

# Rendezvous of Culture

Focus on Indian Studies



# Allotment Role Playing

**Subject Areas:**  
Language Arts,  
Social Studies

**Grade Level:**  
4-12

**Preparing for  
the Lesson:**

**Skills:**

public speaking  
interviewing  
reasoning  
research

**Objectives:**

1. Students will investigate their own family backgrounds using research skills and interviewing techniques.
2. Students will research their tribal histories using research and reasoning skills.
3. Students will gain skills in viewing events and situations from multiple perspectives.

**Background Information:**

Indian lands were lost due to a variety of reasons. The two largest losses were removal/cession treaties and allotment in severalty. The lesson will lead to discussion of Indian life before European contact, U.S. policy toward Indian tribes, and Indian history to the present.

**Setting the Lesson Purpose:**

1. Ask five students to play the following roles and explain the activity fully to them:  
Great Father (or Great Mother)  
Indian authority  
interpreter  
agent  
Attorney "William Sharple"
2. Conduct the allotment role-playing activity. Do not explain the role-play ahead of time. Simply ask the students to "follow the directions."



- A. The Great Father (or Mother) randomly selects 5-7 students and has them line up in front of the class.
- B. Have the Indian authority ask, in his/her tribal language (or a made-up language) each student's name. If no response is given (confused look, shrugs, etc.), assign each student a name in English drawn from their dress. (Example: Yellow Shirt, Pink Socks, etc.).
- C. Have the interpreter broadly explain the process of allotment.
- D. Turn allotment over to the government agent and attorney, William Sharple, who wears moustache, frock coat, and loud bow tie.
- E. The attorney asks the name of each student, writes name on allotment form, and assigns land to individual. In most instances, pretend the individual receiving the allotment is "incompetent" and receives a guardianship. The attorney retains the allotment form for those under guardianship. The attorney marries the wealthiest female allottee.
- F. Once allotted, the individuals are U.S. citizens, subject to the responsibility of paying taxes. Those unable to pay taxes lose their land.
- G. Discuss the role play. Were the roles over exaggerated or close to actual history?
- H. Summarize the history of an allocated Indian nation. Ask why so many Indian tribes are landless. Review local history. What was the influx on non-Indian pioneer settlement in Indian territory?

**Developing the  
Lesson:**

**Content reading for comprehension:**

Debo, Angie. *And Still the Waters Run*, an allotment among the Five Tribes.



"Indians, Outlaws, and Angie Debo" videotape.  
Matthews, John J. *Wah'kon-Tah. The Osage and the White Man's Road*. University of Oklahoma, Norman, 1932.  
Meredith, Howard and Clark, Blue. *Oklahoma Indian History and Tradition*. 1990.  
Wilson, Terry P. *The Underground Reservation: Osage Oil*. University of Nebraska, Lincoln, 1985.

**Activities:**

1. Write a family story of Indian history of land use.
2. Design your own play focusing on events of the 1887-1920 era.
3. Tape record a grandparent's story of the period.

**Vocabulary:**

allotment	deed
law	courts
guardianship	treaty
taxation	history
sovereignty	incompetent
Native language	

**Summarizing the Lesson:**

1. Present new role plays based on the student-made histories. Share with parents, elders and other classes. Document in videotape or photos.

**Reinforcing the Lesson:**

1. Invite an Indian elder to talk to the class.
2. Show the videotape and discuss "Indians, Outlaws, and Angie Debo."

**Evaluating the Lesson:**

Ask each student to write an essay on allotment citing examples and their ramifications.

**Contributors:**

Burgess, Helen Chalakee  
Burgess, Jim

Clark, Blue



## INDIAN TERRITORY

*To All To Whom These Presents Shall Come, Greetings:*

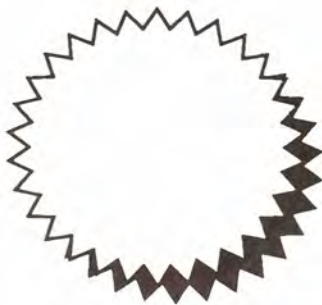
WHEREAS, by the Act of Congress approved and ratified by the citizens of the \_\_\_\_\_, it was provided that there should be allotted, by the Commission to the Five Civilized Tribes, to each citizen of the \_\_\_\_\_ land equal in value to three hundred and twenty acres of the average allottable lands of the \_\_\_\_\_; and

WHEREAS, It was provided by said Act of Congress that each member of said tribes shall, at the time of the selection of his allotment, designate, or have selected and designated for him, from his allotment, land equal in value to one hundred and sixty acres of the average allottable land of the \_\_\_\_\_ as nearly as may be, as a homestead, for which separate certificate and patent shall issue; and

WHEREAS, The said Commission to the Five Civilized Tribes has been certified that the land hereinafter described has been selected by or on behalf of \_\_\_\_\_, citizen of the \_\_\_\_\_ Nation, as an allotment, exclusive of land equal in value to one hundred and sixty acres of the average allottable lands of the \_\_\_\_\_ selected as a homestead as aforesaid:

NOW, THEREFORE, We, the undersigned, the Principal Chief of the \_\_\_\_\_ and the, by virtue of the power and authority vested in us by the twenty-ninth section of the Act of Congress of the United States, approved June 28, 1808 (30 State., 495) have granted and conveyed, and by these presents do grant and convey unto the said \_\_\_\_\_ all right, title, and interest of the land of \_\_\_\_\_ and of all other citizens of said Nations, in and to the following described land, vis:

IN WITNESS WHEREOF



---

---

---

---



# Cherokee Language Study Through the Syllabary

**Subject Areas:**

Language Arts,  
Social Studies,  
Bilingual Education

**Grade Level:**

4-8

**Preparing for  
the Lesson:****Skills:**

language structure  
sequences  
phonetics

**Objectives:**

1. Students will learn the structure of Cherokee language as demonstrated by using simple phrases.
2. Students will be able to identify the Cherokee symbols on the syllabary after hearing the sound.
3. Students will learn to write some words in Cherokee as demonstrated by written exercises.

**Materials:**

Cherokee Syllabary  
tape recorder  
pens  
paper  
overhead projector  
Cherokee language tapes  
Cherokee dictionaries

**Background information:**

There is some indication that efforts were being made among the Cherokee to communicate in writing before Sequoyah invented his syllabary. All Indian students should know something about their culture and traditions, and language is a good place to start. Study of the languages of other cultures enhances interest in one's own language. Language study also leads to a study of the missionaries and their involvement with the written language.



**Developing the  
Lesson:**

**Content Reading for Comprehension:**

Robinson, Prentice. *Cherokee Language Study Course I and II* and *Preserving the Cherokee Language*.

(These books come with a tape so the Cherokee can be heard.)

Starr, Emmet. *History of the Cherokee People*.

*See-Say-Write*. Compiled by Victor Vance, edited by Durbin Feeling. Adult Education Program, Cherokee Nation of Oklahoma, P.O. Box 948, Tahlequah, OK 74465.  
(918) 456-0671.

**Classroom Activities for Skills Development:**

1. Show the Cherokee Syllabary. Pronounce the syllabary and have the student repeat the sounds.
2. Create models of syllabary symbols in clay.
3. Complete basic vocabulary lessons in Cherokee Language Study Course I and II.
4. Have the student make flash cards with the words.
5. Encourage cooperative learning and individual language books to take home.

**Summarizing the  
Lesson:**

**Using Vocabulary:**

List some common everyday words. Compare the English and Cherokee vocabulary for comprehension. Make matching games.

Review the syllabary. Review words the students have learned. Do flash card drills. Play "Cherokee Charades."

**Reinforcing the  
Lesson:**

1. Take a field trip to the Tsa La Gi Museum or to the homeplace of Sequoyah near Sallisaw.
2. Invite Cherokee speakers to the classroom. Videotape the interaction if possible.
3. Visit a library to collect additional Cherokee language resources.



