper Markers Sticky notes Painters tape/masking tape	Essential Questions/ Learning Objectives: <ul style="list-style-type: none">● Why is it important to preserve the cultural traditions and histories of indigenous peoples?● How has storytelling impacted literature, history, and the preservation of culture?● What is unique in using the performing arts as a way to express Native American culture?● How does storytelling link us to our cultural past?● How can learning about other cultures help overcome stereotypes and prejudices?
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Structure/ Activity:

Engage:

Students will participate daily in reflection activities before viewing the documentary.

- **Video Day 1:** Before beginning the video, facilitate a discussion and help students make connections between the Chalk Talk experience from Lesson 1 and the background knowledge learned from the picture notes from Lesson 2.
- **Video Day 2:** Ask students to review their reflection logs (below) from the previous day with a partner to prepare them for the new segment of video. Facilitate a whole class discussion about what they have encountered so far.

Explore:

Students will learn about the life of Te Ata and how she began to overturn negative stereotypes and advocate for the preservation of Indigenous American cultures by conveying the stories of her people through storytelling and the performing arts.

Use the following link to begin viewing the *Bearer of the Morning* documentary about the life of Mary Francis “Te Ata” Thompson Fisher. The documentary is approximately 60 minutes long, so allow two days for viewing so that the video can be paused when necessary for discussion and summarization.

[Bearer of the Morning Documentary](#)

Explain:

Students will reflect on learning during documentary viewing by completing a reflection log.

Note: Preview the documentary to determine 4-6 “pause points” to stop for discussion and for students to reflect in the reflection log below. Recommended “pause points” are listed.

While watching the video each day, students will keep a [Reflection Log](#). Students will track their understanding of the Te Ata documentary concepts as it is being viewed. The teacher will pause the video at certain, predetermined points for discussion and for students to summarize what they have seen and heard so far.

Pause Points we recommend (or you can use your own):

- 10:08-Discuss the introduction. Who were the “royalty” the film describes as her audience? Discuss boarding schools.
- 12:28-What were the advantages of Te Ata growing up in Oklahoma?
- 20:00-What accomplishments has Te Ata already achieved in her life? Why were these achievements important?
- 27:50-Discuss Te Ata’s educational storytelling for students.
- 34:39-Discuss the global travels of Te Ata? What was the meaning of the first snow? Discuss her marriage.
- 45:05-Political discussion about Native American rights, government, and policy issues.

Elaborate/Extend:

Students will participate in a World Cafe to synthesize information learned and make connections with the essential questions of the lesson.

Note: This activity only happens after the final viewing day.

Once students have completed watching the entire documentary, they will participate in a [World Cafe Strategy](#), using the questions below. After the World Cafe, facilitate a debrief of the responses and learning.

1. At the beginning of the documentary, the narrator claims that Te Ata was “not only a talented storyteller, but she also challenged norms as a woman and as a Native American.” How do you think she challenged norms as a woman? As a Native American? How can we continue to challenge the norms for Native Americans and/or females?

2. On November 16, 1907, Oklahoma became a state. How do you think this event impacted Te Ata's life?
3. Discuss some of the feelings Te Ata may have felt about her picture on the cover of McCall's Magazine. Tell why you think she felt that way?
4. President Franklin D. Roosevelt worked to make many changes for Native American people during his administration. Discuss some of the federal policy changes occurring during Te Ata's lifetime. How do you connect to or what stories have you heard about your family from those changes that happened during this time period?
5. What was your favorite part of the documentary? What was the most memorable part of Te Ata's life to you? Why?
6. How does Te Ata use storytelling to preserve the Chickasaw culture? How can we continue to preserve Native culture of all tribes/nations?

Assessment:

Evaluate/Close:

Students will reflect on learning by participating in a "What's it Really About?" Carousel.

For the last day of the lesson:

Distribute copies of the ["What's it Really About?"](#) document.

In the first section, direct students take 2-3 minutes to answer what they think this unit of study is really about.

When the responses are recorded, the students hand their papers to the person on their right. Now everyone has a new paper in front of them. Allow 2-3 minutes for students to read their peers' responses, write their name in the second box, and "dig deeper" by answering the second question, which states, "Ok, but what's it *really*, *REALLY* about?" Encourage students to reflect on the essential question of the unit, and write about the purpose of this study, and why it is important.

Signal for the students to pass the papers once more to the right. For the last round, they will read the responses in the first two boxes, write their name in the last box, and record any final insights in the last box.

After 2 minutes, they return papers to the original owners. Ask for volunteers to share highlights from their papers.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Exploring Primary Sources

Grade: 6-12	Unit: <i>Nak- Onvkv (Storytelling)</i>	Lesson: 4
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Lesson Focus and Goals: *Students will spend time reflecting on the life of Te Ata and how her life's work impacted both indigenous and nonindigenous people.*

<p>Materials Needed: Butcher paper or chart paper Markers Sticky notes Painters tape/masking tape</p>	<p>Essential Questions/ Learning Objectives:</p> <ul style="list-style-type: none">● Why is it important to preserve the cultural traditions and histories of indigenous peoples?● How has storytelling impacted literature, history, and the preservation of culture?● What is unique in using the performing arts as a way to express Native American culture?● How does storytelling link us to our cultural past?● How can learning about other cultures help overcome stereotypes and prejudices?
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Structure/ Activity:

Engage:
Students will consider things that put them in their comfort, risk and danger zones, to help them to better understand what Te Ata's life might have been like.

Engage students by allowing them time to review their reflection logs from the previous lesson. Ask students to think about and discuss what Te Ata's life might have been like.

Facilitate the [Zones of Comfort, Risk, and Danger](#), using the following questions as prompts. Feel free to change or add any additional questions. There is a mixture of related and unrelated questions to help students feel at ease with the activity.

Questions:

How do you feel about riding a roller coaster?
How comfortable are you speaking to a group of people?
How comfortable are you with spiders?
How comfortable would you be leaving your family?
Could you perform in front of the President and England's Royalty?
How comfortable are you with snakes?
How would it feel to give a speech to Congress or other legislative bodies?

Could you travel by train all across the United States without your family?

Facilitate a debrief about responses and how these questions might make them better understand what Te Ata went through to share her culture. Facilitate a discussion of why comfort levels are important to know and how to continue to learn and grow as a person we need moments of risk taking.

Explore:

Students will participate in a Gallery Walk to explore primary sources related to Te Ata.

Select 6-8 primary sources from the link ([Te Ata Primary Sources](#)) to display around the room. It is suggested to post the primary documents each on a separate chart paper. In addition, post reflection questions, as they relate, on each chart. Example reflection questions are below. Please add any additional questions, depending upon the primary sources chosen.

Example Reflection Questions:

How did this photo make you feel?

How do you think this photo made Te Ata feel?

What is an important message that you think is being conveyed through this source?

What is the significance of the message from this source for Native Americans?

Students will explore the documents by participating in a silent [Gallery Walk](#). Students will answer the included reflection questions independently for each source. Students will document their thinking on post-it notes and stick them on/near the document. Allow @15 minutes.

Once the Gallery Walk is completed, use the [Chalkboard Splash Debriefing Form](#) for a second Gallery Walk. This time, students will take the form with them as they walk through the charts and read all of the responses on the sticky notes. As they are reading, they will make notes on the form of thoughts and ideas they see that are similar and different. Also, they will make note in the Surprises section about any thoughts and ideas their peers made that they find intriguing...surprises or ahas.

Facilitate a debrief of new learning, specifically about the ideas documented on the debriefing form.

Explain:

Students will reflect on the life and legacy of Te Ata by explaining their reflections to others.

Have students take something to write on and something to write with and form two circles in a large area of the class. Half of the students should form an inside circle, facing outward, and the other half of the students form an outside circle, facing in. This is called [Inside/Outside Circle](#). If done correctly, students will be circled up, facing a partner.

Begin by asking the first question below. Give students 1-1.5 minutes to silently think about and write their written responses on their papers. Next, give students another 1-1.5 minutes to share the responses they wrote with their partner. They should remember that both partners will need to share during the allotted time.

Next, ask students to rotate in some way so that they have new partners. For example, ask the inside circle to rotate two people to the right. Everyone should now have a new partner. Repeat the steps above for the next question.

Throughout the process, students should have a total of seven different partners, one for each question below. If less rounds is necessary, choose the most important questions as the prompts.

- Would you have wanted to see one of Te Ata's shows? Why or why not?
- Who do you know that is like Te Ata in today's time? Why are they similar?
- Why do you think so many organizations honored Te Ata?
- What do you think Te Ata was most proud of as a Native American?
- What are you most proud of in your life? What is something that you feel like you have accomplished?
- How do you think Te Ata changed life for many Native Americans? What can you take away from Te Ata's life story to make a change in your life?
- How do primary source documents help you develop insight into the life of Te Ata and why her legacy is important?

Facilitate a debrief of learning from partner conversations.

Elaborate/Extend:

Students will summarize the impact that Te Ata had on combating stereotypes and prejudice by sharing her culture and history through storytelling.

Again, assign students a letter of the alphabet to participate in the **A to Z Sentence Summary** activity. (There are a variety of ways to assign letters: Scrabble tiles, magnetic letters, first letter of your last name, etc.) Ask them to think about everything they learned about Te Ata from the video and the primary documents.

They will write a one sentence summary describing the legacy of Te Ata and the impact she had by sharing the culture and history of her people the way that she did. If necessary, provide an example.

Assessment:

Evaluate/Close:

Students will reflect on learning throughout the unit by circling back to the Chalk Talk from Lesson 1.

Students will revisit the Chalk Talk done at the beginning of the unit to add any new insights, ideas, questions, etc. after deeper learning and reflection has occurred.

Facilitate a debrief of the unit learning.

Other Reflection Ideas:

[Reflection/Closure Strategies - Native American Studies](#)

Our Stories

Grade: 6-12	Unit: <i>Nak-Onvkv (Storytelling)</i>	Lesson: 5
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Structure/ Activity:

If you have not previously done so, explain the unit project below to students. If at all possible, give time throughout the unit for students to prepare. Once students have completed preparing, they will hold their own 21st Century Chautauqua, presenting their stories to the whole class.

Unit Project (“Hosting a 21st Century Chautauqua”)

- Project instructions and rubric can be found here...
[Hosting a 21st Century Chautauqua Project](#)

Appendices

Compass Points Descriptions

North: Acting — “Let’s do it”; likes to act, try things, plunge in

- You take charge.
- You run the daily operation.
- You have lists of things to do and you need to get started and get them done.
- You get assignments in early.
- You don’t have to ask questions to begin your work or assignment.
- You drive the work and get it done.
- You teach our children a complete curriculum.
- You will stitch the mosaic together and do the work.

East: Speculating — likes to look at the big picture and the possibilities before acting

- You have the big picture, but the frame needs to be filled in.
- You need to see the final product and will work with the end in mind.
- You believe in working backwards, understanding by design.
- You don’t get a project started until you are clear about the final product.
- You teach our children the big concepts.
- You know what the mosaic looks like in the end.

West: Paying attention to detail — likes to know the who, what, when, where and why before acting

- You ask the hard questions.
- You live by inquiry.
- You challenge us to identify the details.
- You don’t start a project until you are clear about the details.
- You make our picture more complete.
- You lead by inquiry and engage in thoughtful discourse.
- You make us think and teach detailed concepts to our children.
- You fill in the details of the mosaic.

South: Caring — likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting

- You take in the information, slow us down, and make sure everyone has a voice and is heard.
- You include everyone, and make sure the human side is nurtured.
- You take care of us and bring up our affective domain.

- You make sure the emotional side of our work is heard.
- You make sure we are all included.
- You teach our children with strong relationships and care.
- You add beauty to the mosaic, make sure everyone participates in the creation, and keep us all comfortable.



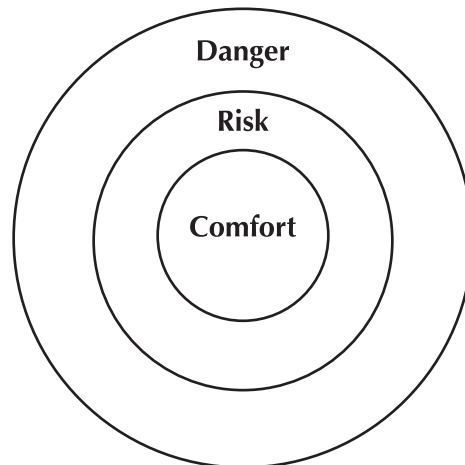
Zones of Comfort, Risk and Danger: Constructing Your Zone Map

Developed in the field by educators.

Note: The directions below include each participant drawing the zones on paper. Another variant to consider includes using yarn or masking tape to make large circles on the floor, big enough for the participants to step into the three zones.

Process

1. Draw a diagram of concentric circles in the following manner:
 - a. The middle circle is Comfort, the second is Risk, and the third is Danger.
 - b. Consider the various aspects of your work. Think about the aspects that feel really comfortable to you, those that feel like there is some risk involved, but generally positive, and those aspects that you know get your hackles up, make you feel defensive, cloud your judgment, or make you want to



retreat.

- c. Decide on the size of each Zone based on your consideration. Do you work a lot in your Comfort Zone, your Risk Zone? Do you work only a little in your Danger Zone? Make the size of the Zones reflect the quantity of time you work there.
For Example:
2. Think about the tasks, people and places that make up your professional life.
Write each of these into the Zone that best represents your sense of relative Comfort, Risk or Danger.
 3. Look at the tasks/people/places you put in the Danger Zone. Write a question for each of these beginning with, "How do I...?" These dilemmas can later be explored in a consultancy protocol or journal writing.

Observations on the Zones

1. **The Comfort Zone** is usually a place where we feel at ease, with no tension, have a good grip on our environment, and know how to navigate occasional rough spots with ease. It is also a place to retreat to from the Danger Zone. For example, one of your Danger Zone aspects may be when people start disagreeing with passion and even disrespect. You might find that when that happens you retreat into your Comfort aspect of listening and not intervening, or even find a way to divert the conversation to a topic that is in your Comfort Zone. The Comfort Zone is a place to relax and renew yourself.
2. **The Risk Zone** involves adapting to new circumstances, and it is the most fertile place for learning. It is where most people are willing to take some risks, to not know everything, or sometimes, to not know anything at all; where people clearly know they want to learn and will take the risks necessary to do so. It is where people open up to other people with curiosity and interest, and where they will consider options or ideas they haven't thought of before.
3. **Generally it is not a good idea to work from either your own Danger Zone or anyone else's.** That area is so full of defenses, fears, red-lights, desire for escape, etc., that it requires too much energy and time to accomplish anything from that zone. The best way to work when you find yourself there is to recognize that it is a Danger Zone and work on some strategies to move into the Risk Zone (either on your own or with colleagues).

For example, if I feel my anger rising and my body getting rigid when someone says it's time we really clamped down on standardized tests and taught to them right now before the kids failed any more and it is suggested that our learning community should work in that direction as our main focus, I recognize the signs of being in my Danger Zone and know I probably won't be rational when I speak. Therefore I need a strategy. In this case, my strategy will be to ask calmly, "What are the advantages for the students if we do that? What are the advantages for teaching and learning? What are the disadvantages?" Then I have to listen and list. I can't trust myself to do more than ask questions until I become more rational and this isn't such a high level Danger Zone for me.

How to Apply the Zones Productively:

The Consultancy

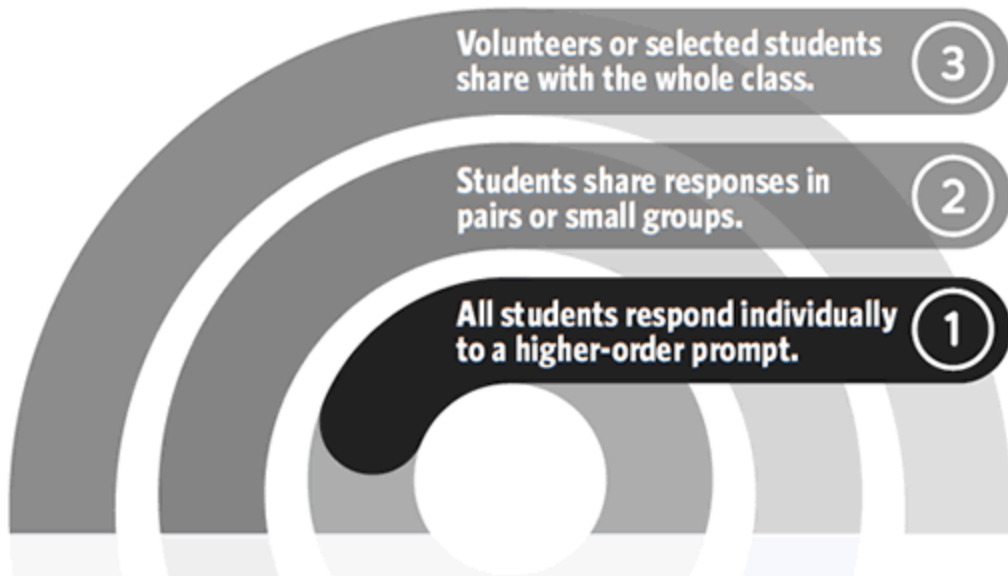
1. Review your Zone Map and select a dilemma represented there.
2. Make some notes to give more detail to the dilemma. Notice what Zone the dilemma appears in, or if it is a complex dilemma and has aspects in several Zones.
3. Break into triads and plan your order and time for 3 Consultancies.
4. As you present your dilemma, use your Zone Map as a reference for the group. They may find fertile ground for probing questions or feedback in your Map, and can see how your dilemma relates to other aspects of your work.

Establishing Norms

When establishing norms, ask the group what behaviors and attitudes will best support them in staying within the risk/learning zone.

THE RIPPLE

The Ripple is a cornerstone to understanding how to create and implement Total Participation Techniques.



The Ripple **IS** a way of posing questions to maximize actual learning time.

The Ripple **IS NOT** a traditional Q & A session.

The Ripple **IS** a way to engage each and every student.

The Ripple **IS NOT** calling on an individual student for the answer.

The Ripple **IS** all students responding to a prompt using Quick-Writes or other TPT structures.

The Ripple **IS NOT** simply group work.

The Ripple **IS** beneficial for all students, especially English language learners, socially tentative students, and students with special needs.

The Ripple **IS NOT** intimidating and does not put students "on the spot."

