

2019 Teaching Native American Histories

Curricular Project*

***This lesson plan will be submitted for inclusion into an on-line database of curricular projects for the NEH program "Teaching Native American Histories."**

Title (255 characters or fewer): The History of Sequoyah Schools: Through the Students' Eyes

Grade Level : High School (9th Grade Focus)

Subject Area Focus (Ex: Social Studies/History, English Language Arts, etc... List all that apply):

Social Studies/History and Social/Emotional Learning

TNAH Conceptual Focus: Place, Identity, Historical Trauma, Classroom (or school) resources

Estimated Number of Days to Complete: 8

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Additional Creators (if any):

School, district, and state:

Date Submitted: July 26, 2019

Curricular Project Summary(Please write a brief overview summary of the curricular project in 150 words or less) : Students entering Sequoyah High School in the ninth grade are required to participate in a freshmen orientation course entitled Social/Emotional Learning. The course acclimates students to high school life and teaches the history of our school. This curriculum project will examine the existing historical piece of the class. Currently, students are given historical dates and statistics that are also displayed on the school and tribal websites. This information softens issues that occurred throughout our school's history and overlooks many of the stories that have been freely shared by alumni who attended the school and lived on the campus. Through an initial Powerpoint presentation I will examine several primary source documents from former students. This will lead to an eight-part discussion and project intended to equip students with an accurate history of our school and prepare them to search for primary source documents in their own coursework and research.

Desired Results/Objectives

1. Essential Questions / Historical Questions:

What is colonization, as it pertains to US and Native Histories?
How did colonization affect the Sequoyah Schools' history?
How do WE share our story today and whose story is it to tell?

2. Objectives / Learning Targets: By the end of this project students what will students know, understand and be able to do?

Students will know...an accurate history of Sequoyah Schools.

Students will understand...that many individual experiences shape our (the school's) existing story.

Students will be able to...conduct scholarly research in all subjects based on information learned in this project.

3. Curriculum Standards (National, State, Local):

OKH.1.4 Compare cultural perspectives of American Indians and European Americans regarding land ownership, structure of self-government, religion, and trading practices.

OKH.2.3 Analyze the motivations for removal of American Indians and the passage of the Indian Removal Act of 1830; trace the forced removal of American Indian nations, including the impact on the tribal nations removed to present-day Oklahoma and tribal resistance to the forced relocations.

OKH.3.1 Summarize the impact of the Civil War and Reconstruction Treaties on American Indian peoples, territories, and tribal sovereignty including:

B. Second Indian Removal

D. reasons for the reservation system and the controversy regarding the reservation system as opposed to tribal lands.

OKH.3.2 Assess the impact of the cattle and coal mining industries on the location of railroad lines, transportation routes, and the development of communities.

OKH.3.3 Analyze the influence of the idea of Manifest Destiny on the Boomer Movement.

OKH.3.4 Compare multiple points of view to evaluate the impact of the Dawes Act (General Allotment Act) which resulted in the loss of tribal communal lands through a transfer to individual property and the redistribution of lands, including the Unassigned Lands and the Cherokee Outlet, by various means.

OKH.3.5 Explain how American Indian nations lost control over tribal identity and citizenship through congressional action, including the Indian Reorganization Act.

OKH.4.1 Compare the governments among the American Indian nations and the movement for the state of Sequoyah.

OKH.4.3 Explain the impact of the Enabling Act on single statehood.

OKH.5.1 Examine the policies of the United States and their effects on American Indian identity, culture, economy, tribal government and sovereignty including: A. passage of the Indian Citizenship Act of 1924 B. effects of the federal policy of assimilation including Indian boarding schools (1880s-1940s) C. authority to select tribal leaders as opposed to appointment by the federal government D. exploitation of American Indian resources, lands, trust accounts, head rights, and guardianship as required by the Bureau of Indian Affairs.

OKH.6.5 Analyze the evolving relationship between state and tribal governments impacting tribal self-determination and control over American Indian lands and resources including issues of jurisdiction, taxation, and gaming.