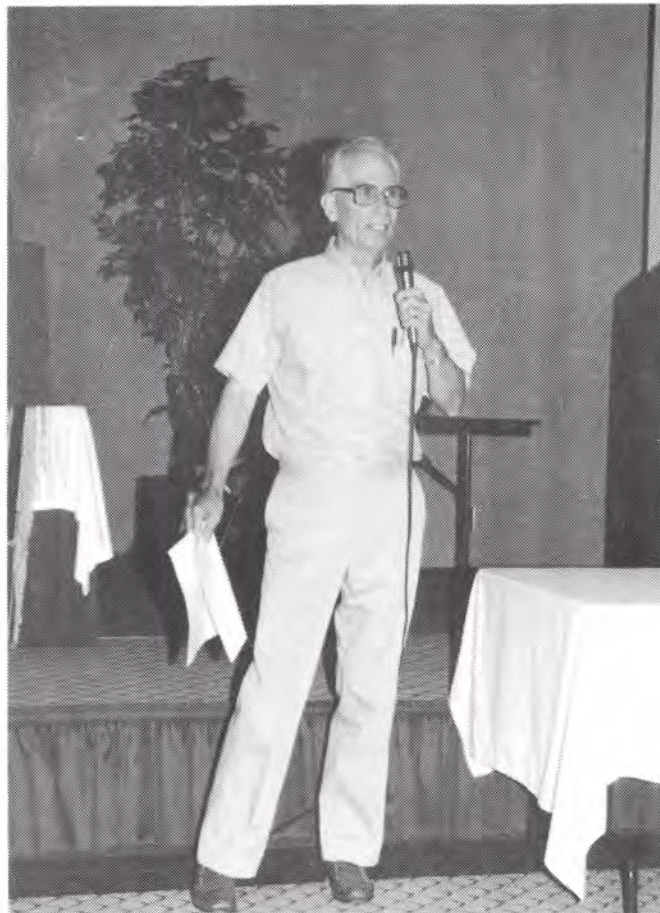
4. Interview individuals who speak fluent Cherokee. Do they use phrasing or emphasis on word placement in a different way than in the English language?

**Evaluating the Lesson:**

Develop a matching quiz for both the phonetic and the Cherokee words. Orally speak the sound and have the students write the Cherokee symbol. Create a mini-program for parents and community.

**Contributor:**

Robinson, Prentice







# Cricket Thermometer

**Subject areas:**

Science,  
Social Studies,  
Language Arts

**Grade Level:**

4 - 8

**Preparing for  
the Lesson:****Skills:**

reading a thermometer  
recordkeeping  
calculating percentages  
comparing Fahrenheit to the Celsius scale  
research techniques

**Objectives:**

1. Students will observe and collect specimens from the environment.
2. Students will test a hypothesis using research techniques.

**Materials:**

containers or jars suitable for crickets  
Fahrenheit and Celsius thermometers  
stopwatch (or watch with second hand)  
chart for recording data

**Background information:**

Children may never think of insects as being measuring instruments, yet folklore says that we can tell the temperature by listening to crickets chirp. How accurate would a cricket thermometer be?

**Setting the lesson purpose:**

1. The most enjoyable part of this lesson will be, of course, catching the crickets. Where can we find crickets? Let the children brainstorm. They will guide each other under leaves, in thick grass, under boards, in the garden. Can we find crickets by listening to the chirpings?
2. Divide the class into groups of 4 or 5, preferably with a fearless naturalist in each group. Provide each group with a container that has a lid. Plastic freezer containers are good for this. The crickets can be transferred to a see-



through glass home after the scrambling to catch the cricket has been completed.

3. Plan which groups will go to which areas of the school grounds. Have all groups report back to the central location after fifteen minutes or so. If crickets cannot be found on the school site, have the children collect them after school.
4. Have a speaker from each group share experiences with the others. Did you find any crickets? None? Lots? Enough left for those who did not find any? Where? Are the crickets full grown or small? Are they chirping? Only the male crickets chirp.
5. While the children are outside, they can prepare homes for their crickets. A jar with soil and a bit of rooted grass or small weeds will do fine. The cricket will also appreciate a few leaves to hide under. A removable lid with air holes in it will keep the cricket in and will allow the children to feed it small bits of apple.
6. After observing the crickets for this activity, be sure to return them to their natural homes.

**Developing  
the Lesson:**

**Content reading for comprehension:**

Read the following quotation from "Crickets as Pets," which appears on pages 15 through 17 of *A Junior Naturalist's Workbook*, by John Garner (1969):

For hundreds of years the Chinese and Japanese have kept crickets as pets in order to enjoy their merry chirp and so that they would have good luck throughout the year.

Fall is the best time for crickets. In fact, literature tells us tales of the chirp of the cricket as describing the coming of autumn.

You can probably find several crickets living in your yard or a nearby field, under stones and in burrows where they



live on grass and clover. Only the male cricket chirps, so you may have to collect two or three in order to ensure the cricket song. His wing covers have developed into a sort of violin, which he rubs back and forth to develop his song.

When the cricket is ready to make his song, he lifts one wing about 45 degrees and draws the scraper of the underwing against the file of the upper wing. To ensure that his musical equipment will not wear out, the cricket can change from wing to wing whenever he wants to do so.

**Activities:**

1. If you are lucky enough to have a cricket that is already chirping, the class can record its first cricket temperature reading right on the school grounds. Bring a thermometer and your watch with a second hand.
2. To determine the temperature by cricket chirps, count the number of chirps in 1 minute, divide by 4, and add 40. The answer is the approximate temperature in Fahrenheit degrees. The number of times the cricket chirps in 10 seconds will give the approximate temperature in Celsius units.
3. Check the cricket for accuracy by putting the thermometer in its home and reading it.
4. Record the temperature for several days, so plan to have the crickets as classroom pets for a few days. From among the crickets brought in, hopefully, you will have at least one good chirper. If you have more than one, so much the better. Each group can monitor its own cricket.
5. Let the children compute their results as a percent.
6. Vary the temperature readings by checking at different times during the day and in different locations, both inside and outside.



Here is a sample chart for data collection:

Date and Time	Cricket Temperature	Thermometer Temperature

Let the children compute their results as a percent:

Times tried: \_\_\_\_\_

Times correct: \_\_\_\_\_

**Summarizing  
the Lesson:**

**Vocabulary:**

1. Have the students compile their findings in wall charts or on bulletin boards. Draw conclusions about the research.
2. Provide reminders on the care of crickets.
  - a. Cricket cages need to be placed in a sunny window.
  - b. Water the dirt lightly to keep the grass or plant growing.
  - c. Keep your cricket cage clean and free from decaying food.
  - d. Remember, your cricket is a living thing, so treat it kindly.

**Reinforcing  
the Lesson:**

This activity is obviously a multifaceted one. Provide a copy of *The Cricket in Times Square* and related readings about crickets. Encourage the students to read these resources during their free time. Be sure to tell the Cherokee story of "How the Possum Lost His Bushy Tail", as the cricket was the barber in this story.

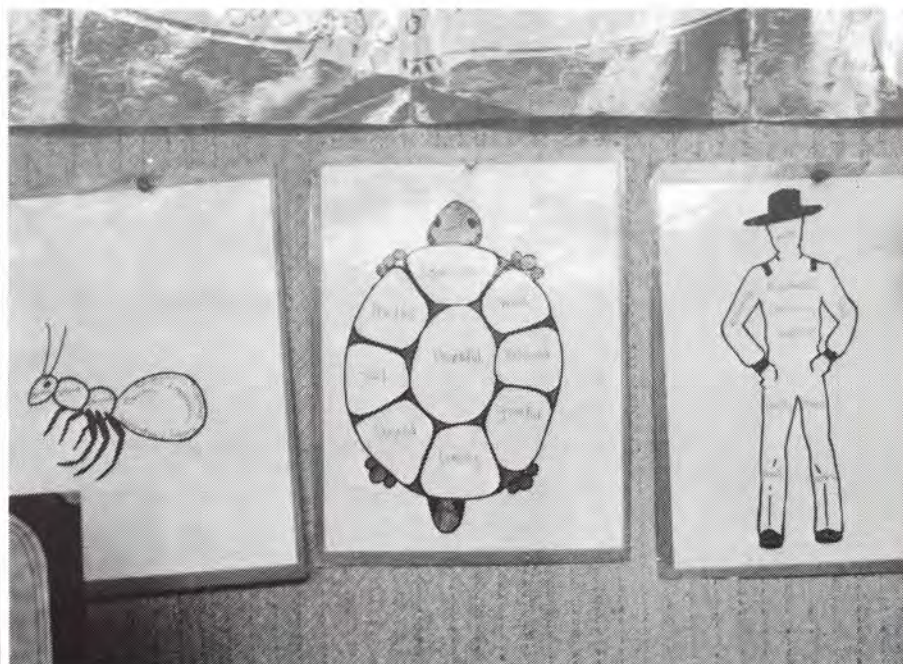


**Evaluating  
the Lesson:**

Ask the students to summarize their findings in a written or oral report. Have the students present their findings which support their conclusions. It would be fun to dramatize cricket behavior to show what students have learned from focused observation. Make cricket models in clay, papier mache or other creative medium. Have them "tell their own story".