“What’s It Really About?” Carousel

Name _____ Date _____

1. What’s it **really** about?

2. OK, but what’s it **really, REALLY** about?

_____ Responder’s first name

3. Add anything else that might have been missed. Add to, or elaborate on, your peers’ entries.

_____ Responder’s first name

Mvskoke Clans



Clans are the basis of a family within the traditional Mvskoke society. Clan members are considered family along with blood relatives. 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 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.

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 of their clan name to make sure 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 Mvskoke society by influencing marriage choices, personal friendship and partnerships with other tribal towns in tribal affairs.

Some examples of clans are: Bird clan, Wind clan, Deer Clan, Bear clan, Tiger clan.

-Excerpt from Muscogee Nation Historic and Cultural Preservation Office



Each Creek compound was owned by a family, all the members of which belonged to the same clan—a group of people who consider themselves closely related based on their descent from a common ancestor. Creek clans included the Wind clan, the Bird clan, the Alligator clan, and the Bear clan and varied in size and composition. Clan kin were required to help each other in time of need and to defend or avenge each other when threatened or harmed. Clan membership also determined

whom a person could marry. The Creeks considered all clan kin closely related and unsuitable for marriage. Therefore, a Creek had to marry someone from a clan different from his or her own. Clan membership determined just about everything that involved the ways Creek people dealt with each other. A clan gave each individual his or her identity. The Creek people traced their ancestry through the female line, a practice known as matrilineality. Therefore, children belonged to the same clan as their mother. In this system of kinship, children are considered to be related to their mother and all her clan kin but not to their father or his clan kin. Girls learned the skills a Creek woman needed from their mother, who was their clan relative. But a Creek boy would look to his mother's brothers, rather than to his father, to teach him the ways of Creek men.

And a Creek father was responsible for the upbringing of his nephews, the sons of his sisters. All Creeks had important roles to play, and clan relatives provided their charges with the knowledge they needed to fulfill those roles. The Creeks also practiced matrilocality—after



marriage, a young man moved into the compound of his wife and her clan relatives. Even though he lived there, his familial home was with his own clan relatives in another part of the town. Clans controlled the fields and organized the planting and harvesting. Therefore, Creek towns were actually groups of small agricultural communities occupied by groups of clan relatives and the husbands of each clan's married women. Each Creek town was governed by a chief. In many cases, the leadership position was inherited and always occupied by a member of a specific clan. The chief served as the

overseer of all public matters, including the reception of visiting officials, provision of food storage and maintenance, and communication with tribal and non-Indian representatives on behalf of the town. A group of elders and distinguished men of the town made up the town council. They assisted the chief in his duties and decided upon the proper timing for warfare and ceremonies. – Excerpt from “The Creeks” by Micheal D. Green

What? So What? Now What?
Mvskoke Clan System

What?

What was the Mvskoke Clan system and how did it come to be?

So What?

How did the Creek people trace their ancestry to determine what clan they were? Why was the Mvskoke Clan system so important to their way of life?

Now What?

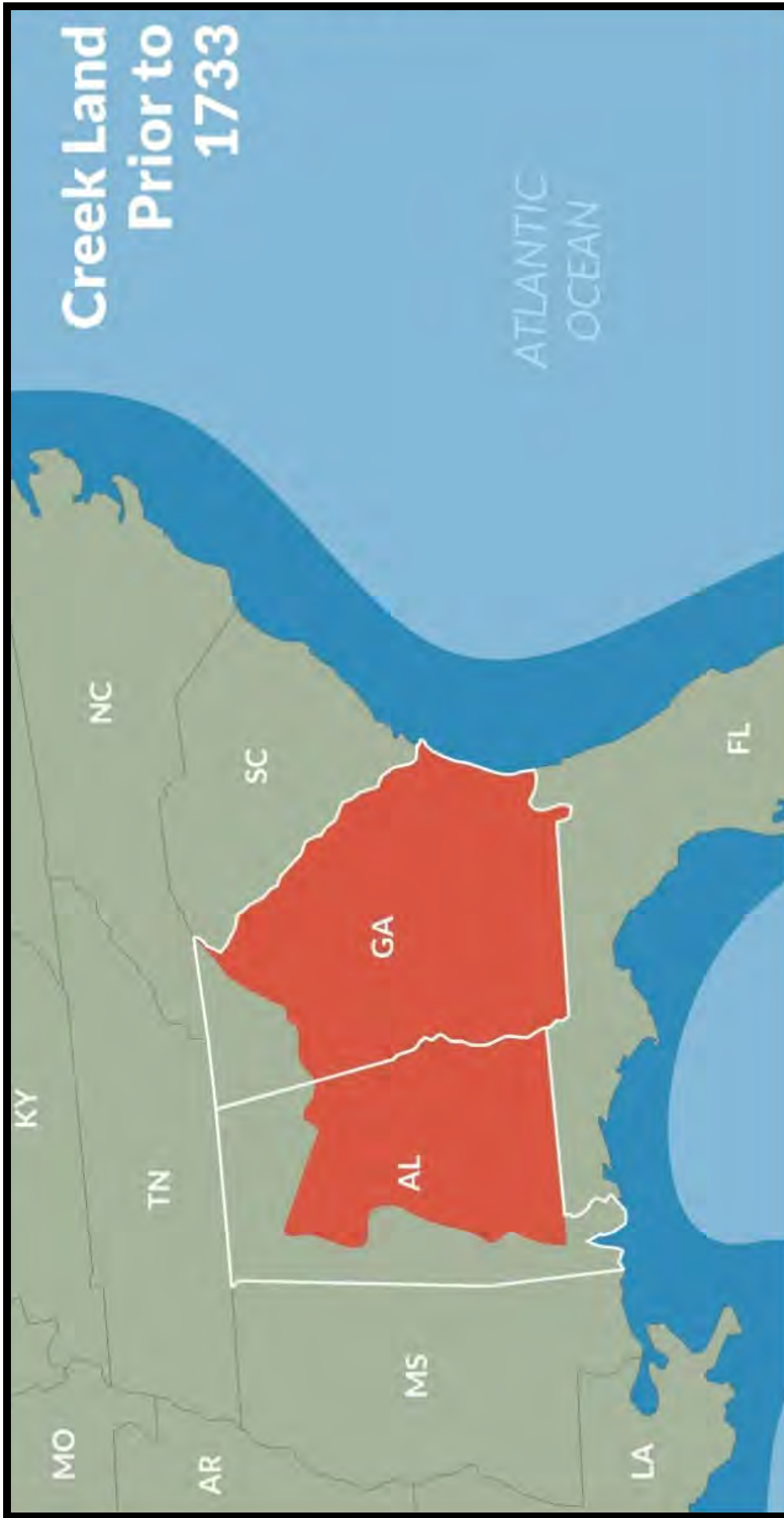
How does the clan system relate to the creation story? Why is it important to Mvskoke people today?

Chalkboard Splash Debriefing Form

Similarities	Differences	Surprises

Village	Insight: What is one new and important insight (facts, emotions, ideas, impacts) you have gained with specific details from each site?	Question: What is a question you have about any new learning?
Etowah		
Ocmulgee		
Kolomoki		

Village	Insight: What is one new and important insight (facts, emotions, ideas, impacts) you have gained with specific details from each site?	Question: What is a question you have about any new learning?
Etowah		
Ocmulgee		
Kolomoki		

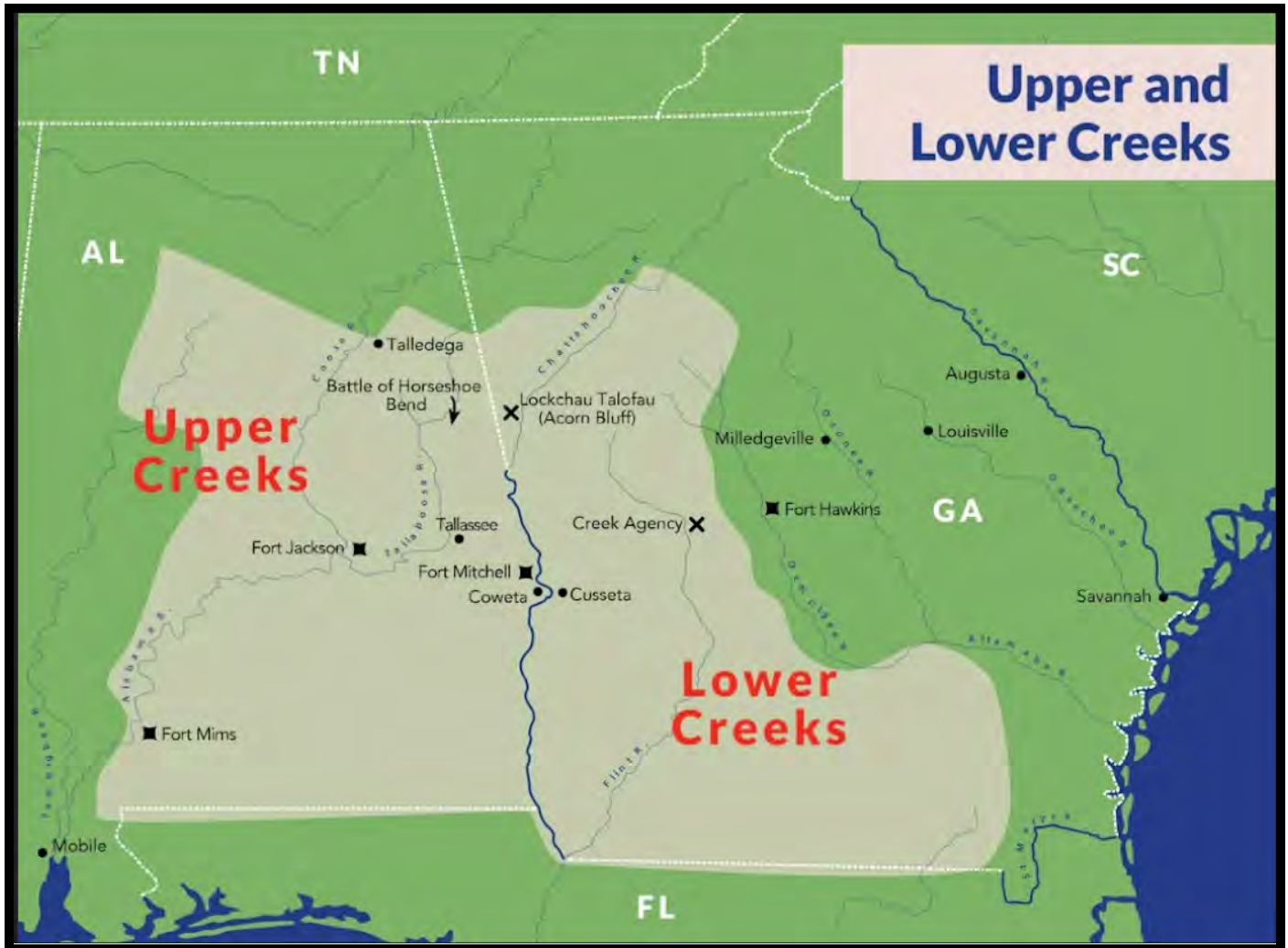


Prior to 1733, the Creek people occupied a significant portion of what would eventually become Georgia. However, they were pressured to give up more and more of their land as settlers expanded west.



When the United States Constitution was ratified in 1788, there were only 10 counties in Georgia. Eight were originally created as parishes under colonial rule. Franklin and Washington counties were later created from land ceded by the Creeks and Cherokees.

Today, there are no federally recognized Native American tribes in Georgia. However, some residing tribes are recognized by the state, such as the Lower Muskogee Creeks, headquartered at Tama Tribal Town in Whigham.



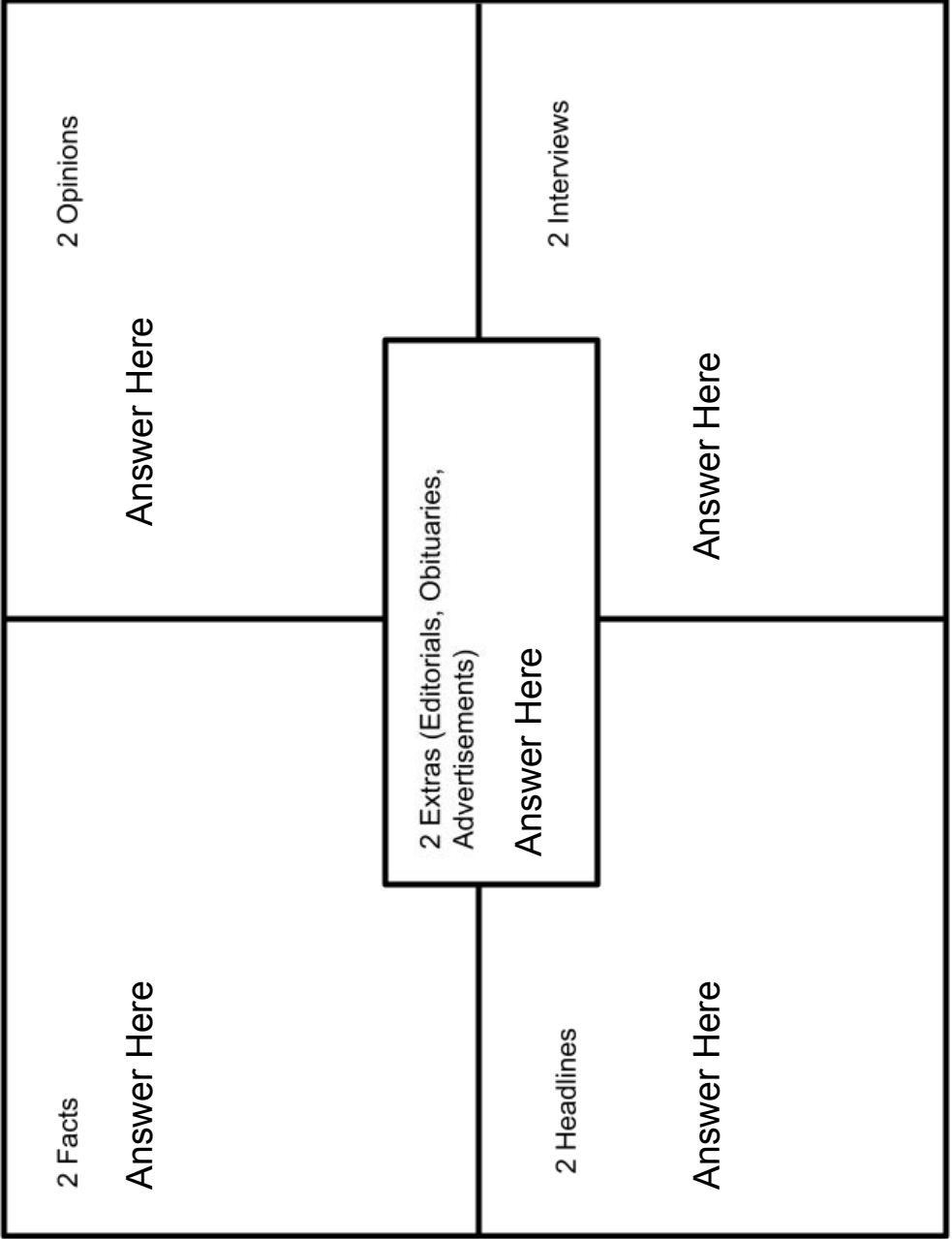
The Creek Nation was divided into two regional groups known as the Upper and Lower Creeks.

Both societies became involved in the War of 1812 to protect their land rights. However, they disagreed about whom to support, thereby landing on opposite sides of the conflict. The Upper Creeks allied with the British while the Lower Creeks allied with the United States.

See, Think, Wonder			
Map	What Do You SEE Or Observe In The Map?	What Do You THINK Or Know About The Map?	What Do You WONDER Or Question About The Map?
Creek Land Prior to 1733			
Indian Territory of 1787			
Upper and Lower Creeks Map of 1812			

Signs of Learning

Sign	Notes
RED = STOP Summarize the main idea(s)	
YELLOW = CAUTION Note supporting details	
GREEN = GO Highlight a fun or interesting fact	
BLUE = GUIDANCE Identify and define a key term	
ORANGE = CONSTRUCTION Find a personal connection to oneself	
BROWN = CULTURAL SIGNIFICANCE Make a connection to another content area or make a real-world application	



Mvskoke Early History Newspaper Rubric

You and your partner will explore the [Creek Nation: Treachery and Division](#) virtual field trip and then write a short news piece based on the information you learned. Using what you saw as you explored the [Mvskoke Media Newspaper Archives](#) as a model, you may choose **one** of the four types of news pieces listed below. If you choose to do the crossword puzzle, it is in addition to your newspiece and is worth 10 bonus points.

Note: The examples provided are just to give you an idea of what each particular news piece could be about. You may choose to write about any of the information from the virtual field trip.

Local News: Headline Story with an Interview (For example, write about the death of William McIntosh using content from the primary source letter from his wives.)

Obituary (For example, write an obituary about William McIntosh.)

Political Piece (For example, write about the Treaty of Indian Springs and the Final Removal of the Creek people using content from the primary source document and map.)

Letter to the Editor (Write a personal opinion piece on any content.)

Bonus (Worth 10 bonus points): Crossword Puzzle (Create a crossword puzzle using vocabulary words, locations, names, etc. from the field trip.)

The news piece must be a minimum of **200** words and convey news from Muscogee Creek Nation's early history.

You may type or write your news piece, or create a slideshow of your information and include pictures. Be sure to cite your sources.

STEP IN, STEP OUT, STEP BACK	
<p style="text-align: center;">CHOOSE</p> <p>Who would you like to think and learn about?</p>	
<p style="text-align: center;">STEP IN</p> <p>What do you think this person might feel, believe, know, or experience?</p>	
<p style="text-align: center;">STEP OUT</p> <p>What other information do you need to understand this person's perspective better?</p>	
<p style="text-align: center;">STEP BACK</p> <p>What do you notice about your own perspective and how it compares or contrasts to this different one?</p>	

STEP IN, STEP OUT, STEP BACK	
<p style="text-align: center;">CHOOSE</p> <p>Who would you like to think and learn about?</p>	
<p style="text-align: center;">STEP IN</p> <p>What do you think this person might feel, believe, know, or experience?</p>	
<p style="text-align: center;">STEP OUT</p> <p>What other information do you need to understand this person's perspective better?</p>	
<p style="text-align: center;">STEP BACK</p> <p>What do you notice about your own perspective and how it compares or contrasts to this different one?</p>	

Native Studies
Diorama Project

Students will create a diorama representative of an early Mvskoke village. They may use their learning in class and independent research to create their projects. The diorama must include a ceremonial mound and **at least 5** of the following elements.

