



OKLA HOMMA

Student Workbook

Name: _____

Class: _____

Section(s) Assigned: _____

Student Expectations

- Each workbook section will take about 15 minutes to complete. Your teacher will assign sections for you to complete during your trip to the museum.
- Students must stay with their assigned group and adult chaperone(s) at all times while at the museum.
- Be courteous to other visitors in the museum, including other touring groups.
- Only pencils are allowed in the exhibition. No pens, markers or other writing utensils are allowed.
- Do not use walls, cases or exhibition furniture as a writing surface.
- Be respectful of each other and of the stories you encounter in the museum.

OKLA HOMMA | Origins



Before you enter the red tunnel leading into the exhibition, take a moment to observe artist Jeri RedCorn's installation. What do you notice about this large-scale interpretation of a Caddo pot?

Why do you think the artist decided to create this design for a theater that shares First American origin stories? Read the green information label nearby to inform your answer.



Watch two of the four origin story films in the Origins Theater and record your observations.

Topic	Story #1	Story #2
Tribe Represented		
How are people connected to nature in this story?		
What images or events were most powerful in this story?		
What did you hear while the story was playing?		

Choose one of these two nearby objects and do a quick, one-minute sketch of it. Jot down your observations and some details from the object label.



Why is this particular object important to understanding the museum or the stories told in the Origins Theater? What questions does this object make you want to ask?

Image credits: Dan Townsend. Etched Conch Shell, 2020. Commissioned from the Artist, 2020. George Curtis Levi (Cheyenne/Arapaho/Oglala Lakota). Cooper Site Bison Skull (replica), 2020. Commissioned from the Artist, 2020.

OKLA HOMMA | Ancient Roots (Pre-Contact to 1830)

This section starts and ends with two maps of North America. One has circles that represent the general locations for each tribe's origin story. The second map shows where tribal nations were in 1830. What differences do you notice? What could those differences mean?

I noticed...	This might mean that...



OKLA HOMMA | Ancient Roots (Pre-Contact to 1830)

CLAIM: Ancestral First American nations were highly developed with extensive trade networks, sophisticated political systems and scientific knowledge.

Look for evidence of this statement in this section and paraphrase the information here.

Supporting Evidence #1: _____

Supporting Evidence #2: _____

Supporting Evidence #3: _____

First Americans and Europeans have very different understandings about certain ideas but have similarities in other areas. Think about how First American and European groups in the past might answer the following questions:

- What is a woman's role in society?
- What is humankind's relationship to the land?
- What is the best way to run a society?
- Who is important in society?
- How are knowledge or ideas shared?
- How are goods distributed among a society?

Choose 2–3 of the questions above and circle them. Label and complete the Venn Diagram on the next page with similarities and differences in the worldview of these groups using the answers to the questions above.

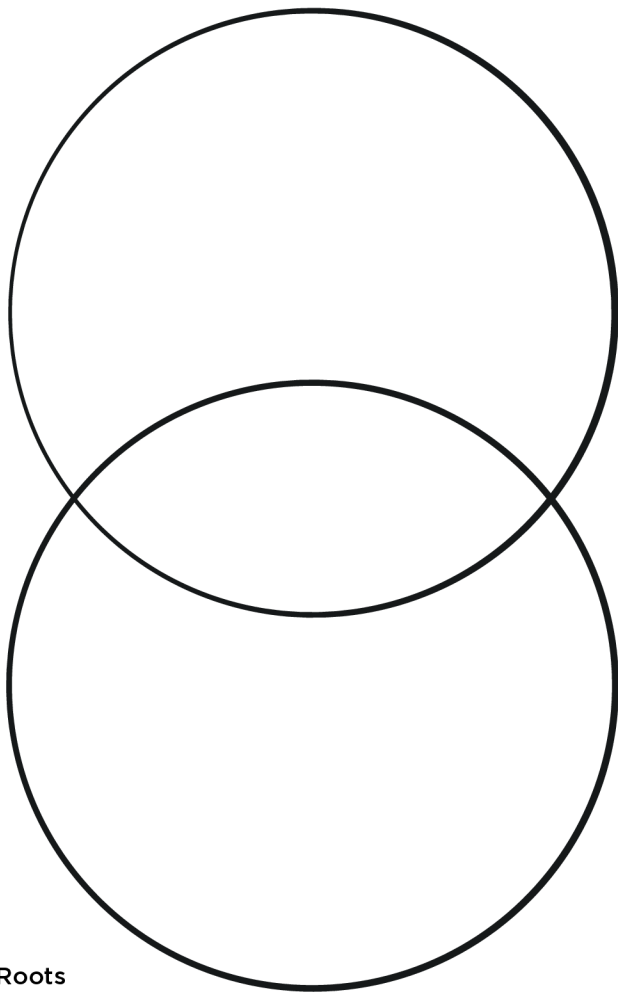
You can find these answers in this section of the gallery.