**Contributor:**

Christie, Helen







## Indian Dice - Quapaw Tribe

### Subject Areas:

Art,  
Cultural  
Awareness,  
Mathematics,  
Social Studies

### Grade Level:

2-12

### Preparing for the Lesson:

### Skills:

addition  
interpersonal skills  
recognition of natural elements

### Objectives:

1. Students will strengthen their addition skills as demonstrated by their ability to score the Indian dice.
2. Students will cooperatively play in small groups in a game of both fun and good natured competition.

### Materials:

Quapaw Dice

(these may be ordered from Tom Gilmore,  
7704 Doris Drive, Oklahoma City, OK 73116,  
405-722-1499. The purchase price is \$25.00,  
not including the bowl.)

large, wooden, flat-bottom bowl

### Background Information:

All students should be aware that both Indian children and adults join together in games of enjoyment and pleasure.

The die consist of carved bone. Two pieces are carved into various designs such as animals, birds, tipis, etc. The shaped pieces are added to six circular bone discs in a wooden bowl. The dice are shaken in the bowl by bouncing it against a pillow. The dice are a different color on each side. Scoring is determined by the number of same colored dice turning up.

Scoring examples: One animal colored differently from other dice turned up is 10 points. One round disc different from others is 5 points. Two animals, same color, turned



up wins the game. All animals and round discs same color is worth 8 points. Two rounds discs same color is worth 2 points. If one is bounced out of the bowl, a turn is lost. As long as the player scores, he/she keeps playing. If a score is not made, the next player takes a turn. Most games play to 21 points.

**Setting the Lesson Purpose:**

Discuss the background information. Identify other games played by tribal groups. Where did the implements for gaming originate? What are the natural elements used to construct a dice game set?

**Developing the Lesson:**

**Activities:**

Invite a tribal elder to visit the classroom and demonstrate the game. Indian dice include eight total dice consisting of two shapes. There are two larger size dice of a non-circular shape and six round dice. The dice are placed in a large, wooden, flat bottom bowl. The dice are moved by bouncing the bowl with one or two hands on a pillow. If a point is scored, the player continues to shake the bowl. If no points are scored then the next player takes a turn. Players sit on the floor or place the pillow on a table. The game goes to twenty-one. Each player keeps count of his/her own score. After a player reaches twenty-one, the game starts over again.

**Evaluating the Lesson:**

After the demonstration, the students should be able to play the game and score the points.

**Contributor:**

Mathews, Flossie



# Hull Gull

**Subject Areas:**

Cultural  
Awareness,  
Mathematics

**Grade Level:**

K-3

**Preparing for the  
Lesson:****Skills:**

problem solving  
applying mathematics in everyday situations  
alertness to reasonable results  
estimation and approximation  
appropriate computational skills  
geometry  
measurement  
reading, interpreting, and constructing tables, charts,  
and graphs  
using mathematics to predict  
computer literacy

**Objectives:**

The students will practice subtracting ("taking away")  
and guessing.

**Materials:**

small pebbles

**Background Information:**

Children learn from the concrete to the pictorial to the abstract with bridging activities. The use of manipulatives can help students understand abstract concepts through concrete experiences which are enjoyable. Teaching through the use of manipulatives can develop logical thinking and develop abilities in problem solving. Using objects from nature allows students a good opportunity to integrate their mathematics knowledge with other subject areas. The National Council of Teachers of Mathematics (NCTM) has new standards which support the use of manipulatives in teaching mathematical concepts.



**Developing the  
Lesson:**

**Setting the Lesson Purpose:**

Take the children to a graveled area of the school grounds and let each child select ten small pebbles. (They must be small enough so that all ten will fit into a small, closed fist.) Seat the children with a partner facing each other.

As the players sit facing each other, the first player hides a few pebbles in his/her hand, shakes them (if his/her hand is large enough), and announces that he/she is ready to play by saying:

FIRST: "HULL GULL."

SECOND: "HANDFUL?"

FIRST: "HOW MANY?"

The second player guesses. If the guess is right, the second player gets the first player's pebbles. If the guess is incorrect, the second player gives up the difference between the guess and correct number. (That is, if the first player is holding five, and the second player guesses seven, the second player must give up two pebbles.)

Then the second player hides an unknown number of pebbles in his/her hand, and it is the first player's turn to guess the amount. And so the game continues until one player gets all the pebbles. The winner can then distribute the pebbles to all the players for another game or activity.



**Reinforcing the  
Lesson:**

Consider the following lessons and suggestions when implementing outdoor activities.

1. When collecting is called for, establish guidelines for what should not be collected and what should be done with the collections when completed.
2. A whistle is helpful in most outdoor activities, use it as a signal for children to complete a task and join you at a specified location.

**Evaluating the  
Lesson:**

Take the children to another outdoor area. Depending on the environment, identify objects from the outdoors which can be used to demonstrate each of the listed skills.

**Contributor:**

Christie, Helen







# Indian History

**Subject Areas:**

Guidance &  
Counseling,  
Cultural  
Awareness,  
Language Arts,  
Social Studies

**Grade Level:**

9-12

**Preparing for  
the Lesson:****Skills:**

research skills  
information sharing  
reading comprehension  
vocabulary building  
map skills  
writing skills  
self identity  
character building

**Objective:**

1. Students will be able to accurately relate the Indian version of American history.
2. Students will develop a chronological concept of Indian history.
3. Students will re-evaluate the role of Indians in Oklahoma.
4. Students will analyze the effects of citizenship on individual Indians and recognize their historically, passive political activity.
5. Students will map tribal migration into Oklahoma.
6. Students will enhance their knowledge of treaties and legislative acts.

**Resources:**

Two publications of the U.S. Government Printing Office are essential to the subject of Indian treaties. Many of the treaties can be found in Volume II of the five-volume work first published in 1904 and entitled *Indian Affairs, Laws and Treaties*, compiled and edited by Charles J. Kappler. It is the likely source for putting together an anthology or a listing or other grouping of treaties. The work entitled



*Federal Indian Law* (Department of the Interior) provides, mainly from a legal standpoint, the history of treat-making with the Indians. A third publication that can provide valuable pre-Revolutionary information about treaties, including some complete treaties, was published in 1938 by the Historical Society of Pennsylvania. Its title is *Indian Treaties Printed by Benjamin Franklin 1736-1762* and includes an extensive Introduction as well as extensive Historical Bibliographical Notes.

**Background Information:**

Students will develop a greater sense of identity and social responsibility through the acquired knowledge of their ancestral plight into contemporary times and will recognize their dual citizenship role of being both a citizen of their tribe and of the United States.

**Developing the  
Lesson**

**Activities:**

1. Assign students to write essays or poetry about the various Indian policies.
2. Assign students to research various historical documents such as treaties or legislative acts which have altered the course of Indian history.
3. Through research, creative writing, and dramatization, the students will re-enact the allotment process, concentrating on emotional aspect of the Indian people in trying to understand their new citizenship role, conducting personal and business affairs in an unaccustomed language and being forced to move their families to an unfamiliar, and sometimes segmented, tract of land with virtually no improvements; and lastly, in some instances, having their names altered to phonetic English versions.



4. Work with maps
  - a. Label original locations of their tribes.
  - b. Locate present locations of tribes.
  - c. Construct mylar overlays over map of U.S. and Oklahoma depicting migratory pattern using various color schemes and legends (Example: Creek- Use foot prints from Georgia and Alabama to Oklahoma).

**Reinforcing the Lesson**

Create a pictograph which depicts the history of a selected treaty.

**Summarizing the Lesson:**

1. Ask the students to theorize on ways they can influence local, state and national Indian policy.
2. List provisions which may be contained in treaties.