A river/creek
 A fish trap
 Earth lodge
 Arbors
 Field of crops
 A Plaza
 Stick Ball pole
 Traditional Houses (Mound Grass House)
 Chief/Mekko House

The students must label each structure and write 2-3 sentences describing the structure, what it was used for, and why it was an important part of a Mvskoke village.

Category	Points Possible	Points Earned
Ceremonial Mound	10 Points	_____
5 elements of student's choice	50 Points	_____
Structure explanations	30 Points	_____
Diorama creativity and neatness	10 Points	_____
Total Points	100 Points	_____

Quick-Write Activity 1

Consider the following question. Record your responses in the chart below.

If you were told you had to leave your home and live somewhere else far away, how would you react? What would you say, do, think, feel? What might you do to emotionally prepare yourself/your family? Write your reflections below in as much detail as possible.

--

Quick-Write Activity 1

Consider the following question. Record your responses in the chart below.

If you were told you had to leave your home and live somewhere else far away, how would you react? What would you say, do, think, feel? What might you do to emotionally prepare yourself/your family? Write your reflections below in as much detail as possible.

--

INSTRUCTIONAL STRATEGIES



Think-Pair-Share

In this activity, students collaborate with a partner to brainstorm and share ideas. This strategy can be used in a variety of ways to get participants thinking, communicating, and collaborating.

LEARN.[K20CENTER.OU.EDU/STRATEGIES](https://learn.k20center.ou.edu/strategies)

THINK-PAIR-SHARE

Summary

Students reflect on a question, reading, or task, then write a response down to share and debate with a partner. This strategy can be paired with the Jigsaw strategy in which students read different writings and reflect or sum up what they read, then pair with a partner to compare, compile, or contrast these writings.

Procedure

1. Students respond to a question or task by thinking about it and writing their responses down.
2. Students pair up to share their responses. Together, partners decide on a best response or they collaborate to create a shared response.
3. Student pairs then share out their responses in a whole-class discussion.
4. Repeat steps two and three as many times as the lesson calls for and time allows. Though once is adequate to complete the activity, repeating the activity (optional) with new partners may be ideal in some situations.

Keeley, P. (2008). *Science formative assessment: 75 practical strategies for linking assessment, instruction, and learning*. Thousand Oaks, CA: Corwin, SAGE.

Video Previewing Guide

Directions: Before watching the video *Removal*, write down your current understandings about the meaning and significance of the term “removal”. In other words, what do you think the word “removal” means and why, and then explain why you think removal matters (is important).



	I think removal means... because...	I think removal matters because...
Removal		

Directions: Before watching the video *Removal*, write down your current understandings about the meaning and significance of the term “removal”. In other words, what do you think the word “removal” means and why, and then explain why you think removal matters (is important).

	I think removal means... because...	I think removal matters because...
Removal		

Opposing Perspectives Organizer

Directions: Read closely what Seminole leader Osceola and U.S. President Andrew Jackson say about removal. Then write your own interpretation of their reflections about removal. Finally, come to a conclusion about the meaning of removal, based on the two opposing perspectives.

To Osceola, Removal Means . . .		To Andrew Jackson, Removal Means . . .	
 <p><small>Osceola (above) and other Seminole tribe members painted by George Catlin</small></p>			

Opposing Perspectives on Removal

Visible Thinking Routines

Text Rendering Protocol

A routine that can be used to explore a text and facilitate discussion.

1. Review the text that you have read and select:

- a. a **sentence** that was meaningful to you and helped you gain a deeper understanding of the text.
- b. a **phrase** that moved, engaged, provoked or was in some way meaningful to you.
- c. a **word** that captured your attention or struck you as powerful.

It is useful to have students write their sentence, phrase and word on three separate post-it notes.

2. In a group, briefly share your responses and explain why you selected the sentence, phrase and word that you chose.

As the group is sharing have one member of the group act as a recorder. Or, if using post-it notes, post the notes for each response in a chart under the headings sentence, phrase and word.

3. Look at the groups' responses. Consider:

- a. What implications/interpretations surrounding the text emerge from the group's responses?
- b. What common themes emerge in the group's responses?
- c. What aspects/points of the text are lacking? Why do you think this is?

2 Have each group member reflect briefly on their current understanding of the text and how the protocol process contributed to his or her current understanding.

Sentence	Phrase	Word
<i>Add post-its of each selected sentence or write them here.</i>	<i>Add post-its of each selected phrase or write them here.</i>	<i>Add post-its of each selected word or write them here.</i>
<i>What implications/interpretations are emerging? What common themes are appearing? When looking at all responses are a vital/important aspects of the text not represented? What is 'missing'?</i>	<i>What implications/interpretations are emerging? What common themes are appearing? When looking at all responses are a vital/important aspects of the text not represented? What is 'missing'?</i>	<i>What implications/interpretations are emerging? What common themes are appearing? When looking at all responses are a vital/important aspects of the text not represented? What is 'missing'?</i>

Visible Thinking, Harvard Project Zero

Name: _____

Part I.

Write a one sentence summary of your learning so far using each letter in the term “Indian Removal”. You must write a complete sentence. For example, the first line for the letter “I” might read, “Indian nations were forced from their traditional homelands.” Make sure each sentence contains a different idea about Indian Removal.

**I
N
D
I
A
N

R
E
M
O
V
A
L**

Part II.

After you have completed your acrostic, take all thirteen sentences and organize them into a summary of Indian Removal. The summary should be coherent and make sense to you. Write your thirteen sentence summary below.

Muscogee Removal

Directions: Before beginning the Muscogee case study, circle whether you agree or disagree with the following claims about Muscogee removal experiences. You will return to this series of claims later in the case study and re-evaluate your initial responses based on evidence from the featured sources.

- Agree/Disagree** The Muscogee people have always lived in the same place.
- Agree/Disagree** The Muscogee people have existed longer than the United States has existed.
- Agree/Disagree** The Muscogee people only tried one thing to keep their homelands.
- Agree/Disagree** The Muscogee people took everything with them when they were removed.
- Agree/Disagree** The removal was difficult for the Muscogee.
- Agree/Disagree** Once the removal was finished, life for the Muscogee was easy.
- Agree/Disagree** The Muscogee way of life changed as a result of removal.
- Agree/Disagree** The Muscogee people have survived.
- Agree/Disagree** The Muscogee people are the only American Indians who experienced removal.

My Tribe: _____

Four ways we will have to adapt:

because:

because:

because:

because:

Muscogee Removal Text

American Indian Nations faced enormous pressure to give up their lands. Different American Indian Nations reacted to issues of removal in different ways. For many years, American Indian leaders made difficult choices by planning strategically and relying on their nations' cultural, political, and military strengths to avoid removal. Most American Indian Nations flatly rejected the idea of removal, and they tried every strategy they could imagine to avoid it. Some nations refused to leave, some fought to keep their lands, and some tried to adopt a different way of living so that they could remain on their homelands. The act of removal of American Indians created upheaval, suffering, and death among Indian people, and the scope of American Indian removal was vast and included many nations east of the Mississippi.

The Muscogee were a powerful confederacy of southeastern tribes before the European colonization of North America. A sharply divided U.S. Congress passed the Indian Removal Act in 1830. Muscogee leaders faced increasing pressure from the United States, from the states of Georgia and Alabama, and from unscrupulous individuals to give up their lands and move west, and in the Treaty of 1832, the Muscogee finally ceded all their remaining homelands east of the Mississippi River in exchange for lands in Indian Territory. Muscogee peoples were forced to move over an 11-year period. Fifteen different groups travelled the approximately 750 miles over land and water routes, which took an average of three months to complete. Some of the Muscogee removal groups faced extremely harsh conditions and thousands died during removal or soon after they arrived in Indian Territory, yet the strength of Muscogee culture and beliefs and the tenacity of the people enabled them to survive both the removal and the difficult realities of their new existence. Upon reaching an unfamiliar new land, the Muscogee had to build homes, reestablish their towns and government, and find ways to survive. However, the challenges for the Muscogee people did not end with their arrival in Indian Territory. Through many difficulties, including further land lost to the United States, the Muscogee Nation has survived and thrive as their own cultural and political entity today.

(Text Source: <https://americanindian.si.edu/nk360/removal/pdf/lesson-0-ataglance.pdf>)

Muscogee Removal- Reading for Meaning

Directions: As you watch the video and examine the featured sources in the Muscogee interactive lesson, find evidence that either supports or refutes each claim. First use the graphic organizer to name one or more sources from the video and/or interactive lesson that address a particular claim. Then determine whether the evidence from the source(s) either supports (proves correct) or refutes (proves incorrect) the claim. Be sure and state the specific evidence.

	Claim	Source	Support or Refute? Cite Evidence
Muscogee Removal	The Muscogee people have always lived in the same place.		
	The Muscogee people have existed longer than the United States has existed.		
	The Muscogee people only tried one thing to keep their homelands.		
	The Muscogee people took everything with them when they were removed.		
	The removal was difficult for the Muscogee.		
	Once the removal was finished, life for the Muscogee was easy.		
	The Muscogee people have survived.		
	The Muscogee people are the only American Indians who experienced removal.		

Confer, Compare, Clarify

Students will pair up to discuss their notes in the following way:

1. They will **confer**. *Confer* refers to get together and share a one sentence summary of what they believe was the most important part of the videos.
2. They will **compare**. *Compare* refers to students actually getting an opportunity to read each other's notes. They should then compare what they recorded in their notes and what their peers recorded. Let students know that they are encouraged to "borrow" ideas from their peers' notes and add them to their own.
3. They will **Clarify**. *Clarify* refers to students recording any questions that they have regarding what they learned.
4. Ask pairs to join other pairs, forming groups of four, and share further information.
5. Address any questions still unanswered questions during the whole class discussion.

Appointment Agendas**12:00 Partner** _____**"Introduction" Questions:**

1. Why do you think the United States so desperately wanted American Indian lands east of the Mississippi River?
2. Lillian Thomas stated in the video, "It was all because of Andrew Jackson. I know you're supposed to respect and honor the leader of your nation, but at the time, he was not the leader of our nation." What does she mean by "not the leader of our nation"?

Answer box:**1:00 Partner** _____**"Before" Questions:**

3. What was the environment like in the Muscogees' traditional lands?
4. Why do you think the Muscogee tried so hard to keep their traditional lands and live in peace with the Americans?
5. What actions by the American government and citizens made it difficult for the Muscogee to stay on their traditional lands?

Answer box:

2:00 Partner _____

"During" Questions:

6. How were Muscogee lives disrupted by the removal?
7. Look at the map of the southeastern region of the United States. Locate the states that the Muscogee had to travel through (Alabama, Mississippi, Arkansas, and Oklahoma). What geographical features might have posed as challenges to the forced removal of the Muscogee?
8. What conditions made the removal extremely dangerous and deadly at times?

Answer box:

3:00 Partner _____

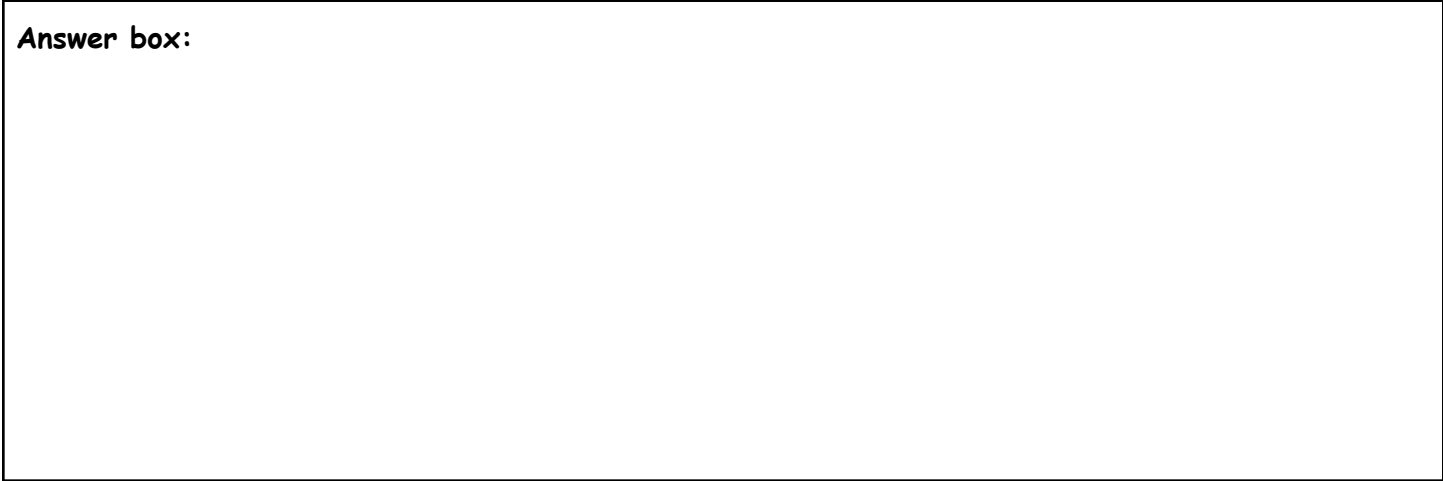
"After" questions:

9. The word assimilate means conforming or adjusting to the customs, attitudes, etc., of another group. How did the United States government try to force the Muscogee to assimilate? In other words, how did the government try to make the Muscogee more "American"?
10. How was the Muscogee culture affected by forced assimilation?
11. How was the Muscogee community able to stay strong and continue once they established their new homes in Oklahoma?

Answer box:

What final lesson reflections do you want to add that were not discussed?

Answer box:

A large, empty rectangular box with a black border, intended for the user to write their answer to the question above. The box is currently blank.

Removal Journey Diary Entries

You are a member of the Muscogee Creek Nation, and you have a beautiful piece of land in Georgia or Alabama where you have built a way of life, a family, a home. The only problem is that the United States wants this land, and will stop at nothing to acquire it. Now, the U.S. government is forcing you and your people out of your territory, and relocating you to a new area: Oklahoma.

Write at least a 5 entry diary/journal about your experiences...how your life was/will be affected by the move to Oklahoma. Be as detailed as possible and include the emotions you experience during this journey.

Entry 1 - Describe who you are and what your life is like before removal. What is a typical day? Who is with you? What is going on/happening? How do you feel about the rumors of Indian removal?

Entries 2-4 - On the Trail (struggles during the trip). Describe hardships you and your family members encounter on this long and dangerous journey. Are you on the steam ship? What is happening there? Are you on foot? What types of things are happening to you and other Muscogees on the journey with you? Consider food, sickness, and other terrible things you may see or experience during this time. (At least 3 entries)

Entry 5 - When you arrive in “Indian” Territory (how life has changed). What is different about the land here, as opposed, to where you came from? What is the same? How do you begin to build a new way of life with your family and your tribe? What hardships do you encounter? What are the positives of this new place?

Guidelines:

-May be handwritten or typed.

-Free from spelling and grammatical errors

-Entries must be well developed and detail per the rubric

-The characters and their story you create will be fictional, but based upon the reality of Indian Removal. This is called historical fiction.

-Entries must have an accurate date. Dates do not have to be consecutive. There can be a lapse of time in between them.

-Details earn points - Show emotion, fear, and pain; use colorful adjectives and adverbs, place pictures where necessary.

Removal Journey Rubric

The following rubric will be used to grade the removal journey diary entries.

Student Name: _____

CATEGORY	4 points	3 points	2 points	1 point	Score
Focus on Assigned Topic	The entries are related to the assigned topic and allow the reader to understand much more about the topic.	Most of the entries are related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the entries are related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.	
Accuracy of Facts	All facts presented in the diary entry are accurate.	Almost all facts presented in the entry are accurate.	Most facts presented in the entry are accurate (at least 70%).	There are several factual errors in the story.	
Creativity	The entry contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The entry contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The entry contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.	
Organization	The entries are very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The entries are pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The entries are a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged with little chronological understanding.	
Completion of Assignment	There are five distinct entries.	There are four distinct entries.	There are three distinct entries.	There are two distinct entries.	

TOTAL _____

Argument Summative Task

For your summative task, you will create a slideshow presentation that uses evidence to answer the compelling question: *What does it mean to remove a people?*

- Think about the essential question: *What does it mean to remove a people?*
- Think about the claims, evidence, discussions, diary entries, etc. during the previous unit activities.

Task Instructions:

Sacrifice	Resilience	Hardship	Death	Loss
Commitment		Determination		Inhumane

- Choose 5 of the words above that you feel best describe the idea of "removing a people".
- Refer back to the [Evidence Kit](#) to find evidence to support the connection of that word to removal.
- Create a slideshow presentation with specific claims and relevant evidence from historical sources found in the evidence kit. The slideshow must include the following:
 - *Title slide - See rubric
 - *One slide per each word from the box (5 slides total) - Each slide should start with the stem...Removing a people means_____ (insert the word). Then use evidence from the evidence kit to support how it means that word. Add visuals.
 - *Closing slide - Write a paragraph explaining in your own words what removing a people means to you now.
 - *Resource slide - Links to your sources
- Use the following rubric as a guide.

Rubric

15 pts	Title Slide- Creative title and student name - Include a visual
50 pts	One slide with evidence that supports each word - Include visuals - 5 slides total
15 pts	Closing slide with a paragraph of personal commentary
10 pts	Resource slide
10 pts	Neat and organized

Oklahoma Statehood Terms

1. Allotment
2. Bicameral
3. Boomer
4. Constitution
5. Five Civilized Tribes
6. Freedmen
7. Initiative Petition
8. Land Grafters
9. Populism (populists)
10. Progressive Movement
11. Prohibition
12. Recall
13. Referendum
14. Royalties
15. Sovereign, Sovereignty

<p>Visual Representation:</p>	
<p>Term:</p>	<p>Relationship to Me:</p> <p>Definition:</p>

APPARTS Instruction Page

Read this page to determine the information you will be looking for as you preview the book. Record your findings in the answer document on the second page.

Author

Who created the source? What do you know about the author? What is the author's point of view?

PLACE AND TIME

Where and when was the source produced? How might this affect the meaning of the source?

PRIOR KNOWLEDGE

Beyond the information about the author and the context of its creation, what do you know that would help you further understand the source?

AUDIENCE

For whom was this source created and how might this affect its reliability?