USH.1.3 Analyze the impact of westward expansion and immigration on migration, settlement patterns in American society, economic growth, and American Indians.

A. Summarize the reasons for immigration, shifts in settlement patterns, the immigrant experience at immigrant processing centers such as Ellis Island and Angel Island, and the impact of Nativism and Americanization.

B. Analyze the creation of federal immigration policies including the Chinese Exclusion Act, the Gentlemen's Agreement, federal court decisions, the Supreme Court's application of the 14th Amendment and the Immigration Act of 1924.

C. Examine the rationale behind federal policies toward American Indians including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership.

D. Compare viewpoints of American Indian resistance to United States Indian policies as evidenced by Red Cloud in his Cooper Union speech, Quanah Parker, and Chief Joseph as expressed in his I Will Fight No More Forever speech.

4. Transfer Goals / Enduring Understandings:

Students will understand the difference between primary sources and secondary sources.

Students will be able to conduct scholarly research.

Students will be able to apply historical concepts in a cross-curricular manner.

Students will be able to understand overarching curricular concepts using a Native American Point of View.

Assessment / Evidence

Performance Task or Assessment used to gauge student learning: (Please describe and/or attach)

Pre-Assessment:

Formative / Student-Engaged Assessment: Students will be encouraged to engage in question and answer sessions during each lesson. Students will be introduced to a research assignment in the second lesson and will be monitored throughout the project, with the first draft due in lesson seven and the final draft due in lesson 8.

Summative Assessment: Students will have an entry and exit questionnaire for each lesson.

Other Evidence: Students will research or reconnect with community/family members through discussing this project. Students will also apply concepts learned to other courses and research throughout their high school careers.

Learning Plan

Lesson Summaries:

Lesson 1: Students will read the historical summary of Sequoyah Schools as it has been perpetuated by the school and the Cherokee Nation. They will then be shown the powerpoint presentation that introduces the purpose and intent of the project by introducing them to a history that examines the school from a primary source, first-hand perspective.

Learning Events and Instruction:

LESSON 1

Title: The History of Sequoyah Schools

Details: This lesson will provide students with a comparison between the accepted historical narrative, which is true, and the history as told by the school's alumni, which is complete.

Guiding Questions: What is the history of Sequoyah Schools? How do you fit into that history?

Lesson opening: The guiding questions will be presented to the students and they will receive a copy of the historical summary of Sequoyah Schools as it has been perpetuated by the school and the Cherokee Nation. After discussing the historical summary, students will then be introduced to the powerpoint presentation.

Lesson closing: Students will discuss the two different historical accounts of the of the school and be asked the two guiding questions again.

Instructional Tips/Strategies/Suggestions: Give credit to sources. This is not only ethical, but it will help the students establish personal connections to other community/family members needed to make this a worthwhile project.

Lesson 2: This lesson will examine the specific history of the Cherokee Orphans Asylum, 1871-1914.

Learning Events and Instruction:

LESSON 2

Title: The Cherokee Orphans Asylum

Details: This lesson will revisit the portion of the powerpoint that focuses on the Cherokee Orphans Asylum. Students will also examine primary source documents and photographs, largely supplied by Mr. Don Franklin. Mr. Franklin is the Sequoyah High School Media Specialist.

Guiding Questions: How did the Cherokee Nation and the Cherokee Orphans Asylum view Cherokee children in its care? How did this care reinforce traditional Cherokee Values? In what ways are these values evident in the school today?

Lesson opening: Guiding questions will be presented to the students. After a short discussion, students will revisit the portion of the slide show that focuses on the Cherokee Orphans Asylum.

Lesson closing: In closing students will be presented with the guiding questions again. Also, a class discussion about primary sources of this time period will be held. Students will be encouraged to search their own families for primary sources.

Instructional Tips/Strategies/Suggestions: Always value existing student knowledge. It is the starting place. They decide where you have to start, not you.

Lesson 3: This lesson will examine the history of the Sequoyah Orphans Training School between the years 1914 and 1925.