Mutual forgiveness, by the parties, of all offenses  
Peace and perpetual friendship between the parties  
No protection to enemies, criminals, or fugitives of the other party

Guarantee to the Indians of all rights of former treaties

Hostages exchange

Boundaries definition

No trespassing on Indian lands

Distribution of goods

Recognition of title of the United States to certain lands

Protection

Trade regulation

Monies as restitution

Services—mills, millers, schools, churches

Lands cessation in exchange of lands



Reservations established  
Indians removed  
Hostilities cease  
Free passage  
Military posts and agencies established  
Designated boundaries  
Roads and telegraph construction  
Intoxicating liquor banned  
Slavery banned  
Census taken  
Scalping prohibited  
Penalized for leaving  
Indian hunting and fishing rights acknowledged and specified

**Evaluating the  
Lesson:**

Discuss ways tribal citizens will be able to assist the development of stronger tribal governments and how all U.S. citizens can interact with local, state and federal government.

**Contributor:**

Burgess, Helen Chalakee



## *The ABC's of Treaties*

**Reprint:**  
The Association of  
Indian Affairs  
Newsletter,  
Number 121,  
Spring 1990

1. A treaty is a contract between two or more sovereign nations that is as binding today on the government that signed it as when agreed to more than a hundred years ago.
2. The U.S. Constitution in Article 6, Section 2, states that treaties are the supreme law of the land.
3. Indian treaties have as much force as treaties made with any other nation. U.S. courts repeatedly uphold the validity of Indian treaties and the continued sovereignty of Indian nations.
4. Treaties are not simply old historical documents nor are they outdated. Their age does not invalidate them any more than age invalidates the U.S. Constitution.
5. Treaties as "supreme law of the land" are superior to the law of any state. As the U.S. Constitution points out, "the judges in every state shall be bound thereby, any thing in the Constitution or laws of any state to the contrary notwithstanding."
6. At different points in history, states and individual citizens have challenged the legal force of Indian treaties, but the Supreme Court has upheld their validity.
7. Violations of treaties do not nullify them anymore than committing a crime nullifies the law that forbids the crime.
8. The fact that the United States has broken treaties reflects on the integrity of the United States, not on the integrity of the treaties.
9. Some treaties contain the right to use off-reservation land for Indians' traditional subsistence activities of hunting, fishing and gathering, which do not necessarily require that the tribes have title to the land.
10. Although a statue ended Indian treaty making in 1871, all treaties are still in full force to this day and "no obligation or any treaty lawfully made and ratified with any such Indian nation or tribe prior to March 13, 1871, shall be thereby invalidated or impaired."





## Pictograph Symbols

	Boy or Man		Girl or Woman
	Campfire		Chief
	Life		Death
	Snow		Rain
	Fish		River
	Love		Wisdom
	No Food		Plenty Food
	Owl		Eat
	Hungry		Night and Day
	Deer Tracks		Forest
	Me		Journey
	Mountains		Sad

# Movement of Indian Tribes into Oklahoma

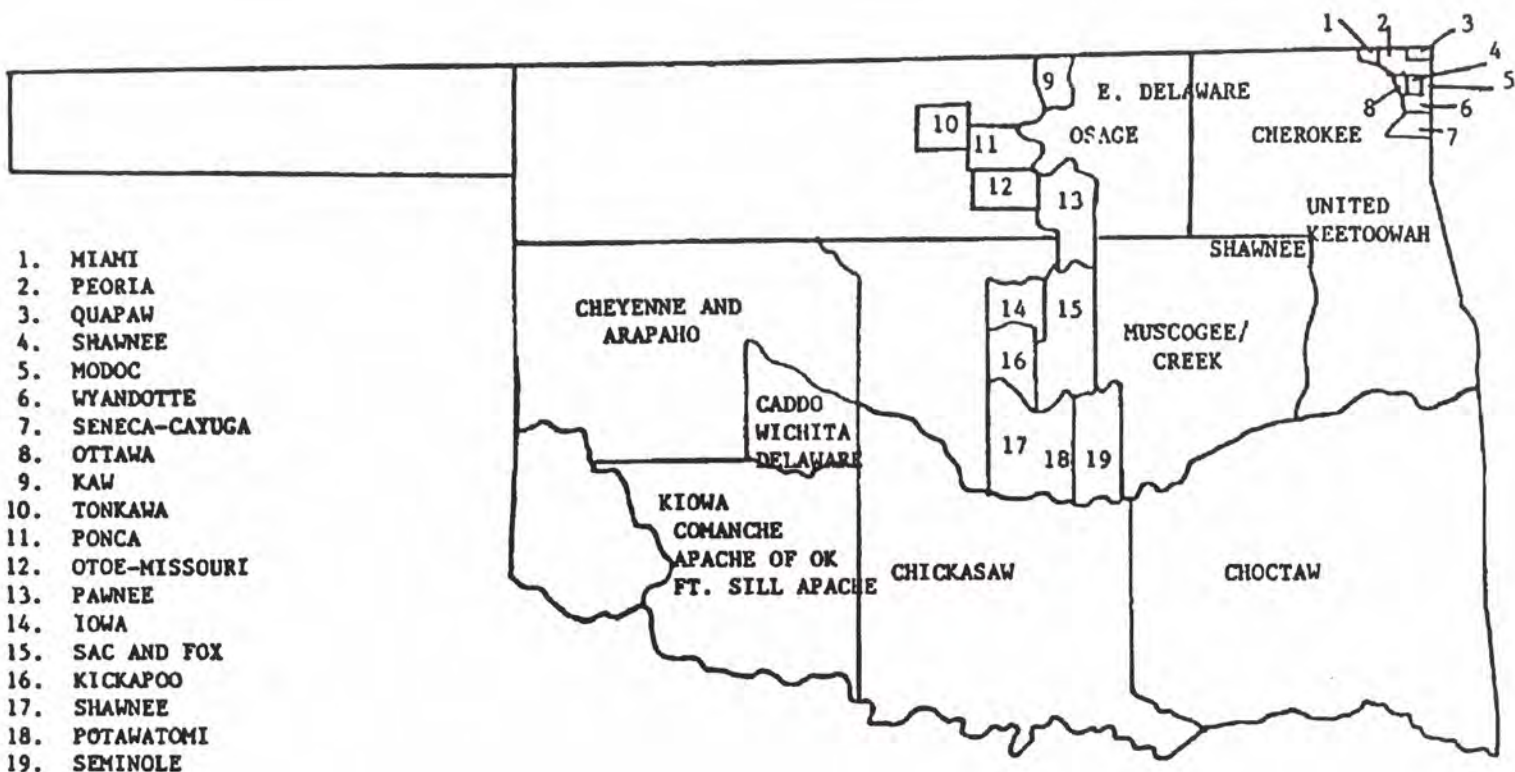


OKLAHOMA has been the melting pot of Indian America. The map indicates the original homelands of some of the many tribes that were resettled there.

MAP: Courtesy of the Division of Indian Health, U.S. Public Health Service



# Federally Recognized Tribes in Oklahoma



1. MIAMI
2. PEORIA
3. QUAPAW
4. SHAWNEE
5. MODOC
6. WYANDOTTE
7. SENECA-CAYUGA
8. OTTAWA
9. KAW
10. TONKAWA
11. PONCA
12. OTOE-MISSOURI
13. PAWNEE
14. IOWA
15. SAC AND FOX
16. KICKAPOO
17. SHAWNEE
18. POTAWATOMI
19. SEMINOLE





# Indian Removal Through Indian Eyes

**Subject Areas:**

Cultural  
Awareness, Drama,  
Language Arts,  
Social Studies

**Grade Level:**

8-12

**Preparing for  
the Lesson:****Skills:**

reading  
identifying stereotypes and cultural roles  
role playing  
empathy  
oratory

**Objectives:**

The students will demonstrate an understanding of the problems that the Southeastern tribes faced with removal from their homes by recording in student journals their own experiences re-enacting the removal.

**Materials:**

Maxwell, James A. *America's Fascinating Indian Heritage*.  
Foreman, Grant. *Indian Removal*.  
current newspapers  
Review of American history from 1820 through 1840

**Background Information:**

The historical period, beginning with Andrew Jackson's election in 1828, through the Treaty of Dancing Rabbit Creek in 1830, brought the policy of Indian removal into full focus. Treaties signed prior to 1830, contained different provisions than subsequent treaties through 1939.

**Setting the Lesson Purpose:**

Set the following scenario:

Ask the class to envision that they are a group of American Indians. Randomly assign the students into small groups. Explain that the teacher (or other designate) is the great, kindly unquestioned, all-knowing father or mother.