REASON

Why was this source produced and how might this affect the reliability of the source?

THE MAIN IDEA

What point is the source trying to convey?

SIGNIFICANCE

Why is this source important? Ask yourself, "So what?" in relation to the question you are answering.

APPARTS Answer Document

Author

PLACE AND TIME

PRIOR KNOWLEDGE

AUDIENCE

REASON

THE MAIN IDEA

SIGNIFICANCE

Oklahoma Historical Places

Directions: As you encounter the following Oklahoma historical sites in the text, complete the organizer with the appropriate information.

Historical Site	Location	Date Built/Used	Significance	Historic Function
Creek Council House				
McAlester House				
Scottish Rite Temple				
Cottage Row				
Union Agency				
Sequoyah's Cabin				
Carnegie Library				

Essential Questions

- *How have the policies and decisions of the U.S. government impacted tribal sovereignty?*
- *How did the Reconstruction Treaties of 1866 impact Native American peoples in Indian Territory?*



Learning Objectives

- Analyze the Reconstruction Treaties of 1866 and identify and explain the major terms of these treaties.
- Evaluate the impact that the terms of the Reconstruction Treaties of 1866 had on Native American peoples in Indian Territory.



RECONSTRUCTION TREATIES OF 1866: TEACHER'S NOTES

Contents

Treaty Between the United States of America and the Cherokee Indians	2
Treaty Between the United States of America and the Choctaw and Chickasaw Indians	5
Treaty Between the United States of America and the Creek Indians	8
Treaty Between the United States of America and the Seminole Indians	11

ARTICLE XI

The Cherokee Nation [now] grant a right of way not exceeding two hundred feet wide, except at stations, switches, water stations, or crossing of rivers, through all their lands, to any company or corporation which shall be... authorized by Congress to construct a railroad from any point north to any point south, and from any point east to any point west of, and which may pass through, the Cherokee Nation. [Such a] company or corporation, and their employees and laborers, [are] at all times subject to [United States] laws...

4. The Cherokee will allow the United States to build a railroad through their territory.

ARTICLE XII

The Cherokees agree that a general council, consisting of delegates elected by each nation or tribe... within the Indian Territory, may be [brought together for a meeting each year in Indian] territory... [The] general council shall have power to [make laws regarding] all rightful subjects and matters [relating] to the [interactions between the tribes in Indian] territory... [The] council shall be presided over by the Superintendent of Indian Affairs... The Creeks also agree that a court or courts may be established in said territory, with such jurisdiction and organized... [by] Congress...

5. The Cherokee will send delegates to be part of an intertribal council headed by the U.S. Superintendent of Indian Affairs.

ARTICLE XV

The United States may settle any civilized Indians, friendly with the Cherokees and [nearby] tribes, within the Cherokee country, on unoccupied lands... on such terms as may be agreed upon by any such tribe and the Cherokees... Should any such tribe or band of Indians settling [on Cherokee land], abandon their tribal organization... they shall be incorporated into and ever after remain a part of the Cherokee Nation, on equal terms in every respect with native citizens.

6. The Cherokee will allow the United States to settle other tribes on their lands and will, in some cases, adopt those peoples into their tribe.

ARTICLE XVII

The Cherokee Nation... cedes... to the United States, the tract of land in the State of Kansas which was sold to the Cherokee by the United States [according to] the second article of the treaty of 1835; and also that strip of land ceded to the [Cherokee] by the fourth article of [the treaty of 1835], and the Cherokees consent that [these] land may be included in the limits of the [state of Kansas] ...

7. The Cherokee will cede a part of their land to the United States.

ARTICLE XXVI

The United States guarantee to the people of the Cherokee Nation the quiet and peaceable possession of their country and protection against domestic feuds and [rebellions], and against hostilities of other tribes. They shall also be protected against inter[r]uptions or intrusion from all unauthorized citizens of the United States who may attempt to settle on their lands and reside in their territory...

ARTICLE XXVII

The United States shall have the right to establish one or more military posts or stations in the Cherokee Nation, as may be deemed necessary for the proper protection of the citizens of the United States lawfully residing [within] and the Cherokees or other citizens of the Indian country...

8. To protect the Cherokee from hostile tribes, the Cherokee will allow the United States to build military forts within Cherokee territory.

Now, therefore, be it known, that I, Andrew Johnson, President of the United States of America, do, in pursuance of the advice and consent of the Senate... accept, ratify, and confirm the [treaty] ... I have hereto signed my name... Done at the city of Washington [August 11, 1866].

ANDREW JOHNSON.

Source: Kappler, C. (1904). Treaty with the Cherokee, 1866. Indian affairs: laws and treaties, Vol. 2 (Treaties). Washington, DC: Government Printing Office, 942-950. <https://shareok.org/handle/11244/10468>

Treaty Between the United States of America and the Choctaw and Chickasaw Indians

April 28, 1866

ARTICLE I

Permanent peace and friendship are hereby established between the United States and [the Choctaws and Chickasaws]; and the Choctaws and Chickasaws do [now] bind themselves respectively to use their influence to [convince] Indians of the plains to maintain peaceful relations with each other, with other Indians, and with the United States.

1. *Peace is established between the Choctaws and Chickasaws and the United States. Additionally, the Choctaws and Chickasaws will maintain peace with other tribes living within Indian Territory.*

ARTICLE II

The Choctaws and Chickasaws... [promise that from now on] neither slavery nor involuntary servitude, otherwise than in punishment of crime... shall ever exist in the [Choctaw or Chickasaw nations]

2. *The Choctaws and Chickasaws will abolish slavery.*

ARTICLE III

The Choctaws and Chickasaws, in consideration of the sum of three hundred thousand dollars... [cede] to the United States the territory west of the 98° west longitude... that said sum shall be invested and held by the United States in trust [for the Choctaw and Chickasaw], until... [these nations] have made such laws... to give all persons of African descent... and their descendants, [previously] held in slavery [by the tribes]... all the rights, privileges, and immunities, including the right of suffrage, of citizens of the Choctaw and Chickasaw nations...

3. *The Choctaws and Chickasaws must cede part of their land to the United States.*
4. *The Choctaws and Chickasaws must make laws for their tribes that make those people formerly enslaved, and their descendants, citizens of the tribes with the same rights as native Choctaws and Chickasaws.*

ARTICLE VI

The Choctaws and Chickasaws... grant a right of way through their lands to any company or companies which shall be... authorized by Congress, or by the legislatures of the [Choctaw or Chickasaw] nations, ...to construct a railroad through the Choctaw and Chickasaw nations from the north to the south... and from the east to the west... but such railroad company or companies... shall be subject to the laws of the United States...

- 5. The Choctaws and Chickasaws will allow the United States to build a railroad through their territory.*

ARTICLE VIII

The Choctaws and Chickasaws also agree that a council, consisting of delegates elected by each nation or tribe... within the Indian Territory, may be [brought together for a meeting each year in Indian] territory... [The] general council shall have power to [make laws regarding] all rightful subjects and matters [relating] to the [interactions between the tribes in Indian] territory... [The] council shall be presided over by the Superintendent of Indian Affairs... The Creeks also agree that a court or courts may be established in said territory, with such jurisdiction and organized... [by] Congress...

- 6. The Chocataws and Chickasaws will send delegates to be part of an intertribal council headed by the U.S. Superintendent of Indian Affairs.*

ARTICLE XXII

The right of selection... of any land required by the United States as a military post, or Indian agency, which, when abandoned, shall revert to the nation in which the land lies...

- 7. The United States can build military forts within Choctaw and Chickasaw territory.*

ARTICLE XXX

The Choctaw and Chickasaw nations will receive into their respective districts... one-fourth in the Chickasaw and three-fourths in the Choctaw Nation, civilized Indians from the tribes known by the general name of the Kansas Indians... who shall have in the Choctaw and Chickasaw nations... the same rights as the Choctaws and Chickasaws, of whom they shall be the fellow-citizens, governed by the same laws, and enjoying the same privileges... and the

Choctaw and Chickasaw nations pledge themselves to treat the... Kansas Indians in all respects with kindness... aiding them in good faith to establish themselves in their new homes, and to respect all their customs and usages not inconsistent with the constitution and laws of the Choctaw and Chickasaw nations respectively...

8. *The Choctaw and Chickasaw must allow other tribes to live on their land and incorporate them into their own tribe.*

Now, therefore, be it known, that I, Andrew Johnson, President of the United States of America, do, in pursuance of the advice and consent of the Senate... accept, ratify, and confirm the [treaty] ... I have hereto signed my name... Done at the city of Washington [July 10, 1866].

ANDREW JOHNSON.

Source: Kappler, C. (1904). Treaty with the Choctaw and Chickasaw, 1866. Indian affairs: laws and treaties, Vol. 2 (Treaties). Washington, DC: Government Printing Office, 918-931. <https://shareok.org/handle/11244/10468>

ARTICLE II

The Creeks... agree that [from now on] neither slavery nor involuntary servitude, otherwise than in the punishment of crimes... shall ever exist in [the Creek] nation; and [since] as there are among the Creeks many persons of African descent... it is [agreed] that [from now on] these persons lawfully residing in... Creek country... and their descendants may be permitted as citizens and shall have and enjoy all the rights and privileges of native citizens...

3. *The Creeks will abolish slavery.*

4. *The Creeks will make those people formerly enslaved, and their descendants, citizens of the tribe with the same rights as native Creeks.*

ARTICLE III

[Because the] United States [wishes] to locate other Indians and freedmen [in Indian Territory], the Creeks [must give up] to the United States... the west half of their [territory]... and [for the western half of the Creek territory] ... the United States agree to pay the sum of thirty cents per acre...

5. *The Creeks will allow the United States to settle other tribes on land previously belonging to the Creeks.*

6. *The Creeks must cede part of their land to the United States.*

ARTICLE V

The Creek Nation [must] grant a right of way through their lands... to any company which shall be... authorized by Congress, ... to construct a railroad [through any part of Creek territory],

but said railroad company... shall be subject to the laws of the United States... and the Creeks agree to sell to the United States, or any company... authorized... such lands... lying along the line of [any] railroad...

7. *The Creeks will allow the United States to build a railroad through their territory.*

ARTICLE X

...The Creeks also agree that a general council, consisting of delegates elected by each nation or tribe... within Indian Territory, may be [brought together for a meeting each year in Indian] territory... [The] general council shall have power to [make laws regarding] all rightful subjects and matters [relating] to the [interactions between the tribes in Indian] territory... [The] council shall be presided over by the Superintendent of Indian Affairs... The Creeks also agree that a court or courts may be established in said territory, with such jurisdiction and organized... [by] Congress...

8. *The Creeks will send delegates to be part of an intertribal council headed by the U.S. Superintendent of Indian Affairs.*

Now, therefore, be it known, that I, Andrew Johnson, President of the United States of America, do, in pursuance of the advice and consent of the Senate... accept, ratify, and confirm the [treaty] ... I have hereto signed my name... Done at the city of Washington [August 11, 1866].

ANDREW JOHNSON.

Source: Kappler, C. (1904). *Treaty with the Creeks, 1866*. *Indian affairs: laws and treaties, Vol. 2 (Treaties)*. Washington, DC: Government Printing Office, 931-937. <https://shareok.org/handle/11244/10468>

Treaty Between the United States of America and the Seminole Indians

March 21, 1866

PREAMBLE

[Because] existing treaties between the United States and the Seminole Nation are insufficient... and [because] the Seminole Nation made a treaty with the so-called confederate states, August 1st, 1861, [in which] they ignored their allegiance to the United States, and [violated] the treaty relations with the United States... and [because] a treaty of peace and [friendship] was entered into between the United States and the Seminoles and other tribes at Fort Smith, September tenth [1865]... where the Seminoles canceled... the treaty made with the so-called confederate states. The United States... and... the Seminole Nation, agree, as follows:

ARTICLE I

There shall be [permanent] peace between the United States and the Seminole Nation, and the Seminoles agree to be and remain firm allies of the United States, and always faithfully aid the [United States] Government [in putting down rebellion and] its enemies.

- 1. There will be permanent peace between the United States and the Seminoles.*

The Seminoles also agree to maintain peace with all other Indian Tribes and with themselves. In return for these pledges of peace and friendship, the United States guarantee them quiet possession of their country, and protection against hostilities on the part of other tribes; Therefore the Seminoles agree to a military occupation of their country at the option and expense of the United States.

- 2. The Seminoles will maintain peace with other tribes within Indian Territory.*

- 3. To protect the Seminoles from hostile tribes, the Seminoles will allow the United States to station parts of the military in Seminole Territory.*

ARTICLE II

The Seminole Nation [promise] that [from now on] in their nation slavery shall not exist, nor involuntary servitude, except for and in punishment of crime. [For those] among the Seminoles [that are] persons of African descent and blood... it is [required] that [from now on] these persons and their descendants... shall have and enjoy all the rights of native citizens.

4. *The Seminole will abolish slavery.*

5. *The Seminole will make those people formerly enslaved, and their descendants, citizens of the tribe with the same rights as native Seminoles.*

ARTICLE III

[Because of] the desire of the United States to locate other Indians and freedmen [in Indian Territory] the Seminoles [must] cede and [give] to the United States their entire [territory] ... In consideration of [the] cession of their lands, the United States agree to pay the Seminole Nation the sum of [\$325,362] ... at the rate of fifteen cents per acre. The United States having obtained [from] the Creek Nation, the [western] half of their lands, [now] grant [that land] to the Seminole Nation... [for which] the Seminole Nation agrees to pay the price of fifty cents per acre, amounting to the sum of [\$100,000] which [will] be deducted from the sum paid by the United States for Seminole lands...

6. *The Seminoles must cede all of their land to the United States and buy new land from the United States government.*

ARTICLE V

The Seminole Nation [now] grant a right of way through their lands to any company which shall be... authorized by Congress... to construct a railroad from any point on their eastern to their western or southern boundary; ... And the Seminoles agree to sell the United States... lands, not legally owned... by a member... of the Seminole Nation lying along the line of [the proposed] railroad...

7. *The Seminole will allow the United States to build a railroad through their territory.*

ARTICLE VII

...The Seminole Nation also agree that a council, consisting of delegates elected by each nation or tribe... within the Indian Territory, may be [brought together for a meeting each year in Indian] territory... [The] general council shall have power to [make laws regarding] all rightful subjects and matters [relating] to the [interactions between the tribes in Indian] territory... [The] council shall be presided over by the Superintendent of Indian Affairs... The Seminoles also agree that a court or courts may be established in said territory, with such jurisdiction and organized... [by] Congress...

8. *The Seminole will send delegates to be part of an intertribal council headed by the U.S. Superintendent of Indian Affairs.*

Now, therefore, be it known, that I, Andrew Johnson, President of the United States of America, do, in pursuance of the advice and consent of the Senate... accept, ratify, and confirm the [treaty] ... I have hereto signed my name... Done at the city of Washington [Aug. 16, 1866].

ANDREW JOHNSON.

Source: Kappler, C. (1904). *Treaty with the Seminole, 1866. Indian affairs: laws and treaties, Vol. 2 (Treaties)*. Washington, DC: Government Printing Office, 910-915. <https://shareok.org/handle/11244/10468>

Respond to the following prompt independently. Be as insightful and detailed as you can.

Given what you have learned about the major requirements of the Reconstruction treaties, how do you think these treaties impacted the sovereignty of the tribes?

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"Somebody Wanted But So"

This strategy requires students to identify key concepts in history, geography, or politics.

The strategy is beneficial to:

- Identify people's differences, goals, and motivations
- Identify main ideas and details • Recognize cause-and-effect relationships
- Make generalizations and inferences
- Understand multiple points of view

With SWBS, students follow an established format that assists them in creating a final SWBS statement. This statement identifies an historic or contemporary character or group of people, the individual's or group's goal/motivation, a conflict, event or barrier that impedes the individual or group, and the resolution of the conflict. The chart has four column headings:

Example:

Somebody (individual or group)	Wanted (goal/motivation)	But (conflict, barrier)	So (resolution, effect)
Marsh Arabs of the Tigris-Euphrates region of Iraq,	wanted religious freedom and regional self-determination,	but Saddam Hussein considered them rebellious dissidents,	so he drained their wetlands (homeland) destroying their economic base.

Follow the directions below, using the example above as a guide:

Step 1: Students will create their own SWBS from the Oklahoma Historical Society article about the Crazy Snake Uprising using the empty chart below.

Somebody (individual or group)	Wanted (goal/motivation)	But (conflict, barrier)	So (resolution, effect)

Step 2: As they get them written, students will all "splash" their SWBS by writing them on the dry erase board, large strip of butcher paper, or any other large surface area.

Step 3: Once all responses are "splashed", ask students to do a Gallery Walk so they can reach each one. Ask them to make note about the differences they find.

Step 4: Discuss differences among students' SWBS statements. Explain that there can be more than one SWBS statement for an individual, group, and event. (Differences among SWBS statements can be attributed to the differences in the students themselves, their experiences, their viewpoints, and their personal interpretations of the passage.) Differences can also be accounted for by the fact that historic and contemporary characters have many goals and motivations, each of which may be complicated by a conflict, some of which may remain unresolved.

Biggest AHA - State of Sequoyah Video

Think about and record your biggest *AHA* from the video. Biggest *AHA* refers to your most important insight.

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Oklahoma Statehood Unit Project

Throughout this unit, there has been some interesting information about Oklahoma Statehood that you may have never known before. Spend some time thinking about those two or three topics that really intrigued you...something you would be interested to know more about. It could be an event, a person, a place, a treaty...the possibilities are endless.

The overarching question to address by the end of your research will be: **How did this person, place, event, treaty, etc. (your topic) impact the future of Native Americans in Oklahoma.**

Find a group of two other people who are interested in the same topic/s. Determine one that you will research further. Each group must have a different topic, so it may be a good idea to have your top two or three on hand.

Below is a list of possible suggestions, but you are NOT limited to this list. This is just to give you an idea. The topics are broad and may be narrowed as you see fit. Please present other ideas to your teacher.

Your task will be to research your topic and present a brief slide show of information that you learn. Slideshows may range from 5-10 slides. Each group's presentation should be about five minutes in length (teacher discretion).

