

# **Tribes of Oklahoma – Request for Information for Teachers**

(Oklahoma Academic Standards for Social Studies, OSDE)

**Tribe:** Sac & Fox Nation, Oklahoma  
**Tribal website(s):** <http://www.sacandfoxnation-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.”

<http://www.loc.gov/rr/program/bib/ourdocs/Indian.html> - Indian Removal Act of 1830

Sources: NPS Indian Education Moodle (Go to page 24> Sac and Fox > information)  
[http://s3.amazonaws.com/content.newsok.com/newsok/images/NIE/nie\\_docs/Indian%57Country%20Tab,%2036%57page.pdf](http://s3.amazonaws.com/content.newsok.com/newsok/images/NIE/nie_docs/Indian%57Country%20Tab,%2036%57page.pdf)

## **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**

Present Population: 3,600

Tribal enrollment in Oklahoma: NA

## **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.”*

A 1937 constitution replaced by a new document in 1987 forms the basis of the Sac & Fox Nation’s government. Government leaders consist of an elected five-member committee that includes a principal chief and other members.

## 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.”*

Algonquian

<http://nmai.si.edu/education/codetalkers/html/chapter2.html> - Sac & Fox language code talkers

<http://www.talksauk.com/> - 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.”*

<http://digital.library.okstate.edu/encyclopedia/entries/S/SA001.html>

<https://www.google.com/search?q=oklahoma+tribal+flags&tbm=isch&tbo=u&source=univ&sa=X&ei=x3XEUaGQloGG9QS92IHYBg&ved=0CGgQsAQ&biw=1920&bih=965> - tribal flags

## 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.”*

<http://nmai.si.edu/exhibitions/infinityofnations/woodlands/026544.html> - image bowl, men's breechcloth

<https://www.google.com/search?q=sac+and+fox&tbm=isch&tbo=u&source=univ&sa=X&ei=UXHEUZ3TCYnu8QTP6YHYDw&sqi=2&ved=0CIsBELAE&biw=935&bih=924> - images

## 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.”*

[http://www.wisconsinhistory.org/dictionary/index.asp?action=view&term\\_id=58&search\\_term=black+hawk+war](http://www.wisconsinhistory.org/dictionary/index.asp?action=view&term_id=58&search_term=black+hawk+war) - Black Hawk War 1832

## 9. Current Information on tribe

<http://www.infoplease.com/encyclopedia/society/sac-fox.html> - info  
<http://www.tolatsga.org/sf.html> - history

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