Learning Events and Instruction:

LESSON 3

Title: Sequoyah Orphans Training School

Details: This lesson will examine the history of the Sequoyah Orphans Training School between the years 1914 and 1925, specifically focusing on the cultural shift the school experienced once the Department of Interior purchased the school.

Guiding Questions: How did the U.S. Department of Interior and the Cherokee Orphans Training School view Cherokee children in its care? How did this differ from traditional Cherokee values? In What ways are these values still evident in the school today?

Lesson opening: Students will be presented with the guiding questions. After a short discussion, students will revisit the portion of the slide show that focuses on the Cherokee Orphans Training School. Students will also be introduced to the process imposed by the US government known as colonization. This will be a constant and revisited theme throughout the project.

Lesson closing: In closing students will be presented with the guiding questions again. Also, a class discussion about primary sources of this time period will be held. Students will be encouraged to search their own families for primary sources or share the primary documents relating to the school that they have discovered within their own families or communities.

Instructional Tips/Strategies/Suggestions: By this point in the project it will be very important to stay on task and keep the lesson focused. Always close the current lesson by leading into the next lesson and time period to be discussed.

Lesson 4: This lesson will focus on government relationships between the Cherokee Nation and the United States during the early 20th century.

Learning Events and Instruction:

LESSON 4

Title: Sequoyah Vocational School

Details: This lesson will address the vocational avenues offered at Sequoyah Vocational School during the early 20th century. It will examine how education during this period influenced Cherokee social and family life. Students will be encouraged to examine how this period affected their own family histories.

Guiding Questions: Why did the Cherokee Nation sell the school? Why did the Department of Interior decide to change the name to Sequoyah Vocational School? How does the school begin to take the shape of the school we recognize today?

Lesson opening: Students will be presented with the guiding questions. After a short discussion, students will revisit the portion of the slide show that focuses on the history of the school in the early 20th century. Students will discuss the various ways that colonization affected the school, as well as the multiple ways students combatted this process.

Lesson closing: In closing students will be presented with the guiding questions again. Also, a class discussion about primary sources of this time period will be held. Students will be encouraged to search their own families for primary sources. At this point in the project Mr. Don Franklin will help to frame the setting of the school in the early 20th century.

Instructional Tips/Strategies/Suggestions: At this point of the project Students will be able to visit with community members who actually attended the school during this time period and in more recent periods. This is a great way to demonstrate how they should respect and interact with their elders. Elders who are able to share knowledge and experiences should be revered.

Lesson 5: This lesson will move our project into the 2nd half of the 20th century.

Learning Events and Instruction:

LESSON 5

Title: Sequoyah High School

Details: This lesson will bring the project into a period of living history where students will be able to relate to school through the stories shared by their grandparents, aunts, uncles, cousins and parents.

Guiding Questions: How did Sequoyah High School shape the lives of your relatives who attended? What was the school like when the Cherokee Nation resumed control in 1985? How did the relationship between

the Cherokee Nation and the US government affect the school? How did the Cherokee Nation take an active role in combating colonization?

Lesson opening: Students will be presented with the guiding questions. After a short discussion, students will revisit the portion of the slide show that focuses on Sequoyah High, 1950s to 1985. At this point in the project a Sequoyah High School graduate who is a respected elder will share their experiences.

Lesson closing: In closing students will be presented with the guiding questions again. Also, a class discussion about primary sources of this time period will be held. Students will be encouraged to search their own families for primary sources.

Instructional Tips/Strategies/Suggestions: This is a good time to remind students about the wealth of primary sources they could possibly have in their own families. Encourage them begin compiling resources for the research paper at the end of the project.

Lesson 6: This lesson will examine the recent history of Sequoyah Schools

Learning Events and Instruction:

LESSON 6

Title: Sequoyah Schools, 2006-present

Details: This lesson will examine the most recent history of Sequoyah.

Guiding Questions: What was the state of the school in 2006 (Sequoyah Schools)? How has the history of the school contributed to the success and struggles the school has faced? What do we have to be proud of facing the future?