Possible Topics: Oklahoma Statehood
Okmulgee Constitutional Convention
Coal-mining in Oklahoma
Reconstruction Treaty of 1866
J.J. McAlester
Introduction of the railways in Oklahoma
Mining disasters in Oklahoma (ex. One in Krebs in 1892)
Perspectives of Oklahoma Land Runs (There were 5 total. Look at the map in the book on page 31.)
Langston University
Edward P. McCabe

Any of the All-Black Towns (Map in the book on page 41.)
Curtis Act of June 28, 1898
Chitto Harjo
Crazy Snake Rebellion
Sequoyah (The person...)
Alexander Posey
Sequoyah State Constitution

Slideshow Requirements: 6-10 Slides

This project will be completed as a powerpoint or slideshow presentation. The following slides must be included:

- **First Slide:** Topic of the project and group members' names
- **All Middle Slides:**
 - 1) Pictures related to the topic with explanations/captions
 - 2) Text explaining key details about the topic - This text must be paraphrased or summarized. Direct quotes may only be used sparingly.
 - 3) Charts or graphs
 - 4) Response to the overarching question: **How did this person, place, event, treaty, etc. (your topic) impact the future of Native Americans in Oklahoma.**
- **Last Slide:** Cite all of the resources used for the project

The grading rubric is below.

Scoring Rubric

<u>CATEGORY</u>	<u>POINTS POSSIBLE</u>	<u>POINTS EARNED</u>
Creativity, originality, & neatness	25	_____
Knowledge & analysis of Events & characters	40	_____
Presentation	10	_____
Grammar, punctuation, & sentence structure	15	_____
MLA citations	10	_____
Total Points	100	_____

Before		Statement	After	
Agree	Disagree		Agree	Disagree
		The more languages a person learns, the better off they are.		
		It is difficult to integrate into a culture that is different from your own.		
		A formal education is the only way to measure a happy and productive life.		
		It is important to respect differences in cultures.		
		Children need a safe and secure environment in order to learn.		
		All cultures can have a positive influence on the world and deserve our respect.		
		The names our parents give to us are important and hold a special meaning.		
		It is possible for a person's cultural identity to be taken from him/her.		
		Our cultural identity shapes who we are and how we react to situations.		

Before		Statement	After	
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		Our cultural identity shapes who we are and how we react to situations.		

Carlisle School Slideshow Talking Points

Slide 1: Title Slide - Explain to students that they will be learning some background information about the Carlisle Indian Industrial Boarding School. It was one of the Bureau of Indian Affairs' leading Native American schools and the first off-reservation boarding school operated by the federal government. Eventually, the Bureau of Indian Affairs opened more than two dozen more off-reservation boarding schools, and churches operated over four hundred on-reservation schools with government funding. These schools were a part of a long series of federal government policies, such as Removal and the Indian Wars, that attempted to remove Native Americans from their lands.

Slide 2: Richard Pratt - Founded by Richard Henry Pratt, the Carlisle School operated from 1879-1918. Pratt, a Civil War veteran, had served as a captain in the cavalry in the Southern Plains and had supervised the imprisonment of Native Americans during the Indian Wars.

Slides 3, 4, & 5: The Carlisle School - Over 10,000 Native Americans attended the Carlisle School between 1879-1918. To recruit students, school officials and students traveled to reservations, appealing to tribal leaders to send children from their tribes to Carlisle. Some tribal leaders saw the school as an alternative to the difficulties of life on reservations, while others were reluctant to send students.

Slides 6 & 7: The Carlisle School - Only 158 people graduated from the school in all of those years. Of these graduates, several went on to college and became educators, professional athletes, and community leaders. The Carlisle football team became one of the best teams in the nation, and the acclaimed Carlisle Indian Band performed around the world.

Slides 8, 9, 10, & 11: The Carlisle School - Life at Carlisle was very hard. Students were subjected to strict military-style training and were disciplined severely for breaking the school's strict rules. Living conditions were stark. Students stayed in barracks and were forced to discard their native languages, dress, foods, and religions. Hundreds of students ran away from the school to return to their tribes, and hundreds of others died at Carlisle, many from infectious diseases.

Slide 12: Central Historical Question - What was the purpose of the Carlisle Indian Industrial School?

Excerpt from Pratt's speech: "Kill the Indian, and Save the Man," Capt. Richard H. Pratt on the Education of Native Americans. Source: *Official Report of the Nineteenth Annual Conference of Charities and Correction* (1892), 46–59. Reprinted in Richard H. Pratt, "The Advantages of Mingling Indians with Whites," *Americanizing the American Indians: Writings by the "Friends of the Indian" 1880–1900* (Cambridge, Mass.: Harvard University Press, 1973), 260–271.

A great general has said that the only good Indian is a dead one, and that high sanction of his destruction has been an enormous factor in promoting Indian massacres. In a sense, I agree with the sentiment, but only in this: that all the Indian there is in the race should be dead. Kill the Indian in him, and save the man....

It is a sad day for the Indians when they fall under the assaults of our troops, as in the Piegan massacre, the massacre of Old Black Kettle and his Cheyennes at what is termed "the battle of the Washita," and hundreds of other like places in the history of our dealings with them; but a far sadder day is it for them when they fall under the baneful influences of a treaty agreement with the United States whereby they are to receive large annuities, and to be protected on reservations, and held apart from all association with the best of our civilization. The destruction is not so speedy, but it is far more general.

We shall have to go elsewhere, and seek for other means besides land in severalty to release these people from their tribal relations and to bring them individually into the capacity and freedom of citizens.

Indian schools are just as well calculated to keep the Indians intact as Indians as Catholic schools are to keep the Catholics intact. Under our principles we have established the public school system, where people of all races may become unified in every way, and loyal to the government; but we do not gather the people of one nation into schools by themselves, and the people of another nation into schools by themselves, but we invite the youth of all peoples into all schools. We shall not succeed in Americanizing the Indian unless we take him in in exactly the same way. I do not care if abundant schools on the plan of Carlisle are established. If the principle we have always had at Carlisle—of sending them out into families and into the public schools—were left out, the result would be the same, even though such schools were established, as Carlisle is, in the centre of an intelligent and industrious population, and though such schools were, as Carlisle always has been, filled with students from many tribes. Purely Indian schools say to the Indians: "You are Indians, and must remain Indians. You are not of the nation, and cannot become of the nation. We do not want you to become of the nation." We make our greatest mistake in feeding our civilization to the Indians instead of feeding the Indians to our civilization.

It is a great mistake to think that the Indian is born an inevitable savage. He is born a blank, like all the rest of us. Left in the surroundings of savagery, he grows to possess a savage language, superstition, and life. We, left in the surroundings of civilization, grow to possess a civilized language, life, and purpose. Transfer the infant white to the savage surroundings, he will grow to possess a savage language, superstition, and habit. Transfer the savage-born infant to the surroundings of civilization, and he will grow to possess a civilized language and habit. These results have been established over and over again beyond all question; and it is also well

established that those advanced in life, even to maturity, of either class, lose already acquired qualities belonging to the side of their birth, and gradually take on those of the side to which they have been transferred.

Carlisle fills young Indians with the spirit of loyalty to the stars and stripes, and then moves them out into our communities to show by their conduct and ability that the Indian is no different from the white or the colored, that he has the inalienable right to liberty and opportunity that the white and the negro have.

When we cease to teach the Indian that he is less than a man; when we recognize fully that he is capable in all respects as we are, and that he only needs the opportunities and privileges which we possess to enable him to assert his humanity and manhood; when we act consistently towards him in accordance with that recognition; when we cease to fetter him to conditions which keep him in bondage, surrounded by retrogressive influences; when we allow him the freedom of association and the developing influences of social contact—then the Indian will quickly demonstrate that he can be truly civilized, and he himself will solve the question of what to do with the Indian.

Pratt Quick Write

Use the excerpt from Pratt’s speech to complete the following reflection. You may also find it helpful to view the [Boarding School Photos](#) to enhance your learning before completing the Quick Write.

What do you think Pratt meant by the term “truly civilized”? Describe traits and activities you think Pratt would view as civilized. Imagine you were a student at Carlisle, what/how might you have felt?

Quick-Write Activity 4

Use the excerpt from Pratt’s speech to complete the following reflection. You may also find it helpful to view the [Boarding School Photos](#) to enhance your learning before completing the Quick Write.

What do you think Pratt meant by the term “truly civilized”? Describe traits and activities you think Pratt would view as civilized. Imagine you were a student at Carlisle, what might you have felt?

Bounce Card

Bounce:

Take what your classmate(s) said and bounce an idea off of it. For example, you can start your sentences with:

“That reminds me of...”

“I agree, because...”

“True, another example is when...” “That’s a great point...”

Sum it up:

Rephrase what was just said in a shorter version. For example, you can start your sentences with:

“I hear you saying that...”

“So, if I understand you correctly...” “I like how you said...”

Inquire:

Understand what your classmates mean by asking questions. For example, you can start your questions with:

“Can you tell me more about that?” “I see your point, but what about...?” “Have you thought about...?”

Himmele, P. & Himmele, W. (2011) *Total Participation Techniques: Making every student an active learner*. Alexandria, VA: ASCD

Figure 6.3 Bounce Card

Bounce Card

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Himmele, P. & Himmele, W. (2011) *Total Participation Techniques: Making every student an active learner.* Alexandria, VA: ASCD

Figure 6.3 Bounce Card

Presented by
Drs. William &
Pérsida Himmele



Total Participation

Techniques: Making every student an active learner!

Presented by
Drs. William &
Pérsida Himmele

S-I-T: Surprising, Interesting, Troubling **Rationale**

An activity based on the S-I-T strategy provides a quick and straightforward way for students to demonstrate their engagement with a text, image, or video. In this activity, students identify what they find surprising, interesting, and troubling about the material. Because the activity gives students an opportunity to process and articulate a short response, it's especially useful when students are encountering material they find shocking or an outcome that is counterintuitive. Having students complete an S-I-T activity can be an effective way to help them prepare for a class discussion in which you want everyone to have something to contribute. It can also be an effective prompt for an [exit card](#) at the end of a lesson about an emotionally challenging historical topic.

Procedure

1. Choose a text, image, or video that you expect students will find engaging and will want or need to discuss after reading or watching.
2. After reading, observing, or watching this stimulus, ask each student to identify the following:
 1. One **S**urprising fact or idea
 2. One **I**nteresting fact or idea
 3. One **T**roubling fact or idea
3. Give students an opportunity to share and debrief their S-I-T responses, either in pairs or as a class discussion. Or collect their responses and read them to find out how students are feeling about and understanding the material presented in

Carlisle Indian School Digital Resource Center

Analyzing Before and After Photographs (primary documents)

Overview: Under the authority of the US federal government, Carlisle was the first federally funded off-reservation Indian boarding school. Founded in 1879 by Captain Richard Henry Pratt, it enrolled over 10,500 students by the time of its closing in 1918. Pratt believed that American Indians were the equals of European-Americans, and that Native American children immersed in mainstream Euro-American culture would become assimilated. To document his experiment, what scholar David Wallace Adams has referred to as “Education for Extinction,” Pratt commissioned John N. Choate to take before and after "contrast" photos to document the progress they were making in “civilizing” the Indian children. These photographs were then sent to officials in Washington, to potential charitable donors, and to other reservations to recruit new students.

Have students examine these two photographs, one at a time:



Tom Torlino, a Navajo student at the Carlisle Indian School, 1882

Describe what you see:

Write a new caption for this photograph based upon what you see:



Tom Torlino, 1885

Describe what you see:

Write a new caption for this photograph based upon what you see:

Compare and contrast these before and after photographs. How is the individual the same? How has he changed?

Choate took a number of before and after photos of students enrolled at the Carlisle Indian School – what do you think the purpose was? What do these photographs show/suggest? Aside from the obvious physical changes, what possible emotional and social changes occurred within these students?

Here are other before and after photos to consider as you think about the purpose and impact of federal boarding schools:



Navajo students who entered Carlisle October 21, 1882



Same group of students after some time at school



White Buffalo 1881-before



White Buffalo-after

Luther Standing Bear (Excerpt)

Luther Standing Bear was a member of the Lakota tribe and attended the Carlisle Indian Industrial School beginning in 1879. After graduating, he became a Lakota chief and advocated for Native American rights and sovereignty. The following are excerpts from a book he wrote in 1933 about his experiences at the school.

At the age of eleven years, ancestral life for me and my people was most abruptly ended without regard for our wishes, comforts, or rights in the matter. At once I was thrust into an alien world, into an environment as different from the one into which I had been born as it is possible to imagine, to remake myself, if I could, into the likeness of the invader. . . .

At Carlisle . . . the “civilizing” process began. It began with clothes. Never, no matter what our philosophy or spiritual quality, could we be civilized while wearing the moccasin and blanket. The task before us was not only that of accepting new ideas and adopting new manners, but actual physical changes and discomfort had to be borne uncomplainingly until the body adjusted itself to new tastes and habits. . . .

Of course, our hair was cut, and then there was much disapproval. But that was part of the transformation process, and in some mysterious way long hair stood in the path of our development. . . .

Almost immediately our names were changed to those in common use in the English language. . . . I was told to take a pointer and select a name for myself from the list written on the blackboard. . . .

By that time we had been forbidden to speak our mother tongue, which is the rule in all boarding schools. . . .

Of all the changes we were forced to make, that of diet was doubtless the most injurious, for it was immediate and drastic. . . . Had we been allowed our own simple diet . . . we should have thrived.

But the change in clothing, housing, food, and confinement combined with lonesomeness was too much, and in three years nearly one half of the children from the Plains were dead and through with all earthly schools. In the graveyard at Carlisle most of the graves are those of the little ones. . . .

Source: Luther Standing Bear, *Land of the Spotted Eagle*, 1933.

Guiding Questions

Answer the following questions with your partner. Answers should be in complete sentences.

Who was Luther Standing Bear?

What were some of the changes that Luther Standing Bear and his fellow students were forced to make at the school?

According to Luther Standing Bear, what happened as a result of these changes?

How does Luther Standing Bear's description of the Carlisle School compare to the photos you have seen?

Based on this document, what was the purpose of the Carlisle School?

The Making Meaning Protocol

1. Getting Started

While watching the assigned video, students will independently make notes on the [Making Meaning Organizer](#) as described below. Note: Students will complete Steps 2-4 for each video before moving on to Step 5.

2. What did you see/hear in the video?

Students will literally respond to what they saw and heard during the video viewing. This is a literal question. No judgments, personal comments, or interpretations. Just the facts about what was seen and heard.

Example: I heard children crying. I saw Native children getting their hair cut.

3. What questions does this video raise for you?

Students will write down any questions they have about what they saw...any wonderings they may have.

Example: Why did the children get into trouble when they spoke English at the boarding school?

4. What were the long term impacts of the boarding school era on the Native American community?

Students will reflect on the impacts as posed on their organizer. Students will construct meaning about the impacts of what they have just learned about. This is the place where students can make some inferences, judgements, and interpretations about what they have seen and heard.

STOP Here

The following steps only occur after the second video.

5. Discussing our Learning

The teacher will facilitate a discussion of the learning. In groups of approximately 5, students will share their responses in the following rounds. The teacher will time each round for approximately 2-3 minutes.

Round 1: In a go-around, group members will tell what they saw and/or heard during the videos. They will share one response at a time, continuing the go-around until time is called. There is no discussion or explanation...just sharing what they saw or heard.

Round 2: In a go-around, group members will state the questions raised from the videos. They will share one question at a time, continuing the go-around until time is called. There is no discussion, explanation, or answering of the questions. Simply ask the question.

Round 3: In a go-around, group members will read or explain their responses to the final part of the organizer (Step 4 above). Each group member may share the entire response in one turn. The round will be over when all members have shared their responses. Again, no discussion here.

6. Whole Class Reflection

The teacher will facilitate a whole group discussion and share out from the above 3 rounds.

Making Meaning Organizer

<p>And Our Mothers Cried</p>	<p>MCN Elder Video</p>
<p>What did you see or hear in the video?</p>	<p>What did you see or hear in the video?</p>
<p>What questions does this raise for you?</p>	<p>What questions does this raise for you?</p>
<p>What could the long term effects of the boarding school era be? How might the boarding school era affect Native American communities in the long term?</p>	<p>What could the long term effects of the boarding school era be? How might the boarding school era affect Native American communities in the long term?</p>

What was the purpose of the Carlisle Indian Industrial School (and other government-run boarding schools)?

What was the purpose of the Carlisle Indian Industrial School (and other government-run boarding schools)?

Nellie Brown

I Notice	I Wonder

Louisa Kanard

I Notice	I Wonder

Debate Team Carousel Assessment

Instructions:

1. Each student will need a copy of the template below, so that all students are responding at the same time. Ask all students to record their judgment and a rationale for what they believe in the first box. (Box 1)
2. Ask all students to pass their papers to the right, and read and add a supporting rationale that goes along with their peer's judgment, even if they don't agree. (Box 2)
3. Ask all students to pass their papers to the right, and read what is in both boxes and add something that might be used as an opposing rationale, whether they agree with the rationale or not. (Box 3)
4. Ask all students to pass their papers to the right and add their own opinion, supporting it with their rationale, in the final box. (Box 4)
5. Ask students to give the papers back to their original owners.
6. Ask volunteers to share with the class some of the arguments for and against on the forms.
7. Facilitate further discussion as a whole group and to close the unit.
8. If desired, the teacher may require students to write their names in the boxes where they complete their arguments.
9. Also, if desired, the teacher may require the students to take the information from the template and rewrite the information in the form of a four paragraph argumentative essay.

Topic: The lives of Native American children were negatively impacted by the boarding school era.

1. Give your opinion and explain your rationale. Record your opinion and explain your reason for it.

2. Add a supporting argument. Read your classmate's response. In this box, add another reason that would support your classmate's response.

3. Add an opposing argument. In this box, record a reason that might be used to argue *against* what is written in boxes #1 and #2.

4. Add your "two cents." Read what is written in the three boxes. Add *your opinion* and *your reason* for it in this box.

	90-100 points	80-89 points	70-79 points	60-69 points
Letter Parts	Has heading, greeting, body, closing, and signature.	Has date, greeting, body, closing, and signature.	Has four of the five letter parts.	Has three or less letter parts.
Presentation	Margins are present on all four sides and text is visually centered on top and bottom. Spacing follows correct friendly letter format with spaces between paragraphs.	Margins are present on all four sides. Text is not centered. Spacing follows correct friendly letter format.	Margins are present on all four sides. Spacing has 1-3 errors.	Margins are present on all four sides. Spacing has four or more errors.
Conventions	Excellent punctuation, spelling, and grammar with less than five errors.	Very good punctuation, spelling, and grammar with less than seven errors.	Punctuation, spelling, and grammar slightly distract the reader. There are ten errors or less.	Punctuation, spelling, and grammar significantly distract the reader. There are more than ten errors.
Content	Message stated is clear, precise, and shows insight. Letter is three or more paragraphs. Contains information about all seven of the question prompts. Letter encourages a response from the reader.	Message is clear. Letter is two paragraphs. Contains information about five of the question prompts.	Message is mostly clear. Letter is one paragraph in length. Contains information about three of the question prompts.	Message is not focused. Ideas wander. The reader may have to infer at times. Contains information about less than three of the question prompts.

