

First Americans 101: Day 3

Lesson Name: Why Are There 39 Tribes in Oklahoma Today?

Timeframe: 1 Day

Standards / Objectives

OKH 1.4, OKH 2.3, USH 1.3

Specific Learning Targets -

Upon completion of this lesson, students will have a general understanding of tribal removal to Indian Territory

Skills and Background Knowledge -

Students should be able to link today's topic directly to the US Government policies and actions from Day 2.

Teacher Materials Needed:

- Dry erase markers and board
- Access to Internet
- Projector, screen or smartboard
- Stickers

Student Materials Needed:

- Access to [Through Our Own Eyes: A Chickasaw Perspective on Removal \(nps.gov\)](https://www.nps.gov/through-our-own-eyes)
- Copies (physical or digital) of [What was Lost and What Was Kept](#)

Opening / Bell Ringer:

Draw a 1–100 number line on the board. Ask students to put their guess on the number line that answers the question, “How many tribes were relocated to Oklahoma?” While students are putting guesses up, other students should be listing in their journals the reasons they believe tribes were relocated.

For teacher reference, 67 tribal nations were relocated to Oklahoma. Many nations with historic or cultural affinities merged into shared entities, such as Cheyenne and Arapaho Tribes or Wichita and Affiliated Tribes (Wichita, Waco, Keechi, and Tawakoni). Today there are 39 tribes in Oklahoma, and over 570 nationally.

Direct Instruction / Mini Lesson / I Do:

Show either of the following videos: [Oklahoma Indians: We Are Who We Were \(youtube.com\)](#) or [Native American Reservations, Explained. \(youtube.com\)](#)

Guided Practice / We Do:

Using the video, the Maps, and [Through Our Own Eyes: A Chickasaw Perspective on Removal \(nps.gov\)](#), ask students to discuss what Native people lost and kept in the process of forced migration and removal. Students should fill out [What Was Lost and What Was Kept](#).

Independent Practice / You Do:

Use the story template to better understand multiple perspectives of the Trail of Tears.

Student Engagement with Content

- Students will use multimodal sources to compare and contrast outcomes and perspectives on forced removal and relocation.
- Academic Vocabulary: Indian Removal Act of 1830, Trail of Tears, Kansas-Nebraska Act, 1883 Indian Religious Tribes Code, 1887 Dawes Act, 1898 Curtis Act

Evidence of Learning / Assessment:

- Trail of Tears compare and contrast activity
- Students should be encouraged to seek out similarities as well as differences
- Students should use appropriate academic vocabulary from today's list

Closing / Exit Ticket

- Given a sticker, students vote on how much they know about tribes' forced removal to Oklahoma on a 1-5 scale on the door or board.

Homework / Extended Learning (if appropriate)

- Students may finish any incomplete assignments to turn in tomorrow.

Potential Adaptations

- Scaffolding: Some students may need reminders that many of the things tribes lost were physical, while the things tribes kept were more cultural.
- Further models:
 - Students may wish to compare a physical map of North America to contrast the geography of the tribe's original lands to those of Oklahoma.
- Extension:
 - Encourage accelerated students to compare the forced removal and assimilation of Native peoples to current issues of immigration and refugee resettlement.