**Developing  
the Lesson:**

What he/she says or does is strictly obeyed and is never questioned. The authority-figure should be overly kind and benevolent at this point. The authority-figure will determine the future of the Indians for their own protection and preservation. As the role-play progresses, the authority-figure should dramatically alter his/her attitude to dominant, uncaring "caregiver".

**Activities:**

1. Ask each group to select a name and provide a short description of the place where the group lives.
2. Select one student from each small group to act as chief or tribal representative. Sign treaties with these students, but do not give them options or choices.
3. Assign new names, descriptive and not necessarily complimentary, to each group. (Examples of names given to real tribes include pierced noses (Nez Perce), flat head (Blackfeet), enemy (Sioux), runaway (Seminole), and grey covered (Iowa).
4. Select groups to be removed. Provide descriptions of their new homes opposite from their own home descriptions. Provide biased rationale for the removals.
5. Assign agents to regulate removal and reimbursement. Be as unfair as possible. Assign seats to entire class. Select over one-half of each group to become ghosts. The ghosts can not speak orally from this point, but may convey messages.
6. Ask each group to discuss their feelings about these removals.
7. Ask each group to role-play how they might act if placed in this situation. Remember to include the ghost role-players.
8. Discuss the vocabulary terms.



**Vocabulary:**

accommodation - to combine old with new; adapt, adjust

acculturation - intercultural borrowing between diverse cultures resulting in new and blended patterns

cede - to give up

culture - the integrated pattern of human behavior that includes thought, speech, action, and artifacts and depends on human capacity for learning and transmitting knowledge to succeeding generations (*Webster's New Collegiate Dictionary*)

depersonalization - objectification, insensitive treatment due to ethnocentrism and cultural bias

ethnocentrism - belief that one's culture is far superior to all others

oppression - unjust or cruel exercise of power or authority; suppressing culture and/or native language

primitive - negative value definition of different cultures

propaganda - the spreading of ideas or information deliberately to further one's cause or damage an opposing cause

relocation - to move from one place to another

society - a group of people (community) bound together by common interests and standards

sovereignty - power to govern without external control

treaty - a legal agreement made by negotiation or diplomacy, especially between states or governments

trade - to barter; to give in exchange for another commodity

**Summarizing the  
Lesson:**

Ask individual students to record their feelings about being assigned seats. Ask individual students their feelings about someone renaming them. Ask students to record their feeling or frustration at being voiceless in the situation.



**Reinforcing the  
Lesson:**

Stress the conflict and conflict resolution among the various cultures in the Americas. Discuss the problems of groups getting along with members of another group. How similar were the role-plays to real history? Discuss the world situation today. Are there similarities in today's current events?

**Evaluating the  
Lesson:**

Divide the class into small groups. Randomly select two or three social studies text books from any grade level per group. Ask the groups to look through the texts and identify stereotype and cultural bias for many groups. Include bias for factors such as race, age, gender, physical differences, etc. List the groups and biases identified and report them to the class.

**Contributor:**

Bible, Don





## Outdoor Shapes

**Subject Areas:**  
Mathematics

**Grade Level:**  
K-4

**Preparing for  
the Lesson:**

**Skills:**

Naming and recognizing five geometric shapes

**Objectives:**

Students will identify and name five basic geometric shapes using a variety of elements and experiences from the natural environment.

**Materials:**

envelope containing shapes from colored paper  
(1 set for each student):

circle - red

square - yellow

triangle - blue

ellipse - green

rectangle - orange

**Background Information:**

The outdoor environment was the original classroom but is often overlooked today as a classroom resource. Students become familiar with their natural setting as they routinely pass from place to place and often miss the small components of the environment such as shape and function.

**Setting the Lesson Purpose:**

Ask the students to close their eyes and imagine the prettiest place they can from nature. Ask them to say and/or draw what they see. List their observations and save them for later use.

**Developing  
the Lesson:**

**Activities:**

1. Introduce the shapes and names.



2. Ask each student to take his/her set of shapes and go outside. Define perimeter for the activity. Discuss appropriate ways to observe and collect from nature.
3. Tell the class that they will be asked to collect an item from outside to represent each geometric shape. Have the class list a set of rules based on the discussion about nature collection. Discuss the fact that items may be triangular in shape, as a cottonwood leaf, while not being a "perfect triangle".
4. Using the rules, call out the name of one of the shapes. Each student should collect an item in the shape called. If the item is not "collectible" a drawing or rubbing could be created. Stop and compare the objects to the shape called and to the other collected objects. Repeat the process until all the shapes have been called.
5. A variation: Have students work in groups to complete the task. Each group will need a paper grocery sack.

**Vocabulary:**

square  
circle  
triangle  
ellipse  
rectangle

**Summarizing the  
Lesson:**

Create a display featuring appropriate nature finds for each shape.

**Reinforcing the  
Lesson:**

Draw the pretty place they saw or imagined during the opening activity. Label as many of the shapes as possible.

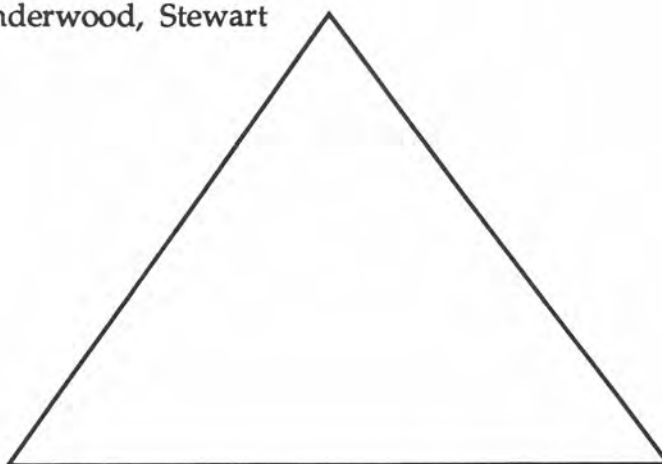
**Evaluating the  
Lesson:**

Create an art project using the five shapes with materials from nature. Encourage symbolic representation by showing examples of beadwork, ribbonwork and other art.