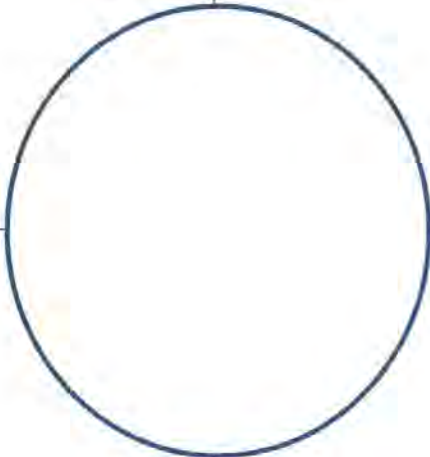
OWL Document

<p>What do you <u>O</u>bserve? Literally, what do you see happening in the video? Don't make judgements...just document what do you observe.</p>	<p><u>W</u>hat questions do you have? What are you wondering about what you saw in each video? What questions would you ask if you could?</p>	<p>What did you <u>L</u>earn? What did you learn about the contributions and sacrifices that Native Americans have made for our country? Why are these contributions and sacrifices important?</p>

Name _____

Vocabulary Four Square

<p>Write the definition:</p>	<p>Use it in a sentence:</p>
<p>Write a synonym of the word:</p>	<p>Draw a picture:</p>



Native American Studies Nene-Cate Vocab

Warrior

Tvstvnvke

(Tuh-stuh-nuh-kee)

Strong

Yekce

(Yeek-jee)

Brave

Fekhvmke

(Feek-hum-kee)

Beautiful

Heruse

(He-thoo-see)

Fast

Pvfne

(Buff-nee)

Kind

Lopice

(Low-bay-jee)

Fight

Etepokv

(Ee-tee-poe-kuh)

Quotes from The Warrior Tradition:

“Being a warrior’s not necessarily about going out and killing people. It’s about keeping the peace as well and making sure that our traditions and cultures are staying in line with our values -- protecting our land, our family, our community. And that’s part of the warrior tradition.”

“This is our land. The four sacred mountains, that’s our land. These are our mountains. The rivers within that four sacred mountains, that’s our river. We want to protect it. We want to preserve it for our family, for our relatives, for our children, for the future generations.”

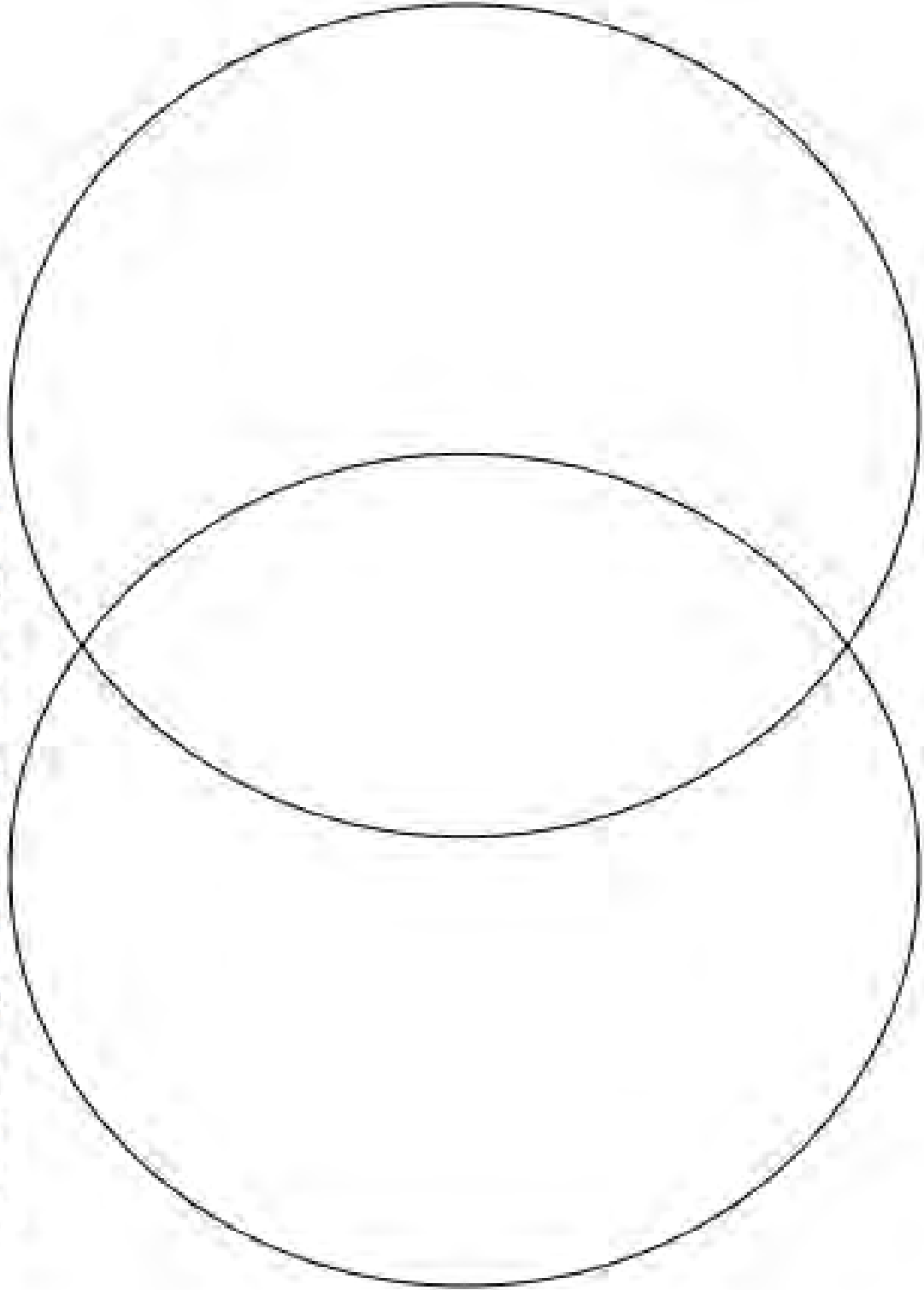
“The warrior culture in the late 1800s for all Native Americans was disappearing as the reservation system really made it unnecessary. There were no more enemies to fight. You couldn’t fight the United States because you’re powerless against their might.”

“We were warriors. After we came onto the reservations, we were no longer warriors. We weren’t allowed to carry our weapons. We weren’t allowed to do anything except what the government allowed.”

Warrior Tradition Ideas

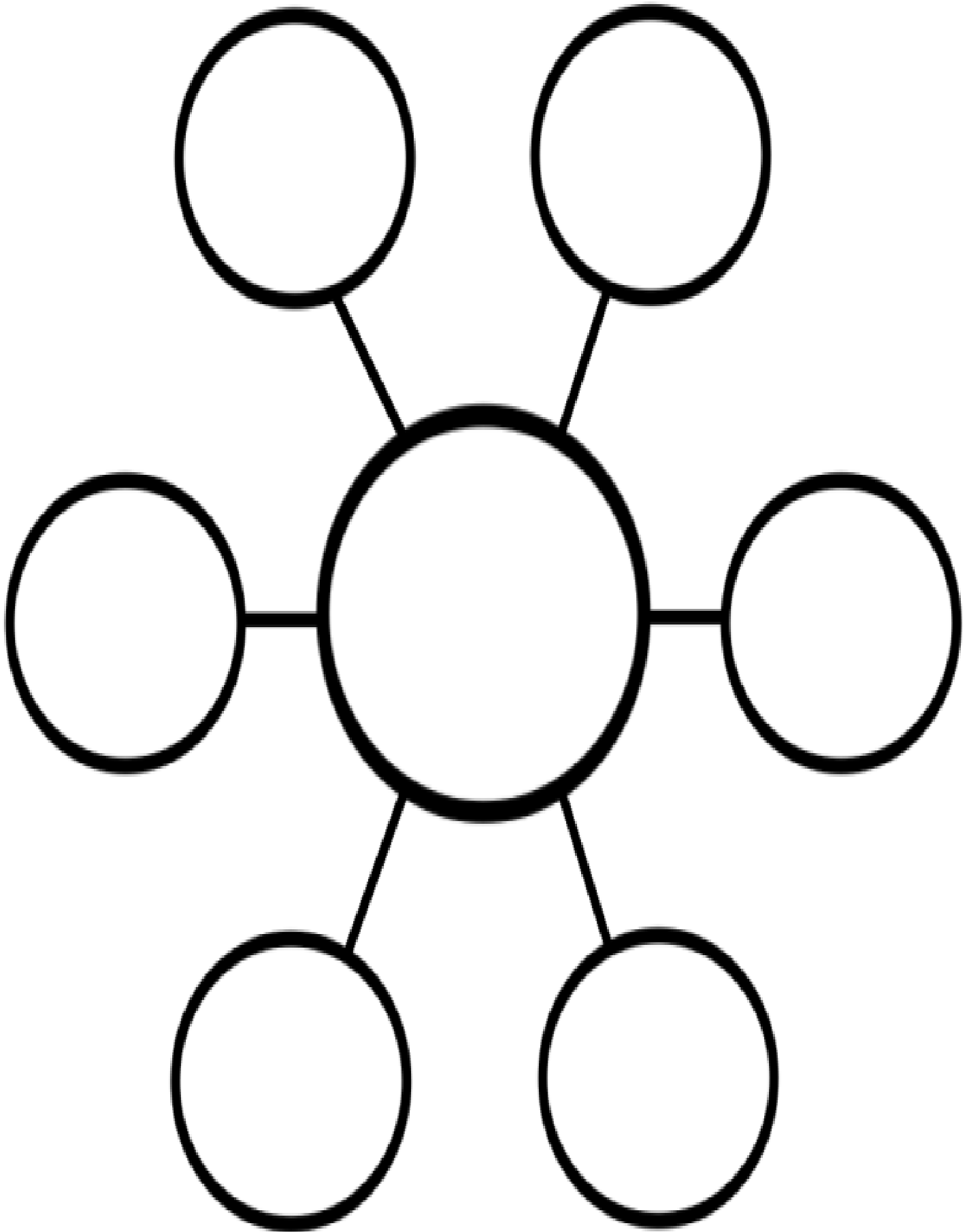
My Warrior Ideas

Venn Diagram Graphic Organizer



How has your idea of a warrior changed during this lesson? Explain and provide specific examples.

How has your idea of a warrior changed after watching The Warrior Tradition video clips? Explain and provide specific examples.



Warrior Traditions Video Clip	
Stereotypes	
Culture and Traditions	

Warrior Traditions Video Clip	
Stereotypes	
Culture and Traditions	



How did the stereotypes held about Native Americans influence how fellow soldiers and officers thought of them during time of service? (Maybe think about a stereotype in connection to the job they were given)

Why did these Native Americans choose to fight in the United States' wars?

Could some of the reasons given by these Native Americans be similar to other Americans? Why or why not?

Break the Code

Directions: Using the key below, fill in the boxes below to reveal the secret code for today's lesson. When you think you have it stand by your desk.

20	15	4	1	25		23	5		1	18	5
7	15	9	14	7		20	15				
19	20	21	4	25							
3	15	4	5		20	1	12	11	5	18	19

A = 1 B = 2 C = 3 D = 4 E = 5 F = 6 G = 7 H = 8 I = 9

J = 10 K = 11 L = 12 M = 13 N = 14 O = 15 P = 16 Q = 17

R = 18 S = 19 T = 20 U = 21 V = 22 W = 23 X = 24 Y = 25

Z = 26

Break the Code Key

20	15	4	1	25		23	5		1	18	5
T	O	D	A	Y		W	E		A	R	E
7	15	9	14	7		20	15				
G	O	I	N	G		T	O				
19	20	21	4	25							
S	T	U	D	Y							
3	15	4	5		20	1	12	11	5	18	19
C	O	D	E		T	A	L	K	E	R	S

A = 1 B = 2 C = 3 D = 4 E = 5 F = 6 G = 7 H = 8 I = 9

J = 10 K = 11 L = 12 M = 13 N = 14 O = 15 P = 16 Q = 17

R = 18 S = 19 T = 20 U = 21 V = 22 W = 23 X = 24 Y = 25

Z = 26

Code Talker Introduction Notes

- 1. Jot down anything of importance that you learn from the four sections of the Code Talker Introductory Lesson.**

- 2. Review your notes above. Write a Three-Sentence Wrap-Up of learning from the introductory lesson.**

Section 3: Writing Total Participation Activities

3-Sentence Wrap-up w/restatement, paraphrase, or response

Description: This activity serves as a formative check for understanding. There are several variations and because of its simplicity, it can be done as an impromptu activity or a preplanned question. With a slight take on the Collins Writing Method, we ask students to reflect on what they learned or answer a specific question and provide an answer in three sentences. This activity requires students to answer a question or respond to a prompt and share it with a partner. The partner then relates what he/she has learned to the class. This can be posted on the board (as in the Chalkboard Splash), through technology (like Google Classroom or Socrative), or presented as a spoken explanation.

How it works:

1. At any time during a lesson, when you want to check for understanding or prepare students for discussion, pose a question.
2. Ask students to write a response in three sentences.
3. Direct students to share with a partner.
4. The partner then reports back to the class, paraphrasing what the original person wrote.

or

1. Ask students to write a tweet about what they learned and post it on a Google Classroom thread.
2. Then ask students to respond to another student's tweet.
3. Pair this with a ranking activity, ranking the best tweet.

or

1. Ask students to write their responses in five-lines of text.
2. Direct students to exchange papers with a classmate, read the response, and select the most important, surprising, or meaningful sentence.
3. Ask students to share their peer's sentence with the class.

Application: Because we are used to doing think-pair-share activities and tickets out the door as a means of formative assessment, we looked for ways to make this activity more active and engaging. By asking students to exchange papers or respond to others' written responses, they became more engaged. For instance, this worked well in a recent unit using *The Crucible* as an anchor text. When studying *The Crucible*, we asked students to write in five lines of text how Elizabeth Proctor changes in Act 2. They exchanged papers, and peers shared out. We also had students tweet from a character's perspective and respond to another character's tweet as well. Students were completely engaged in this activity and had fun with different hashtags too. Using the ranking activity referenced in this handout, we ranked the tweets in some classes based on the ones that demonstrated the most accurate character traits through the text.

Pause Point #1: The American Indian Warrior Tradition

Pause Point #2: Recruitment and Training

Pause Point #3: Constructing the Code

Pause Point #4: Creating Special Code Words

Pause Point #5: Sending Messages in Code

Pause Point #6: Locations served in World War II

Pause Point #7: Code Talkers Remember the War

Pause Point #8: Carl Gorman in the War

Pause Point #9: Charles Chibitty in the War

Connect, Extend, Challenge

Answer the following open-ended responses during and after viewing the video. Be sure to think deeply about your responses. Each response should be two to three sentences long in order to be able to support your answers.

Connect: How do the ideas and information in this video **CONNECT** to what you already know about Native American service?

Extend: How does this video **EXTEND** or **BROADEN** your thinking about Native American service?

Challenge: How does this video **CHALLENGE** or **COMPLICATE** your understanding of Native American service. What new questions does it raise for you?

Reflection Log

Muscogee Veterans

Pause Point #1: The Mission

Pause Point #2: The Seal

Pause Point #3: Earnest Childers

Video Analysis

Anticipate:

What is the title? _____

What do you think you will see?

Observe its parts:

List the people, places, and activities you see.

People	Places	Activities

Write one sentence summarizing this video.

Try to make sense of it:

When is this video from? _____

Who made it? Who do you think is the intended audience?

How do you think the creator wanted the audience to respond? List evidence from the video or your knowledge about who made it that led you to your conclusion.

Use it as historical evidence.

What did you find out from this video that you might not learn anywhere else?

What does it mean to be a “warrior”? How does this connect to Native American military service?

What does it mean to be a “warrior”? How does this connect to Native American military service?

Chalk Talk

Purpose

A Chalk Talk is a written protocol in which students respond in writing, in a central place (such as a piece of chart paper), to an important, open-ended question—silently. It is a way to promote discussion and awareness of issues, perspectives, or academic challenges and to demonstrate knowledge of a topic. Chalk Talks bypass the social roadblocks that often impede classroom communication and ensure that all voices are heard. A Chalk Talk is also an excellent way to promote awareness of patterns and problems, as students reflect on the information they have shared.

Materials

- Chart paper
- Markers (to write questions in bold letters on chart paper)
- Colored writing utensils, one per student
- Optional: sticky notes
- Anchor chart for protocol norms

Procedure

1. Formulate one or more important, open-ended questions that will provoke comments and responses.
2. Write the questions or topics on separate pieces of chart paper in bold marker. Post the charts on the wall or on desks so that all students have ready access to them.
3. Give each student a marker.
4. Explain the Chalk Talk protocol and answer any student questions.
5. Set up norms for the Chalk Talk:
 - This technique works only if everyone is writing and responding throughout the designated time period and remains silent throughout.
 - Make it clear that everyone is responsible for writing a comment, reading others' comments, and responding to at least one to three comments on every chart paper.
 - No one should sit down until the time period is over.
 - Opinions must be freely expressed and honored. No personal attacks are allowed.
 - Comments should be thoughtful and further the discussion.
6. Allow 10 to 20 minutes for the Chalk Talk. It's helpful to walk around, read, and gently point students to interesting comments. All writing and responding is done in silence.
7. Search for patterns. In pairs, students should read through all the postings, search for patterns and themes (or "notice and wonder"), and record those patterns on a piece of paper. This part takes about 5 minutes and is not

silent. *continued*

8. Conduct a whole-group share. Pairs should report out patterns and themes, round-robin style, until all perceptions are shared.