Europeans

First Americans

Ancient Roots



OKLA HOMMA | Uprooted (1830-1950)

Why does this section begin with the date of 1830?
What event signaled a shift in First Americans' history?

Choose a picture of First American people from the Uprooted section and look closely at one person in the photograph. Write the title of the photograph here: _____

Read the information about and around this image and answer the following questions about it.

How do you think this person's life changed as a result of Indian Removal or similar policies?	
What do you think their daily activities would be?	
If you could speak directly to that person, what would you ask them?	

In the main theater of this section, Knowledge Givers and elders tell the stories of their families' experiences with removal and forced assimilation.

How does hearing the story and seeing the person telling it change your response to these stories? Share your feelings by completing the sentences below.

I feel...

I understand...

I wonder...



Other than the loss of their homelands, in what other ways were First Americans separated from their identities and their ways of life? How were these separations justified by those who brought these policies about? Respond below using the prompts.

First Americans lost their _____
because others thought that _____

_____.

First Americans lost their _____
because others thought that _____

_____.

First Americans lost their _____
because others thought that _____

_____.

Standing Bear was a Ponca chief whose story highlights an important victory in the rights of First Americans. Find this man in this area of the museum. What important ruling came out of the case “United States ex rel. Standing Bear v. Crook?”

What does it mean that until 1879, 14 years after the 13th Amendment formally ended slavery in the United States, this idea about First Americans was not settled yet?

Today, Standing Bear is a Civil Rights hero to many First Americans. Think of two changemakers from your community who you think should be celebrated. Name them below and how they have made positive change:

1.

2.

OKLA HOMMA | New Growth (1907–Present)

As you visit this section and learn about more contemporary First American achievements, write down words, phrases or sentences that stand out to you in the space below.

_____	_____
_____	_____
_____	_____
_____	_____

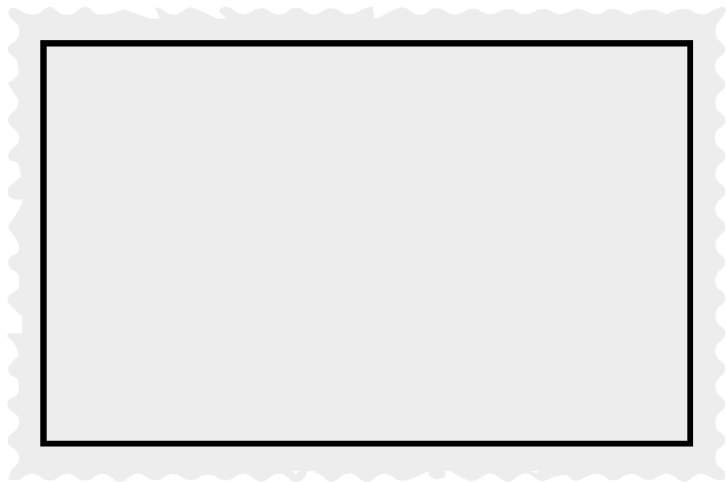
Now, organize these found phrases into a work of poetry here:



Watch three short interview videos in this section and complete the table below.

Person's name, tribe and occupation	Question you'd ask them and why

Choose one of the people highlighted in the New Growth section. Then, design a postage stamp in their honor. If your teacher allows, do two or three minutes of further research on this person using your device. Include these details in your design.