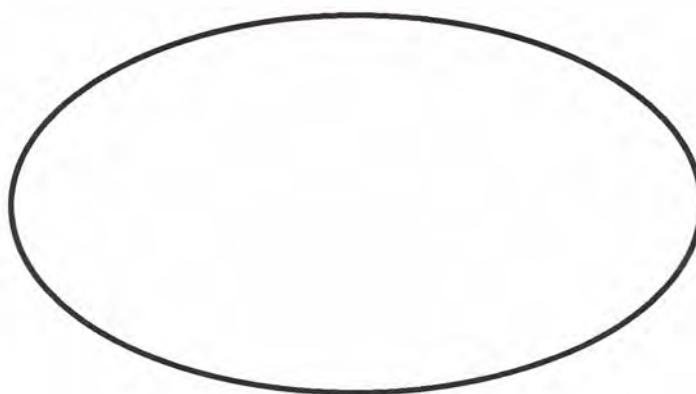


**Contributors:**

Ayres, Gwyneth  
Bogle, Sandra  
Underwood, Linda  
Underwood, Stewart



**BLUE**



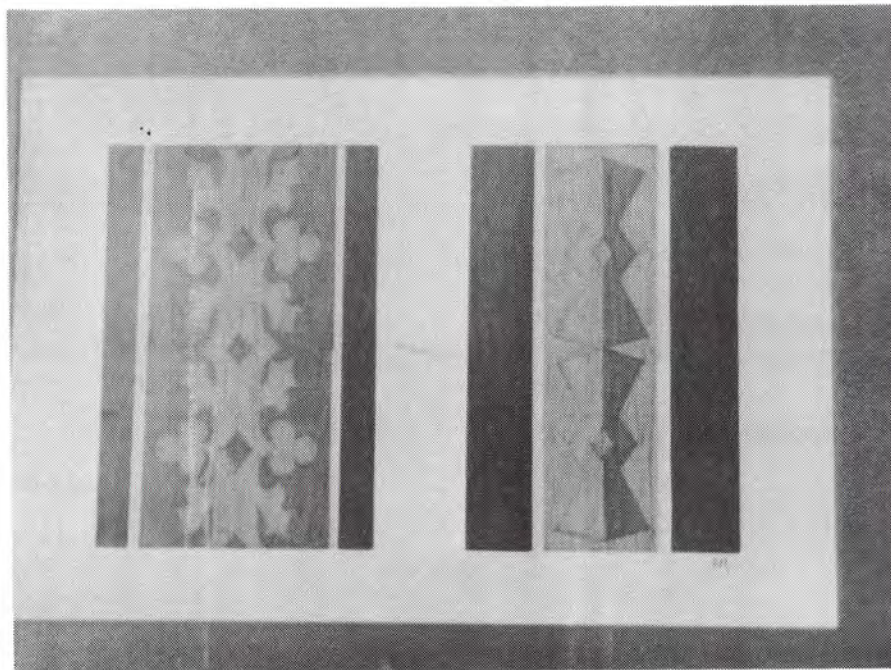
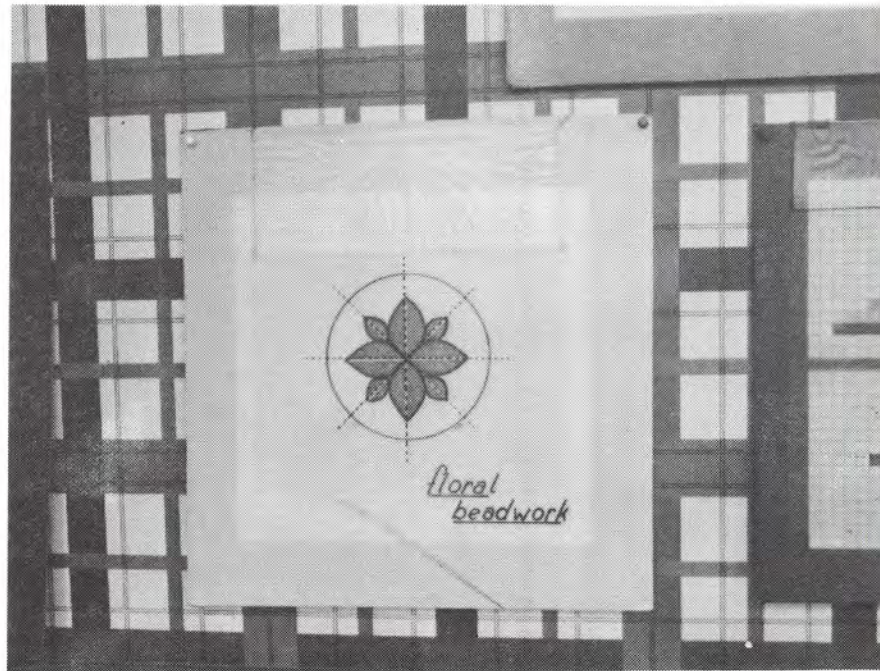
**GREEN**

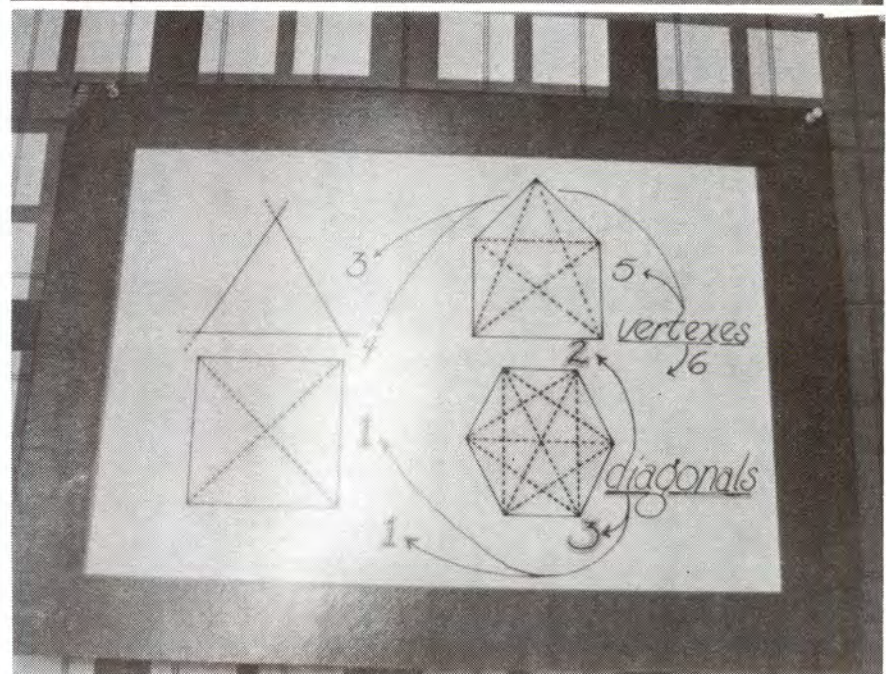
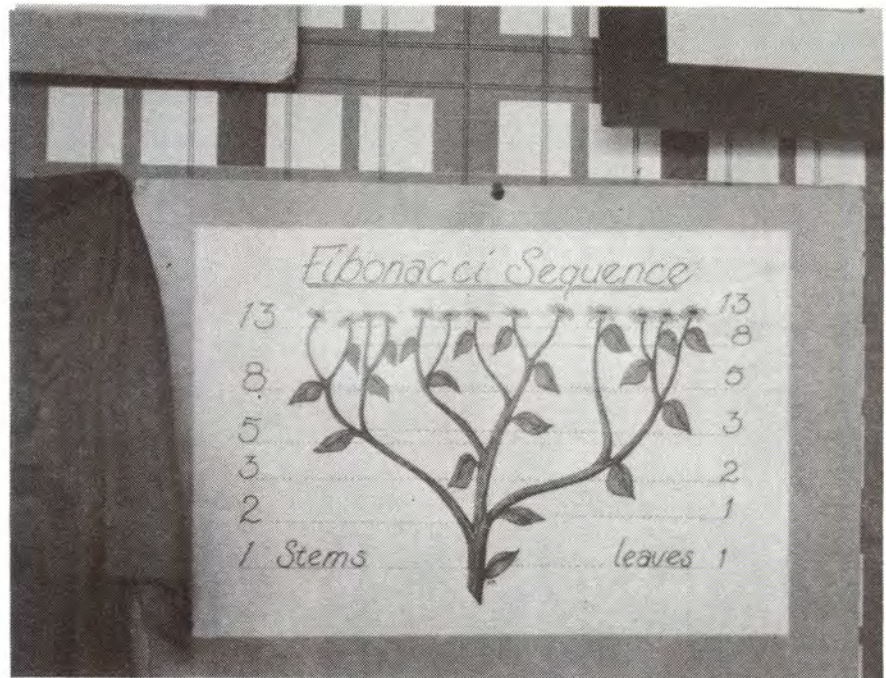


**ORANGE**

**RED**

**YELLOW**







## Quapaw for Communication

### Subject Areas:

Mathematics,  
Language Arts,  
Bilingual  
Education, Cultural  
Awareness

### Grade Level:

K-3

### Preparing for the Lesson:

### Skills:

using contextual clues  
definitions  
comparative relationships  
classifications

### Objectives:

1. Students will recognize names of numbers and animals in the Quapaw language.
2. Students will compare the written languages of Quapaw and English.
3. Students will be able to relate non-verbal clues with Quapaw and English referents.

### Materials:

nine pictures or slides of familiar animals

### Background Information:

Summarize the history and culture of the Quapaw. Show a map of the tribe's present location.

### Setting the Lesson Purpose:

Invite an elder to class who speaks the Quapaw language. Have him/her tell the class about life experiences. Ask the class to practice listening skills. Record the elder saying each of the numbers and animal names.

### Developing the Lesson:

### Content Reading for Comprehension:

Review the vocabulary in Quapaw and English.



**Classroom Activities for Skills Development:**

Identify nine numbers in Quapaw with the aid of pictures or slides of familiar animals.

**Using Vocabulary:**

Mi xte - one

No ba' - two

Da-bine - three

T'owa - four

Satto - five

Sappe - six

P'eno-ba - seven

P'eda bine - eight

Sokka - nine

Ge de bine - ten

Wa-sa' - bear

Za'-be - beaver

T'a' - deer

So-ge - dog

K'a-das-ga - eagle

Wa-po'-ga - owl (gray owl)

Mas-ti-ge - rabbit (cottontail)

Mik-ka' - raccoon

K'z' - turtle

Mirga - fish

**Reinforcing the  
Lesson:**

Have each student construct a book identifying the animals and numbers to take home. Classroom books could be created through group work, and shared with the entire school and community.