Lesson opening: Students will be presented with the guiding questions. After a short discussion, students will be introduced to Christian Hummingbird, a recent successful graduate of Sequoyah who embodies the desired characteristics of Native youth/young adults.

Lesson closing: In closing students will be presented with the guiding questions again. Also, students will be asked to examine their own educational paths and determine if those paths align with the mission of the school.

Instructional Tips/Strategies/Suggestions:

Lesson 7: Students will conduct research to build their own scholarly document about the history of Sequoyah Schools.

Learning Events and Instruction:

LESSON 7

Title: Research Document Rough Draft

Details: Students will compile three sources to validate their historical written or oral narratives of Sequoyah Schools. One of those sources needs to be an interview. The other sources may include another primary or secondary source.

Guiding Questions: Where does research take you? What makes a primary source the most valuable type of source? Was it easier to obtain an interview or a document? Explain.

Lesson opening: Students will be presented with the guiding questions. After a short discussion, students will present the sources they have obtained. Students will then be encouraged to complete their chosen method of presentation. They will be guided to accurately cite sources and convey a substantial history of the school rather than relay a historical timeline of dates, as the school websites posts.

Lesson closing: In closing the students will discuss how their upcoming presentations will convey a sense of pride, power and ownership of the school's future by adequately presenting its past. Students will revisit the guiding questions at the end of class.

Instructional Tips/Strategies/Suggestions: Students need to be lead through the process of turning the sources they have found into their own compilation of a single document or presentation. Continually remind them that they are gathering power by sharing the story of the students who have come before them.

Lesson 8: Final Presentations

Learning Events and Instruction:

LESSON 8

Title: The History of Sequoyah Schools: Through the Students' Eyes

Details: Students will present their final drafts or presentations to the class.

Guiding Questions: What is the history of our school through your eyes? Where will you take it?

Lesson opening: Students will discuss the guiding questions as a class. Each student will present their final draft/presentation.

Lesson closing: Students will be reminded to always seek the truth by maintaining a relationship with the elders of our school community and conducting sound scholarly research. They will also be encouraged to share their findings and the knowledge they acquire as often as possible, and to allow it to propel their educational careers.

Instructional Tips/Strategies/Suggestions: Don't expect freshmen-level students to present a full history of the school in this first project. Many students who are just entering high school have never conducted any type of scholarly research. However, insist that the history they do share is well researched. Together the class will develop an excellent collective work.

Materials and Sources Used

What primary source(s) is/are being used (full citation)? Please annotate each source.

What secondary sources are being used (full citation)? Please annotate each source.

Cameron, George, (1994). *Sequoyah Orphans Training School* Tahlequah, OK: Heritage Printing.

Dickinson, Patti. (2009). *Coach Tommy Thompson and the Boys of Sequoyah*. Norman, OK: The University of Oklahoma Press.

What other curricular materials do you plan to use to support the curricular project? (attach any student-facing documents and teacher resource documents needed to implement the lesson)

I plan to use a collection of documents and photos compiled by Mr. Don Franklin, who teaches a multimedia course at Sequoyah High School. I intend to invite one elder alum and one recent alum to share their experiences with the Social/Emotional Learning Classes.

Reflection / Rationale

After teaching the lessons, what suggestions do you have for other teachers who might use this curricular project?

How does the content of this lesson plan clearly tie to perspectives gained from TNAH Institute? [e.g. How does it use resources provided during TNAH Institute in place of or to supplement existing resources?

This lesson plan will address the conceptual focus points of place, identity and historical trauma as they relate to the practice of colonization, which was instituted by the United States Government.

How does it analyze narratives and/or resources that would typically be used – how does the newly created lesson provide a counter-narrative to the accepted canon?]

This lesson plan will distinguish between primary and secondary sources, as well as materials that may not qualify as valid sources at all. The lesson plan will guide students in strategies to ethically collect valid and useful sources for scholarly research.

This lesson will provide a counter approach and explanation to the current historical narrative being perpetuated by Sequoyah Schools and the Cherokee Nation.