Variations

- Have students write on and post sticky notes instead of responding directly on the chart paper, so chart paper can be reused for multiple classes if needed.
- Adding an element of optional text coding (e.g., students placing a star next to comments they agree with or a question mark on comments they don't understand) can deepen the written discussion.
- Have students respond to the questions in collaborative groups, with each group using a different color marker. In this variation, students do not work silently—discussion among group members is key.
- Technological versions of Chalk Talk (such as commenting on a teacher-owned blog) may further students' interest and engagement. However, bear in mind that switching the format of Chalk Talk to a technological forum will require different guidelines, routines, and piloting to proactively plan for possible challenges.

References

Adapted from: Original by Hilton Smith, Foxfire Fund; adapted by Marylyn Wentworth

Warrior Unit Project
Notable Native American Women Warriors

All throughout history, there have been some formidable women who fought fearlessly in battle, served as committed leaders, advocated for their people, and made significant contributions to their people.

Here is a list of a few powerful and influential Native American women of all time from the past and present.

In groups of three, students will choose one of these women to research. You may also choose someone not on the list with approval. Each group should research a different person. You will then choose one of the two project options from below to complete and present for an assessment grade. Each group's presentation should be about five minutes in length (teacher discretion).

Notable Native American Women Warriors
Naye-hi (Nancy Ward): Beloved Woman of the Cherokee (1738-1822)
Sacagawea: The Woman Who Made Lewis and Clark a Success (1788-1812)
Sarah Winnemucca: An Outspoken Advocate (1844-1891)
Lozen: A Gifted Warrior (1840-1889)
Susan La Flesche Picotte: The Healer (1865-1915)
Buffalo Calf Road Woman: (1844-1979)
Wilma Mankiller: First Female Principal Chief (1945-2010)
Eliza "Lyda" Burton Conley: Guardian of Heron Indian Cemetery (1868/69-1946)
Maria Tallchief: Osage Ballerina (1925-2013)
Zitkala-Sa: Native American Civil Rights Activist (1876-1938)
Pine Leaf: Crow Warrior (1806-1854)
Pocahontas: Powhatan Tribe (1596-1617)
Elizabeth Peratrovich: Anti-Discrimination Activist (1911-1958)
Annie Dodge Wauneka: Education and Healthcare Champion (1910-1997)

Mary Golda Ross: First Native American Aerospace Engineer (1908-2008)

Option 1: Keepsake Box - Choose a Native American warrior woman from the list above to research throughout the unit. Pretend you are that person. What momentos of your life would you hold on to? What things would you be able to share and tell stories about to others? Choose 5 items that have special meaning to you.

Write a detailed paragraph about each item, including the following information:

- What is the item?
- Why is it important to you?
- How is this item connected to your impact on your Native American heritage?
- What do you want others to know about the item?

This project will be completed as a powerpoint or slideshow presentation. The following slides must be included:

- **Slide 1:** Title of the project and group members' names
- **Slide 2:** Picture of the Native American warrior woman researched and a short biography about her
- **Slides 3-5:** Picture of the items for the keepsake box and the descriptive paragraph for each answering the questions explained above - There may be two items and paragraphs per slide. Additional slides may be added if necessary.
- **Slide 6:** Cite all of the resources used for the project

Warrior Alphabet – Choose a Native American warrior woman from the list above to research throughout the unit. Create sentences based on the Mvskoke/Creek alphabet scheme that demonstrates knowledge about the warrior. Include ideas about how the warrior represents the inherent values discussed in the unit, as well as his/her importance in Native American history/culture. There should be at least one sentence starting with each letter of the alphabet below. This project should be completed neatly and in alphabetical order. It can be done as a paper book or a powerpoint or slide presentation. You may put more than one alphabet letter per page.

The following pages/slides must be included:

- **First page/slide:** Title of the project and group members' names
- **Second page/slide:** Picture of the Native American warrior researched
- **Middle pages/slides:** Sentences based on the Mvskoke/Creek alphabet scheme below that demonstrate knowledge about the warrior. Include ideas about how the warrior represents the inherent values discussed in the unit, as well as his/her importance in Native American culture
- **Last page/slide:** Cite all of the resources used for the project

A a	C c	E e	Ē ē	F f	H h	I i	K k	L l	M m
[a]	[tʃ]	[i]	[i:]	[f]	[h]	[e]	[k]	[l]	[m]
N n	O o	P p	R r	S s	T t	U u	V v	W w	Y y
[n]	[ʊ/o]	[p]	[ɹ]	[s]	[t]	[u]	[ə]	[w]	[j]

Scoring Rubric

<u>CATEGORY</u>	<u>POINTS POSSIBLE</u>	<u>POINTS EARNED</u>
Creativity, originality, & neatness	25	_____
Knowledge & analysis of Events & characters	40	_____
Presentation	10	_____
Grammar, punctuation, & sentence structure	15	_____
MLA citations	10	_____
Total Points	100	_____

Anticipation Guide
Coming of Age

Part 1: Please choose whether you agree or disagree with the following statements. DO NOT write your name on this document.

1. In adolescence, it is more important to impress peers than to please parents.
A D
2. Learning to accept burdens can only be accomplished through experience.
A D
3. Facing bullies, failing tests, and being ignored by the opposite sex are all trials and tribulations that adolescents must go through.
A D
4. Adolescents often make rash emotional decisions with little logic behind them rather than thinking through the consequences.
A D
5. Being "grown up" has nothing to do with how old you are.
A D
6. Being an adult is about accepting responsibilities and consequences for your actions.
A D
7. Once innocence is lost, it can never be recovered.
A D
8. It's better to be alone than to be with people who don't do everything you like doing.
A D
9. If you don't start thinking for yourself, someone will do the thinking for you.
A D
10. You cannot become fully mature until you experience being faced with something new in which you are truly challenged.
A D

OWL

	Bullet Ants/Brazil	Apache Women	Quinceanera/Latin America
<p>What do you <u>Observe</u>? What do you observe? Literally, what do you see happening in the videos? Don't make judgements...just what do you observe.</p>			
<p><u>What questions do you have?</u> What are you wondering about what you saw in each video? What questions would you ask if you could?</p>			
<p><u>What did you Learn?</u> What did you learn about "coming of age"? What is the importance of these moments in life?</p>			

Better Table Summary

1. Ask each student to summarize the definition of “coming of age” on their own, in writing, using only one sentence. (2 min)
2. Place students into groups of no more than four and ask them to consolidate their sentences into one larger summary that contains all of the important ideas present in each of their sentences. Their new summary does not need to be limited to only one sentence. (5 min)
3. Give each group one blank sheet of paper (preferably 8 1/2” X 14” or 11” X 17”) and one color marker (different color markers should be given to each group). Ask students to fold the paper into three parts. Someone from each group should write the table group’s summary using the marker in the first folded section of the paper (don’t write too small). (2 min)
4. Groups should pass their papers to a neighboring table. Each group should now have a summary that belongs to another table. They should read the summary together and critically analyze what is missing. How can they improve this sentence summary so that it is more complete and includes elements that are essential to understanding the term? Students may use any notes if needed. They will create an improved summary and write it underneath the initial one in the second folded section. Papers should now be passed to a new group. (5 min)
5. Repeat the process from Step 4. (5 min)
6. Return the summaries to the original table groups and ask them to read and underline portions of the summaries that they think improved their original summaries. (3 min)
7. Ask each group to share out the portions they underlined that improved their original summaries. Facilitate a whole group discussion about the definition of “coming of age”. (5 min)

Making Meaning Protocol

1. Getting Started

- Place students in groups of 5.
- The teacher will facilitate the protocol whole class, with each small group completing the rounds together.
- Participants read the text in silence, making brief notes about aspects of it that they particularly notice.
- The teacher models reading and notetaking.

2. Describing the Text - Round 1 (@2 min)

- The facilitator asks the groups, "What do you see/notice?"
- In a go round, students give their responses to their group members, one at a time, of their observations. **Example: I see pictures with captions.**
- Provide answers without making judgments about the quality of the text or their personal preferences.
- There is no discussion. The group continues the go around, saying what they saw or noticed until time is called.

3. Asking Questions About the Text - Round 2 (@3 min)

- For this round, ask someone in each group to write down the group responses from the go around.
- The facilitator asks the groups, "What questions does this text raise for you?"
- Again, in a go round, group members state any questions they have about the text. There is no discussion or answering of the questions. Just state the question/s you have one at a time. **Example: Where is the Ochese Creek?**
- The group continues the go around, stating a question until time is called.

4. Speculating about the Meaning/Significance of the Text - Round 3 (@2 min)

- The facilitator asks the group, "What is significant/important about this text?"
- Participants, based on their reading of the text, determine the importance behind this document.
- In a go round, students respond to their group members, one at a time, with their reflections/thoughts. **Example: I think it is important because it shows how a group of people utilized the resources near them for survival.**

5. Discussing Implications - Whole Group

- The teacher goes through the rounds again as a whole class, having each group share a few of the insights from each round. For the, questions round, the teacher should write the questions on a group chart to facilitate discussion at the end of the activity and/or unit.
- During discussion, the teacher should deepen conversations to include: **Why is this primary document photos important to have. What is significant about the men and boys participating in this tradition together? What is the importance of documenting history, traditions, etc.? What would eventually happen if a culture of people stopped passing information, stories, and traditions down from one generation to another?**

6. Reflecting on the Making Meaning Protocol

- The group reflects on the experiences of or reactions to the protocol.
- How did this protocol help you look at the document in a different way?
- How did the specific rounds help you to analyze any text better?

Joshua and the Biggest Fish
Mvskoke Terms

Mvskoke Word	Pronunciation Key	Meaning
Ce lvwe te?	(chee-LAH-we-dee)	“Are you hungry?”
cepane	(chee-BAH-nee)	Name for al young Creek Indian boys
cvkotakse	(cha-go-DOX-ee)	bow
eco	(EE-jo)	deer
Enka	(ing-GAH)	“Yes”
hesci	(hiss-CHAY)	hello
hompstv	(home-be-DAH)	food
honvntake	(ho-none-DAH-kee)	men
hvcce	(HOT-chee)	river
mvhayv	(ma-HIGH-yah)	teacher
mvto	(ma-DOE)	thank you
osafke	(o-SOF-kee)	Food or drink made from boiled flint corn
owv	(OH-wah)	water
nakemkv	(knock-EM-gah)	prize
penwv	(BEN-wah)	turkey
safvcke	(sof-VUCH-kee)	proud

Joshua and the Biggest Fish Networking Sessions

Part 1: Write your responses to the six questions below. Write in complete sentences.

Question	Reflection
What is meant by the term "coming of age" as it relates to Joshua in the story?	
What turning point determined Joshua's individual pathway to adulthood and earning respect among the older members of his community?	
How do you think Joshua's life will change now that he has proven that he can be a provider for his people?	
What are some possible obstacles or challenges that Joshua might face in the future with this new responsibility?	
Why do you think "coming of age" moments are important to Native American cultures?	
Why would it be important to indigenous people to preserve these cultural traditions?	

Part 2: You will now participate in Networking Sessions. While the teacher plays music, walk about the room. When the music stops, the person closest to you is your partner. You and your partner will share your responses to the first question with one another. Are your responses similar? Different? Do you agree with one another? Do you disagree? You will have 1 minute for both of you to share and discuss.

When the music starts again, walk about the room until the music stops to find a new partner. Repeat the process above with the new partner, then repeating again until all six responses have been shared.

Coming of Age Project Choice Board

*Students will choose one item from the choices below to apply learning from the Coming of Age Unit.

<p>Create a timeline of your own life as you've grown up and had your own "coming of age" moments. Include at least 5 moments you have already experienced, and a minimum of 5 more that you hope to experience. Have fun with it! This can be electronic, on chart paper, etc. Include a written explanation of the moments and why they are/were important along with colored images.</p>	<p>Create a scrapbook of your life including 5 of your personal "coming of age" moments and 5 moments you hope to have in the future. This can be done in Google Slides or on paper and turned in as a book. Must include colored illustrations or pictures and a written explanation as to how each moment represents the "coming of age" theme in your life.</p>	<p>What do you think it would be like to "come of age" in a culture different from your own? How would it be the same? How would it be different? Is there a certain ceremony or ritual that would be new for you? Create a slideshow comparing and contrasting "coming of age" moments in your culture with the new culture you chose. There should be text and pictures on each slide. Include slides for the following: Title, Similarities, Differences, Surprises. Be sure to cite any sources used.</p>
<p>From our discussions and what has been learned throughout the unit, what are the lessons often learned as we "come of age"? Think of three life lessons. Find a creative way to illustrate these lessons. Include a text explanation of each and why the lesson is important to learning and growing.</p>	<p>Research one "coming of age" ritual from a culture different from your own. Teach the class about this culture and its "coming of age" event by creating a slideshow presentation. Include photos, videos, text, etc in your slideshow. Be sure to cite any sources used.</p>	<p>Find the lyrics to 5 songs about growing up. Determine the most important words or phrases in the song lyrics and create a word cloud using all of the words. It's okay if words or phrases are used more than once. Entering them multiple times in the word cloud will make them bigger and brighter. Add a written explanation of the three most used words in your word cloud, answering why these terms are important in relation to "coming of age".</p>
<p>Create a thoughtful collage depicting coming of age. It must be standard poster board size! Include a paper explaining five of the</p>	<p>Create an original piece of art displaying your interpretation of the theme, "coming of age". Include a written paragraph explaining the relevance of</p>	<p>See me if you have another cool idea!</p>

<p>images you chose to include in your collage, and why you chose them.</p>	<p>your piece of art, and its connection to the theme.</p>	
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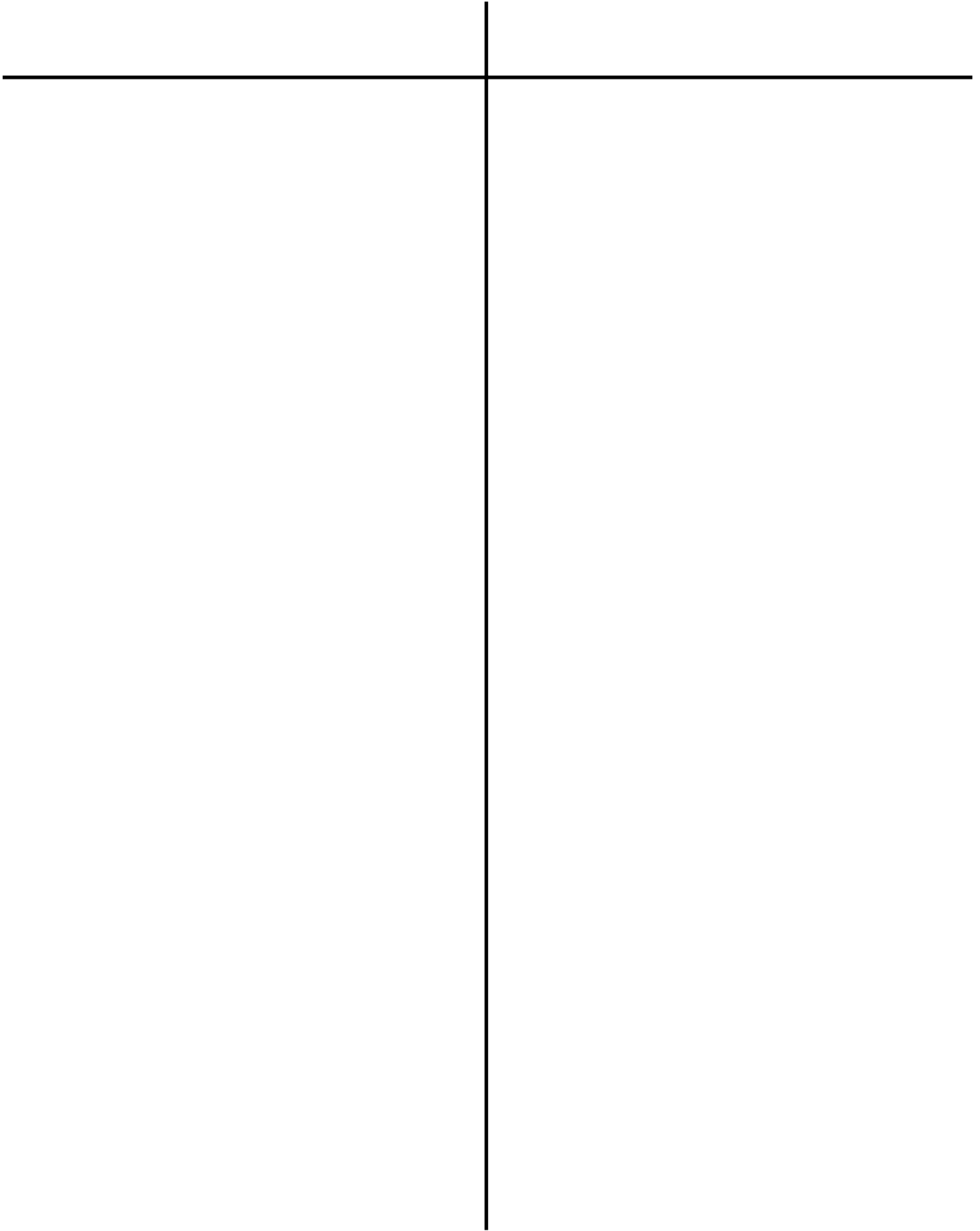
Name:

Creative Project Assessment Rubric

Category	Score of 5	Score of 4	Score of 3	Score of 2
Required Elements Score:	Goes over and above all the required elements stated in the directions & instructions	Includes all of the required elements as stated in the directions/instructions	Missing one or more of the required elements as stated in the directions/instructions	Several required elements are missing from the project
Creativity Score:	Exceptionally clever and unique in showing deep understanding	Thoughtfully and uniquely presented; clever at times in showing understanding of the material	A few original touches enhance the project to show some understanding of the material	Shows little creativity, originality and/or effort in understanding the material
Neatness and Attractiveness Score:	Exceptionally attractive and particularly neat in design and layout	Attractive and neat in design and layout	Acceptably attractive but may be messy at times and/or show lack of organization	Distractingly messy or very poorly designed-Does not show pride in work
Grammar Score:	No grammatical or mechanical mistakes in the project	A few grammatical/mechanical mistakes which are not distracting	Several grammatical/mechanical mistakes which are distracting	Many grammatical or mechanical mistakes throughout the project-Clearly not proofread
Understanding of Content Score:	Shows a sophisticated understanding of the themes in the unit	Shows an understanding of the major themes of the unit	Displays a somewhat limited understanding of the unit-May have a few misinterpretations	Does not show an understanding of the unit-Misses points and has quite a few misinterpretations
Overall Effectiveness and Completion Score:	Project is engagingly organized and presents material that is captivating for the viewer	Project is somewhat organized, complete and holds the attention of the viewer	Project is disorganized and incomplete at times and is somewhat able to hold the attention of the viewer	Project is incomplete and not easy to follow

Comments:**Total Score:** /30

[INSERT TITLE HERE]



Block Party

This can be done as a prereading “anticipatory” activity or as a post reading activity to synthesize and better understand the key ideas of a text. It is a great way to generate discussion and responses to the most important parts of the text.

