

# Tribes of Oklahoma – Request for Information for Teachers

(Oklahoma Academic Standards for Social Studies, OSDE)

Tribe: Eastern Shawnee Tribe of Oklahoma

Tribal website(s): <http://www.estoo-nsn.gov/>

## 1. Migration/movement/forced removal

**Oklahoma History C3 Standard 2.3** “Integrate visual and textual evidence to explain the reasons for and trace the migrations of Native American peoples including the Five Tribes into present-day Oklahoma, the Indian Removal Act of 1830, and tribal resistance to the forced relocations.”

**Oklahoma History C3 Standard 2.7** “Compare and contrast multiple points of view to evaluate the impact of the Dawes Act which resulted in the loss of tribal communal lands and the redistribution of lands by various means including land runs as typified by the Unassigned Lands and the Cherokee Outlet, lotteries, and tribal allotments.”

Sources:

- NPS Indian Education Moodle (Go to page 34 > see tribe > information)  
[http://s3.amazonaws.com/content.newsok.com/newsok/images/NIE/nie\\_docs/Indian%20Country%20Tab,%2036%20page.pdf](http://s3.amazonaws.com/content.newsok.com/newsok/images/NIE/nie_docs/Indian%20Country%20Tab,%2036%20page.pdf)
- Brief History <http://digital.library.okstate.edu/encyclopedia/entries/S/SH018.html>

## 2. Maps

**Oklahoma History C3 Standard 2.3** “Integrate visual and textual evidence to explain the reasons for and trace the migrations of Native American peoples including the Five Tribes into present-day Oklahoma, the Indian Removal Act of 1830, and tribal resistance to the forced relocations.”

## 3. Population Past/Present

- Total tribal enrollment –
- Tribal enrollment in Oklahoma –

#### **4. Government; Chiefs vs Chairman; Elected or Paternal**

**US Government C3 Standard 3.4** *“Summarize and explain the relationships and the responsibilities between national and state governments including tribal and local governments.*

**Oklahoma History C3 Standard** *“The student will analyze the formation and development of constitutional government in Oklahoma. 1) Compare and contrast the development of governments among the Native American tribes, the movement for the state of Sequoyah. 2) 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.”*

#### Online Sources

Information (bio) on the current chief <http://www.estoo-nsn.gov/government/chief/>

University of Oklahoma Law Library in conjunction with National Indian Law Library of the Native American Rights Fund “Native American Constitution and Law Digitization Project. Click on constitutions from the main page and find “ Eastern Shawnee Tribe of Oklahoma”. This could be a good resource of any tribe’s constitution listed <http://thorpe.ou.edu/>

#### **5. Language Group**

**Oklahoma History C3 Standard 4.1** *“Compare and contrast the successes and failures of the United States policy of assimilation of the Native Americans in Oklahoma including the passage of the Indian Citizenship Act of 1924 and the effects of the Indian Boarding Schools (1880s-1940s) upon Native Americans’ identity, culture, traditions, and tribal government and sovereignty.”*

#### Online Sources

Brief explanation and examples on language (words, phrases) <http://www.estoo-nsn.gov/culture/shawnee-language/>

#### **6. Cultural Identifiers – i.e. Mound Builders; Plains**

**Oklahoma History C3 Standard 4.1** *“Compare and contrast the successes and failures of the United States policy of assimilation of the Native Americans in Oklahoma including the passage of the Indian Citizenship Act of 1924 and the effects of the Indian Boarding Schools (1880s-1940s) upon Native Americans’ identity, culture, traditions, and tribal government and sovereignty.”*

## 7. Fine Arts

**Oklahoma History C3 Standard 4.1** *“Compare and contrast the successes and failures of the United States policy of assimilation of the Native Americans in Oklahoma including the passage of the Indian Citizenship Act of 1924 and the effects of the Indian Boarding Schools (1880s-1940s) upon Native Americans’ identity, culture, traditions, and tribal government and sovereignty.”*

- Music –
- Art -

## 8. Significant events (i.e. Massacres, Battles, Supreme Court cases...)

**Oklahoma History C3 Standard 2.4C** *“Summarize the impact of the Civil War and Reconstruction Treaties on Native American peoples, territories, and tribal sovereignty including the a) Required enrollment of the Freedmen, b) Second Indian Removal and the role of the Buffalo Soldiers, c) Significance of the Massacre at the Washita, d) Reasons for the reservation system, and e) Establishment of the western military posts of Fort Sill, Fort Supply, and Fort Reno.”*

## 9. Current Information on tribe

Current Event: Group travels to Ohio <http://www.nativetimes.com/life/people/7776-almost-home-eastern-shawnee-tribe-of-oklahoma-makes-an-ohio-connection>

## 10. Other information (ie. Elder testimonials; Guest speakers; Literature; Famous Tribal members...)