**Summarizing the  
Lesson:**

Have each student "show and tell" his/her book to the class.

**Evaluating the  
Lesson:**

Orally review the names and numbers in Quapaw and English. Use manipulatives which are culturally relevant to make this really fun.

**Contributors:**

Carter, JoAnn  
Clark, Blue  
Matthews, Flossie  
Meredith, Howard  
Morgan, Linda







## Seneca Communication

### Subject Areas:

Language Arts,  
Social Studies,  
Bilingual Studies,  
Cultural Awareness

### Grade Level:

4-8

### Preparing for the Lesson:

### Skills:

socialization  
communication—listening, speaking, comprehension  
literacy from a Seneca frame of reference  
problem solving

### Objectives:

The students will be able to identify local places, animals, and phrases using the Seneca language.

### Materials:

slides of places and structures  
big book—brown paper sack  
markers  
tape  
shower curtain hooks  
hole punch

### Background Information:

Language is a basic element for conveying a people's culture. The use of tribal languages helps the speaker to understand the frame of reference of tribal language speakers. Language reflects the logic of a people.

### Setting the Lesson Purpose:

Invite a community member to visit the class or make a tape recording to introduce the Seneca vocabulary, structure, and sound patterns. Have a variety of cultural items in the classroom. Ask the visitor to label both the cultural and other objects found in the classrooms. Tape the labels to the objects. Suggestions for cultural objects include traditional and contemporary models of homes, clothing, etc.



**Developing  
the Lesson:**

**Content Reading for Comprehension:**

Skinner, Linda. *Traditions for Teaching, "The Roots of the Confederacy,"* September, 1987, page 4.

**Activities:**

1. Identify nine places familiar to the students with the aid of slides and pictures.
2. Using the Seneca language, name the places. Draw and label a map of the place.
3. With simple question concepts, students will ask about places in Seneca and respond. Dialogue can be used with phrases such as: Ga:weh he hse' sgwa'? Where have you been? Gaya'daha'geh hege'sgwa'. I have been to the movies.

**Vocabulary:**

Tade:nino.neh - store

Tenodeyesdahgwa'geh - school

Tenodekonyeda'hgwa'geh - restaurant

Tenontganye'dahgwa'geh - gym

Gaya'daha'geh - movies

Detadijsgwa'esdahgwa'geh - ballfield

Tenoswadta'geh - firehall

Tadeje'sgeh - clinic

Todiya'dayeisdahgwa'geh - meeting place

Ga:weh - where

De'wh - what

No:neh - when

J'ho'gwais - chipmunk

Nyagwai' - bear

Sge no' - greeting, wish you health

Yah way - thank you



**Summarizing the  
Lesson:**

Record the questions and responses for each student.  
Create a summary sheet from all the student work.

**Reinforcing the  
Lesson:**

Construct one or more Big Books using the questions and  
places as identified by the students.

**Evaluating the  
Lesson:**

Orally review the names of identified objects in Seneca  
and English.

**Contributors:**

Kuhn, Vicky  
Meredith, Howard  
Whitecrow-Ollis, Sally







# Sharing Tradition Through Puppetry

**Subject Areas:**

Art, Drama,  
Language Arts,  
Social Studies,  
Cultural Awareness

**Grade Level:**  
K-7

**Preparing for  
the Lesson:****Skills:**

storytelling  
communication  
acting  
role play  
art

**Objectives:**

1. This lesson will stimulate children's imagination and curiosity about animals and encourage them to learn the oral traditions of the American Indian.
2. The childrens' curiosity will motivate them to seek more information from their families and from their libraries on these and related subjects.

**Materials:**

32" x 48" matte board  
cardboard  
paper sacks  
paper towels  
paint stirrers  
crayons or markers  
32" x 48" square of dark cloth  
scissors  
construction paper  
oral traditions/stories

**Background Information:**

Children always want to know "Why?" Why do cats always land on their feet? Why do crayfish have pinchers? Presenting oral traditions through puppetry is a motivational tool that will encourage them to seek out information



about Indian culture and about the animal world that surrounds them.

**Setting the Lesson Purpose:**

1. Ask the children questions. "Have you ever wondered why an owl's eyes are so big or why the robin has a red breast?"
2. Present the short puppet skit, "Why the Possum's Tail has no Hair." The story "Why the Possum's Tail has no Hair" was told to Dr. Angie Debo by Peter Hudson who was the grandfather of Terry Lovell, one of the contributors of this lesson plan.

**Developing the Lesson:**

**Content Reading for Comprehension:**

Martin, Novella Goodman. *Choctaw Little Folk*.

**Classroom Activities for Skills Development:**

Prepare a puppet stage and appropriate puppets. Select a story and adapt it into a skit format. Encourage the children to do the puppet show themselves. Provide inexpensive and natural materials for puppet construction.

**Using Vocabulary:**

Enrichment of the children's vocabulary in relation to the environment and Indian culture. Create word list during the production process.

persimmon - a tree fruit which ripens in the late fall;

crayfish/crawdada - an aquatic animal related to but smaller than a lobster

slough - a water puddle.

**Summarizing the Lesson:**

Through the wizardry of puppetry, children can be motivated to learn more about the science of animals and



**Reinforcing the  
Lesson:**

about Indian culture. Their artistic and acting skills can be subtly developed through this medium.

1. Have the children do reports on the animals which are introduced in the puppet show.
2. Have the children make their own puppets to use during their reports.

**Evaluating the  
Lesson:**

Have the children create a new story and perform it in their own puppet show. Invite other classes. This would be a perfect activity for a parent committee meeting. Invite elders!

**Contributors:**

Jennings, Louise  
Lovell, Terry  
Tiger, Ramona







## Why the Possum's Tail Has No Hair

**Crawdad:** [Coon was coming down from the mountain as Possum was coming up from the bottom of the mountain when they met. Possum couldn't possibly keep his eyes off Coon's tail.]

**Coon:** How's your folks?

**Possum:** Fine.

**Coon:** How you?

**Possum:** Fine.

**Coon:** Where you going?

**Possum:** On way to mountain.

**Coon:** What for?

**Possum:** Hunting persimmons. Might find some.

**Crawdad:** [Look. Possum still can't stop staring at Coon's tail.]

**Coon:** Just passed persimmon grove on way down.

**Possum:** Any persimmons?

**Coon:** Tree full.

**Possum:** Where you going, Coon?

**Coon:** To bottom to look for crawdads.

**Crawdad:** (Laughing). [He'll never find us up here.]

**Possum:** Noticed them in every slough, lots of them.

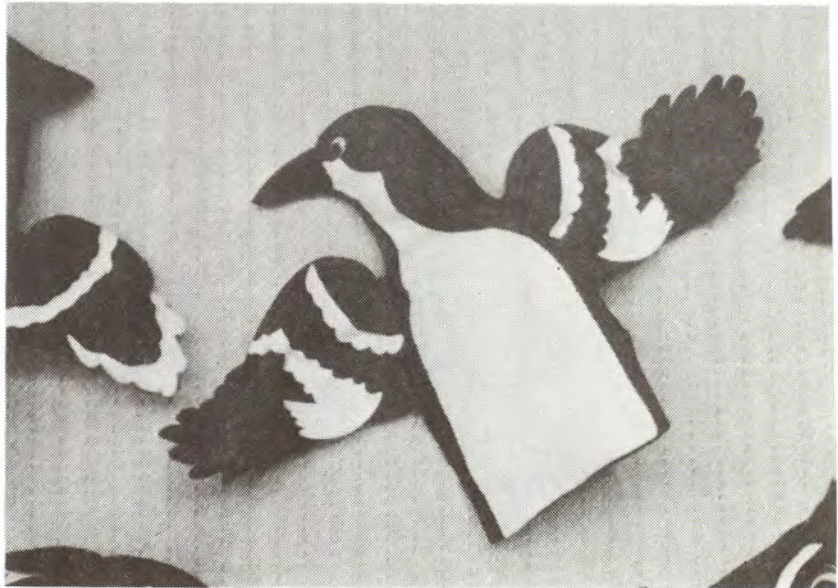
**Crawdad:** [Look. Possum is still staring at Coon's tail. (Ha, Ha.)]