What do you think is the current state of First American culture and advocacy in Oklahoma and the United States? Write a two-sentence response:

OKLA HOMMA | Oklahoma Map/Powwow Van

In the middle of the OKLA HOMMA exhibition, there is a large floor map of the state. Take a moment to find where you are from. What First American tribes are close to your school? Look for the purple dots that indicate the location of tribes.

Write down general directions from your school to three tribal nations:

1.

2.

3.

Next, sit on the nearby Oklahoma-shaped bench and take THREE minutes to listen to the sounds you hear. Fill the box below with a word map to describe your impressions.

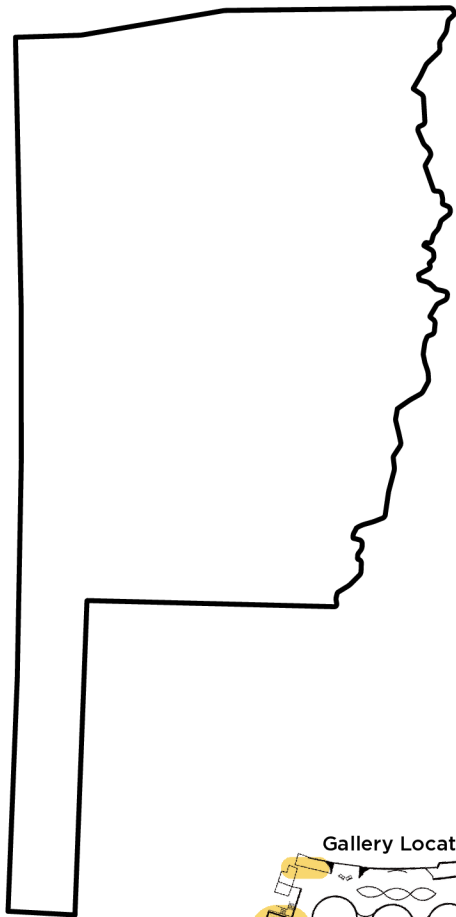


Finally, take a trip in the Powwow Van and learn more about the experience of a powwow and other types of social gatherings. Powwows are a relatively modern event that bring many First American people together. Explain why you think the powwow is a popular and important cultural practice today. Include evidence from the video.

As you “ride” across Oklahoma in the Powwow Van, label the map on the next page with place names and descriptions of the geographic features you see.



Oklahoma Map/Powwow Van



Oklahoma Map/Powwow Van

OKLA HOMMA | (Mis)Representation

Observe the items you find in the misrepresentation section of the museum. These items perpetuate stereotypes about First Americans. Read the nearby text panels for more information. Select two objects in the cabinet and complete the table below.

Sketch or describe item selected	Circle the stereotype(s) that apply	What do you see that makes you pick that stereotype?
	"Indian Maiden" "Playing Indian" "Primitive Culture" "Red Devil" "Vanishing Indian"	
	"Indian Maiden" "Playing Indian" "Primitive Culture" "Red Devil" "Vanishing Indian"	

Based on what you have read and observed, what negative consequences have happened or can happen as a result of these stereotypes?

Opposite of the display case, you may notice some examples of satire (a joking way of calling out negative practices or ideas) or of empowerment (turning what may have been seen as a negative into a positive).

Choose two of the examples and explain what you think the artist who made it is trying to do or say.

Artwork #1

In the picture, _____,
it shows _____

_____.

The artist of this work is trying to persuade people
that _____

_____.

Artwork #2

In the picture, _____,
it shows _____

The artist of this work is trying to persuade people
that _____

Lastly, visit the Living Room portion of the exhibition
and view the videos by artist Steven Paul Judd
(Kiowa Tribe/Choctaw). What stereotypes or issues
of representation does the artist address through
humor?



OKLA HOMMA | More Than a Game

This section of the museum highlights the excellence of First Americans at all levels of sports and games. In the space below, write a few facts about an athlete who has brought pride to their tribe and all First Americans.