1. The teacher “chunks” up a piece of text. (Copy and cut up paragraphs at intervals that make sense.)
2. Text chunks are randomly distributed to students. Students will spend a few minutes reading, reflecting, and responding to their piece of text. On the back or on an extra piece of paper, they will summarize their piece of text, tell why it is important, and make some sort of personal connection. (@3-5 min)
3. Students will mingle and share their quote insights. Give them a specific amount of time (@2 min) to discuss responses together. Repeat the process with several partners as time allows.
4. Form triads or quads and share quotes and insights about the text they heard from others. (@3 min)
5. Facilitate whole group sharing of ideas and questions raised by the experience. What were the biggest insights? (@5 min)

Fry Bread Organizer

Analogy	What it <i>Really, Really</i> means!
Fry Bread is Food...	
Fry Bread is Shape...	
Fry Bread is Sound...	
Fry Bread is Color...	
Fry Bread is Flavor...	
Fry Bread is Time...	
Fry Bread is Art...	
Fry Bread is History...	

Fry Bread is Place...	
Fry Bread is Nation...	
Fry Bread is Everything...	
Fry Bread is Us...	
We Strengthen Each Other...	

Biggest Aha Quick Write (Biggest Aha refers to the most important insight)

Think about the most important learning from lesson three and describe that learning with specific details. Include why this AHA is important to you.

Biggest Aha Quick Write (Biggest Aha refers to the most important insight)

Think about the most important learning from lesson three and describe that learning with specific details. Include why this AHA is important to you.

Muscogee (Creek) Foods (Homptev) Project
Food Book

You will be making your own book about a specific food that is meaningful to you—because it is part of your culture, a family tradition or some other meaningful reason. Think about all the aspects of that food, why it's meaningful to you and then create a short book. The book should also include 2 Muscogee (Creek) terms you have learned in this unit. Make decisions about the different parts of the book as per the rubric below. Be sure to include a recipe at the end of the book. Your books will be shared with a small group, and then turned in to the teacher.

Use the following rubric as a guide for your work:

Book Requirements:

_____ **Cover (15 pts)** - The cover must include a title and a creative image.

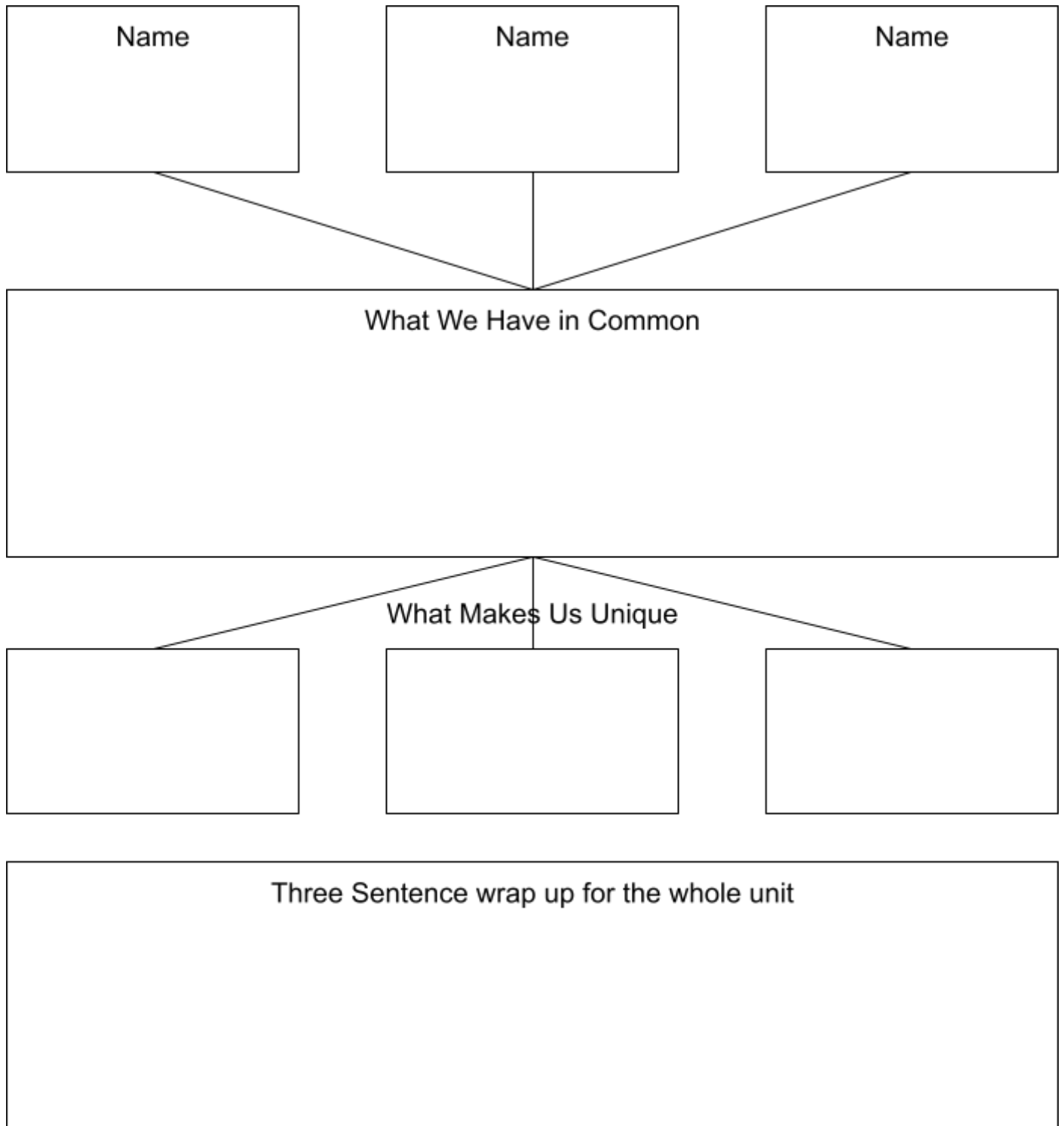
_____ **5 Analogies (50 pts)** - The analogies should be similar to the ones used in the *Fry Bread* book. There should be text for each analogy that helps explain the meaning of the analogy. There should also be an illustration or image. Images may be printed from the internet or hand drawn. One analogy per page.

_____ **Recipe Page (15 pts)** - Include a recipe of the food your book is about, including a picture.

_____ **Muscogee Words (5 pts)** - Must include a Muscogee (Creek) translation of at least 2 words in your book.

_____ **Author's Note (15 pts)** - Include an author's note as the final page of the book explaining the importance of this food to you and/or your family. Why is it significant or meaningful to you? Are there traditions your family celebrates related to this food, etc. 5-10 sentences in length.

Alike but Different



Unit 2 Project

Hosting a 21st Century Chautauqua

- The teacher will present background information on the Chautauqua Circuit and the history of native storytelling from the following source: [What is a Chautauqua?](#)
- Students will be assigned into small groups of 2-4 students to create and perform an act for the classroom Chautauqua.
- Once groups have chosen a topic, they will have 2 days to research, prepare, and gather props for their performances.
- Each group will create and perform a 5-10 minute act for the classroom Chautauqua.
- A rubric has been created to assess group performances.
- Think about Ted Talks

Possible Ideas

- **Tell a story that's been passed down in your family**
- **Tell jokes**
- **Dress up as an author or historical figure and tell their story**
- **Sing a song or perform with an instrument**
- **Tell a traditional tribal story**

Chautauqua Rubric

Group				
Title of story				
Date story told				
Name of assessor				
Introduction and Closure	Intro sets mood and invites audience in, closure ties up everything and leaves audience satisfied. Thanks audience for their attention.	Clear, attention-getting intro and satisfying closure. Waits for applause.	Introduces self and/or story, walks off when finished without waiting for audience reaction.	No clear intro or ending, walks off before audience knows is finished.
Poise and Posture	Relax, self-confident, enjoying. Covers any mistakes so unknown to audience.	Shows no nerves. Stands straight. Recovers easily from mistakes.	Tells story even though nervous. Corrects self if not standing straight.	Stands in front of audience. Stands straight when reminded. Quits if makes a mistake.
Eye Contact	Holds attention of entire audience with direct contact.	Maintains consistent contact with all audience.	Looks at some of the audience.	Only when reminded to look at audience.
Facial Expression	Uses to show emotions and moods and generates strong audience enthusiasm.	Uses to help express words where possible.	Shows some facial expression.	Very little.
Body Language and Use of Body to tell Story	Excellent movement and gestures used to enhance action without detracting from words.	Often uses appropriate movement and gestures to enhance words spoken.	Sometimes uses movement and gestures. Shows some nervousness.	Shows own nerves and rarely uses body movement or gestures.
Volume	Heard by all audience easily all the time and always uses appropriate volume.	Heard by all audience. Uses soft and loud to add effect to storytelling.	Heard by most of the audience most of the time.	Sometimes heard in front by some of audience.
Voice and Delivery	Great use of expression which maintains the interest of the audience throughout.	Frequent use of expression, clear voice.	Some expression, quite a clear voice.	Mostly monotone voice. Sometimes mumbles.
Pacing/ Speed/ Length of story	Perfect pacing, speed and length.	Good pacing, speed and length.	Occasionally correct speed, would have been better shorter or longer.	Too slow, or too quick.
Enthusiasm	Enthusiasm propels audience to total involvement and enjoyment.	Conveys enthusiasm to audience.	Sometimes enjoys audience.	None exhibited, just scared.
General Impressions	The skills learned helped the storyteller give the audience a great, interactive experience.	The audience really enjoyed the storytelling.	The audience enjoyed parts of the storytelling.	Wasn't a great experience for the audience.

The good stuff!

Ways to improve next time!

Creating Analogies

1. Fill in the blank: Telling our stories in the form of a Chautauqua is like _____ . (Write your analogy at the top of a blank piece of paper.)
2. Underneath the written description, draw a picture, symbol, or some other graphic representation of your analogy.
3. In one or two sentences, write a brief explanation of your analogy and illustration.
4. In triads, students will take turns presenting and explaining their analogies to the group. The other group members may ask clarifying questions as needed.
5. Each group member should have 2 minutes to share.

Te Ata

Te Ata, also known as Mary Frances Thompson Fisher, was a Chickasaw storyteller and performer who shared the history and culture of the Chickasaw people to audiences around the world. Born and raised in the Tishomingo area, Te Ata was influenced by teachers and mentors who encouraged her to perfect her talents in drama, dance, and music. As part of the Chautauqua circuit, she had the opportunity to perform for American presidents and European royalty, thus providing the world with insight into the culture and history of the Chickasaw people. Te Ata died in 1995 in Oklahoma City, Oklahoma, at the age of 99

The Indian Removal Act of 1830

In 1830, President Andrew Jackson pursued a policy of Indian removal, forcing American Indians living in Georgia, Florida, Alabama, Tennessee, and Mississippi to give up their homelands and move hundreds of miles to territory in present-day Oklahoma. The forced migration of the Indians to the new territory became known as the Trail of Tears. The policy of Indian removal was devastating the Native Americans, their culture, and their way of life. Their families were met with hardship and death along the Removal, traveling hundreds of miles in extreme cold and heat.

The Code of Indian Offenses, 1883

In 1883, the United States government adopted laws to keep Native American citizens from cultural practices such as dances, songs, language, and other cultural traditions. The government wanted Native Americans to assume the ways of the white man and give up their traditional ways. If they did not, Native Americans ran the risk of being arrested. The practice of giving up one's own culture and taking on a more dominant culture is called assimilation.

Chautauqua

In the early 1900s, there was no television, no social media, and no internet access. People looked for other ways to find entertainment. One movement that swept across America during this time was the Chautauqua Circuit. Chautauqua programs began in the state of New York and quickly spread throughout the United States. A Chautauqua was similar to a talent show that might be held today. However, often the shows included speeches, religious programs, and educational entries. To hold a Chautauqua, tents were set up outside of town, and performers spent several days in one location holding shows for townspeople who would come to listen to music and poetry, learn about other cultures, and hear famous orators of the day. Te Ata became a very popular part of the Chautauqua movement because people wanted to hear stories about Chickasaw and other Native American cultures.

Unit 3 - Picture Notes

Read the text at each station. Draw a representation of what you read at each station in the boxes below. You will have @8 minutes per station.

Picture Pause #1	Picture Pause #2	Picture Pause #3	Picture Pause #4
Te Ata	The Indian Removal Act of 1830	The Code of Indian Offenses, 1883	Chautauqua

The BIG Picture
2 Sentence Explanation:

Te Ata Reflection Log

Summarize what has been learned and discussed together so far at each pause point.

Pause Point #1

Pause Point #2

Pause Point #3

Pause Point #4

Pause Point #5

Pause Point #6

World Cafe

1. Create five charts, a question per chart, of the five questions from Lesson 3 in the unit. Write the questions at the top of the chart paper, leaving plenty of space for student reflection. Charts will be placed around the room, preferably at table groups, so that students can gather cafe style to brainstorm the questions. Have markers available at each chart so that all students can document their thinking.
2. Divide students into five groups and assign each group a chart to start with.
3. While students are at the chart, they will discuss the question together, coming up with possible insights. Students will chart their thoughts. They may write in text form, draw pictures, etc. Whatever is meaningful to them. Time each round for approximately 5-6 minutes.
4. When the first round is over, each group will need to choose a table host. The table host will stay at that question and is responsible for sharing out the discussion and responses by the previous group/s. The remaining group members will individually select a new chart to go to. They do not go as a group. The point is to group with other people to gain new perspectives. So, it is a free choice as to which group/chart a student moves to next. However, there should still never be more than 4-5 students per group. Ultimately, students will participate in enough rounds to visit all charts.
5. Once students have selected a new chart/group, they will repeat the process in steps 3 and 4. Continue for five rounds until students have visited each chart. Students will have to be encouraged to "dig deeper" as rounds evolve and more information is added to the charts.
6. No one should be table host more than one time unless necessary. Students who are table hosts will probably not get to each chart since they were at one chart for two rounds.
7. Once completed, debrief the information from the charts whole group.

Gallery Walk

This teaching strategy was originally designed for use in a face-to-face setting. For tips and guidance on how to use this teaching strategy in a remote or hybrid learning environment, view our [Gallery Walk \(Remote Learning\)](#) teaching strategy.

Rationale

During a gallery walk, students explore multiple texts or images that are placed around the room. You can use this strategy when you want to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations. Because this strategy requires students to physically move around the room, it can be especially engaging to kinesthetic learners.

Procedure

1. Select Texts

Select the texts (e.g., quotations, images, documents, and/or student work) you will be using for the gallery work. You could also have the students themselves, working individually or in small groups, select the texts.

2. Display Texts around the Classroom

Texts should be displayed “gallery style,” in a way that allows students to disperse themselves around the room, with several students clustering around each particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding.

3. Explore Texts

Viewing instructions will depend on your goals for the activity. If the purpose of the gallery walk is to introduce students to new material, you might want them to take informal notes as they walk around the room. If the purpose is for students to take away particular information, you can create a graphic organizer for them to complete as they view the “exhibit,” or compile a list of questions for them to answer based on the texts on display. Sometimes teachers ask students to identify similarities and differences among a collection of texts. Or teachers give students a few minutes to tour the room and then, once seated, ask them to record impressions about what they saw. Students can take a gallery walk on their own or with a partner. You can also have them travel in small groups, announcing when groups should move to the next piece in the exhibit. One direction that should be emphasized is that students are supposed to disperse around the room. When too many students cluster around one text, it not only makes it difficult for students to view the text but also increases the likelihood of off-task behavior.

4. Debrief the Gallery Walk

Once students have had a chance to view a sufficient number of the texts around the room, debrief the activity as a class. Depending on the goals of the gallery walk, this debrief can take a variety of forms. You might ask students to share the information they collected, or you might ask students what conclusions they can draw about a larger question from the evidence they examined.

Related Content

<https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk>

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Inside/Outside Circles

This discussion technique gives students the opportunity to respond to questions and/or discuss information with a variety of peers in a structured manner. Students form two concentric circles and exchange information with a partner until the teacher signals the outer circle to move in one direction, giving each student a new peer to talk to.

How to use

1. Split the Class

Decide which half of the students will form the inside circle and which half will form the outside circle.

2. Question

Put a question or statement on the board. Give students at least ten seconds to think of an answer on their own.

3. Share

Ask students in the inside circle to share their response with the classmate facing them in the outside circle. When they have done this, ask them to say "pass," at which point their partners in the outside circle will share their responses.

4. Rotate

On your signal, have the outside circle move one step to the left or right and discuss the same question with the new partner. Option: post a new question or give the new partners a different discussion point.

When to use

Use Inside/Outside Circle at any point in the lesson to structure meaningful conversation:

- Before introducing new material to begin a discussion or highlight key issues in the presentation to come
- During a lesson to process important concepts before applying them in group or independent work
- After a reading to discuss key concepts
- Before an assessment to review information
- As a way to practice solving problems with assistance from a partner

Variations

Desk Circle

Instead of having the students form circles, have partners move desks to face one another and form a long row. When it is time to change partners, students stand up and move one desk to their left or right. Students at the end of the row move to the desk they were facing.

Secret Inside/Outside Circle

Students in one of the circles can be given information that students in the other circle are supposed to find out through questioning techniques.

Circumlocution Circle

To learn new vocabulary, students are given a word that they have to describe to their circle partners. Using the descriptions, the partner must guess the word that is being described.

Timed Circles

To add interest and variety, vary the amount of time with each partner. For example, students may spend one minute with Partner 1, 3 minutes with Partner 2 and 2 minutes with Partner 3

Conga Line

Conga Line is very similar to Desk Circle except that instead of sitting in desks facing each other in two rows, students are standing in two rows. When it is time to change partners students in each line dance left or right and students at the end of the row dance to the opposite end of their row.

Inside Outside Topics/ Getting to Know You

Students are assigned a particular topic to share about rather than being asked to respond to a question. For example, "describe how your family celebrates _____ holiday".

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