**Possum:** Your beautiful tail. Coon, how did you get it?

**Crawdad:** [Coon thought for a while and then he told Possum. Possum was never too smart.]

**Coon:** Took hickory bark, wrapped it around tail, then singed it. That is way I got colors.

**Crawdad:** [They separated, each going their own way. Possum kept thinking how he could have a tail like Coon's. He got some hickory bark and wrapped his tail. He built a fire to singe his tail but he burned all his hair off. Ever since that time, Possums have no hair on their tails. That is the reason they travel at night. They are embarrassed and still sulk because they haven't any hair on their tails.]





# *The Ant and the People Race*

**Subject Areas:**

Cultural  
Awareness,  
Mathematics,  
Science

**Grade Level:**

3-5

**Preparing for  
the Lesson:****Skills:**

problem solving  
computational skills  
measurement  
reading  
interpreting  
constructing tables, charts, and graphs

**Objectives:**

1. Students will practice problem solving, computation skills, measurement, reading, and interpretation of charts, tables, and graphs.
2. Students will construct a chart, table, or graph.

**Materials:**

paper towels  
plastic spoons  
stopwatch  
chalk (colored)  
rulers  
tape measures  
marking pens  
two poster boards  
strings (two long pieces and one short piece per child),  
paper and pencil for each child

**Background Information:**

In order for each student to participate in and enjoy this activity, it must be well organized before you leave the classroom. Make sure that the children understand the three basic parts of this activity. There will be an ant race, a people race, and the recording and computation of data. Divide the class into two groups. One group can run the ant



race while the other group does the people race. Then they can switch. Have the basic outlines for a bar graph on each poster board—one for the ant race and one for the people race.

**Developing the  
Lesson:**

**Activities:**

**1. Ant Race**

- A. For the ant race, you will need a paved or concrete (or non-grassy) area with ants nearby. Let each child in the first "ant group" use the paper towel or plastic spoon to capture and bring to the cement area a speedy-looking ant. Each child should measure his/her ant and record its length on paper before the race. (Decide beforehand what units of measurement you will be using and provide suitable measuring instruments.)
- B. Give each child a piece of chalk, a string, and a ruler. Have students spread out on the concrete area so that each ant will have plenty of room to "race."
- C. Have a timer, say "Go!" and each child releases his/her ant and traces the path it takes with chalk. After 10 seconds, call "Stop!"
- D. Using the string to follow the winding path of the ant, have the students measure and record how far the ant traveled in the allotted time. Let each child record the name of his/her ant and the distance it traveled on the ant race graph.

**2. People Race**

- A. For the people race, you will need a large, smooth area with a length of at least 80 feet. Have the children line up with their heels on the starting string. (To make measuring easier, you may want to put another long string parallel to the starting string 50 feet away.)



# *The Ant and the People Race*

**Subject Areas:**

Cultural  
Awareness,  
Mathematics,  
Science

**Grade Level:**

3-5

**Preparing for  
the Lesson:****Skills:**

problem solving  
computational skills  
measurement  
reading  
interpreting  
constructing tables, charts, and graphs

**Objectives:**

1. Students will practice problem solving, computation skills, measurement, reading, and interpretation of charts, tables, and graphs.
2. Students will construct a chart, table, or graph.

**Materials:**

paper towels  
plastic spoons  
stopwatch  
chalk (colored)  
rulers  
tape measures  
marking pens  
two poster boards  
strings (two long pieces and one short piece per child),  
paper and pencil for each child

**Background Information:**

In order for each student to participate in and enjoy this activity, it must be well organized before you leave the classroom. Make sure that the children understand the three basic parts of this activity. There will be an ant race, a people race, and the recording and computation of data. Divide the class into two groups. One group can run the ant



race while the other group does the people race. Then they can switch. Have the basic outlines for a bar graph on each poster board—one for the ant race and one for the people race.

**Developing the  
Lesson:**

**Activities:**

**1. Ant Race**

- A. For the ant race, you will need a paved or concrete (or non-grassy) area with ants nearby. Let each child in the first "ant group" use the paper towel or plastic spoon to capture and bring to the cement area a speedy-looking ant. Each child should measure his/her ant and record its length on paper before the race. (Decide beforehand what units of measurement you will be using and provide suitable measuring instruments.)
- B. Give each child a piece of chalk, a string, and a ruler. Have students spread out on the concrete area so that each ant will have plenty of room to "race."
- C. Have a timer, say "Go!" and each child releases his/her ant and traces the path it takes with chalk. After 10 seconds, call "Stop!"
- D. Using the string to follow the winding path of the ant, have the students measure and record how far the ant traveled in the allotted time. Let each child record the name of his/her ant and the distance it traveled on the ant race graph.

**2. People Race**

- A. For the people race, you will need a large, smooth area with a length of at least 80 feet. Have the children line up with their heels on the starting string. (To make measuring easier, you may want to put another long string parallel to the starting string 50 feet away.)



- B. When the timer says "Go!" each child is to walk as fast as he/she can in a straight line for ten seconds. (Use whatever time you used for the ant race.) When the timer says "Stop!" each racer is to stop where he/she is, mark that place, and measure how far it is from the starting line.
  - C. Have each child record this on paper, then plot his/her name and the distance traveled on the people race graph.
3. The third part of this activity can be done by each group at the conclusion of each race or when you call the students together to discuss the great "races." Each student should have on paper how long his/her ant was and how far it traveled. Have each child place on the record his/her own height and how far he/she could walk in the allotted time. Now we are to the "real race." Who went farther according to size? You? Or your ant? Have each child compute how many **body lengths** he/she covered, and how many his/her ant covered. How do these figures compare? Can the students figure a mathematical way to make themselves as small as the ants? To make the ants as large as people? From here you can compute inches per hour, feet per hour, miles per hour (or centimeters, meters, and kilometers per hour). How far might an ant travel in a day?

**Reinforcing the  
Lesson:**

This activity should be a successful experience for each child. Even if he/she can not figure a mathematical method to compare his/her height to the distance he/she "raced," a student should be able, using all the measuring devices available, to measure physically: "I am this long. It takes how many of these measures to equal the distance I raced?" On the other hand, your mathematical "geniuses" can carry



their computations as far as they wish. That is, you can just stop here with a pleasant introduction to the idea of ratio, or you can go on to express it in different ways.

Note: The ant race may be conducted on bare ground and the ant's path traced with a stick if a concrete area is not available.

**Summarizing the  
Lesson:**

Display the findings/research of the class. Develop a hypothesis based on the research.

**Evaluating the  
Lesson:**

Test the hypotheses. Duplicate the experiment using another class as the research subjects. Was the original hypothesis supported?

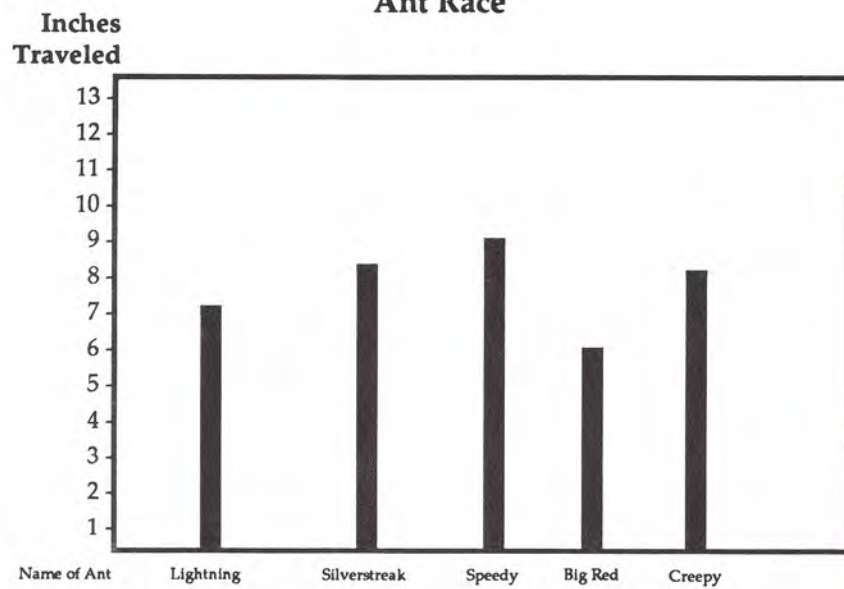
**Contributor:**

Christie, Helen



## POSTER BOARD GRAPHS - EXAMPLES

### Ant Race



### People Race