Name: _____
Tribe: _____
Sport: _____
Awards/Accomplishments: _____

Watch the short film on stickball. Draw the equipment needed to play the game below. Label the items using information from the film and nearby signage.



It might surprise you to see information on gambling in this section, but there are two reasons why it is featured here and how it has been important to First Americans' cultures. Use informational signage in this portion of the exhibition to answer the following:

1) How has gambling been a part of relationships within communities and among different First American tribes?

2) How has gambling impacted both tribal nations and the state government of Oklahoma today?

Why do you think sports are important to First American culture? Use the spaces below to answer the question, give specific evidence from the exhibit. Explain your reasoning.

Sports are very important to First American culture because _____

_____.
(thesis)

One exhibit displays _____
_____.
(evidence 1)

This shows that _____
_____.
(explanation 1)

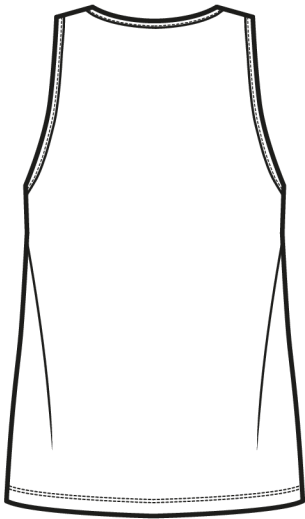
Another exhibit points out that _____
_____.
(evidence 2)

This is important because _____
_____.
(explanation 2)

People should understand that _____

_____.
(conclusion)

Before you leave this area, visit the glass case that includes a First American-themed jersey for NBA player Lindy Waters III (Kiowa Tribe/Cherokee). Design a jersey below that references your own cultural background.



OKLA HOMMA | What Makes a Warrior?

BEFORE going to the section indicated on the map at the bottom of this page, write down a one-sentence definition of the word “warrior” here:

As you read and listen to explanations in this section, write down at least three different definitions of “warrior” that you find:

Definition of “warrior” I heard/saw/read:



Once you complete the table, write a NEW one-sentence definition for the word “warrior” here:

The idea of the First American warrior is one of the most persistent misconceptions in history and in United States culture. Why do you think that some people associate First American warriors with certain negative and warlike qualities?

What kind of warriors exist, and in what ways are they honored in First American cultures? Give specific examples from this section of the museum.

Who is this person, and what type of warrior are they?	What did they do?	Ways in which they are celebrated or honored.

History shows that the United States government has often treated First American nations unjustly. At the same time, a high percentage of First Americans serve in the military. Why do you think this is the case?

Tribal Nations in Oklahoma Today

- Absentee Shawnee Tribe of Indians of Oklahoma
- Alabama Quassarte Tribal Town
- Apache Tribe of Oklahoma
- Caddo Nation
- Cherokee Nation
- Cheyenne and Arapaho Tribes
- Chickasaw Nation
- Choctaw Nation of Oklahoma
- Citizen Potawatomi Nation
- Comanche Nation
- Delaware Nation
- Delaware Tribe of Indians
- Eastern Shawnee Tribe of Oklahoma
- Fort Sill-Chiricahua-Warm Springs-Apache Tribe
- Iowa Tribe of Oklahoma
- Kaw Nation
- Kialegee Tribal Town
- Kickapoo Tribe of Oklahoma
- Kiowa Tribe
- Miami Tribe of Oklahoma
- Modoc Tribe of Oklahoma
- The Muscogee (Creek) Nation
- Osage Nation
- Otoe-Missouria Tribe
- Ottawa Tribe of Oklahoma
- Pawnee Nation
- Peoria Nation
- Ponca Tribe of Indians of Oklahoma
- Quapaw Nation
- Sac and Fox Nation of Oklahoma
- Seminole Nation of Oklahoma
- Seneca-Cayuga Nation
- Shawnee Tribe
- Thlopthlocco Tribal Town
- Tonkawa Tribe of Indians of Oklahoma
- United Keetoowah Band of Cherokee Indians in Oklahoma
- Wichita and Affiliated Tribes (Wichita, Keechi, Waco and Tawakonie)
- Wyandotte Nation
- Yuchi (Euchee) Nation