

Name \_\_\_\_\_

Date \_\_\_\_\_

## Vocabulary: Fill in the Blank

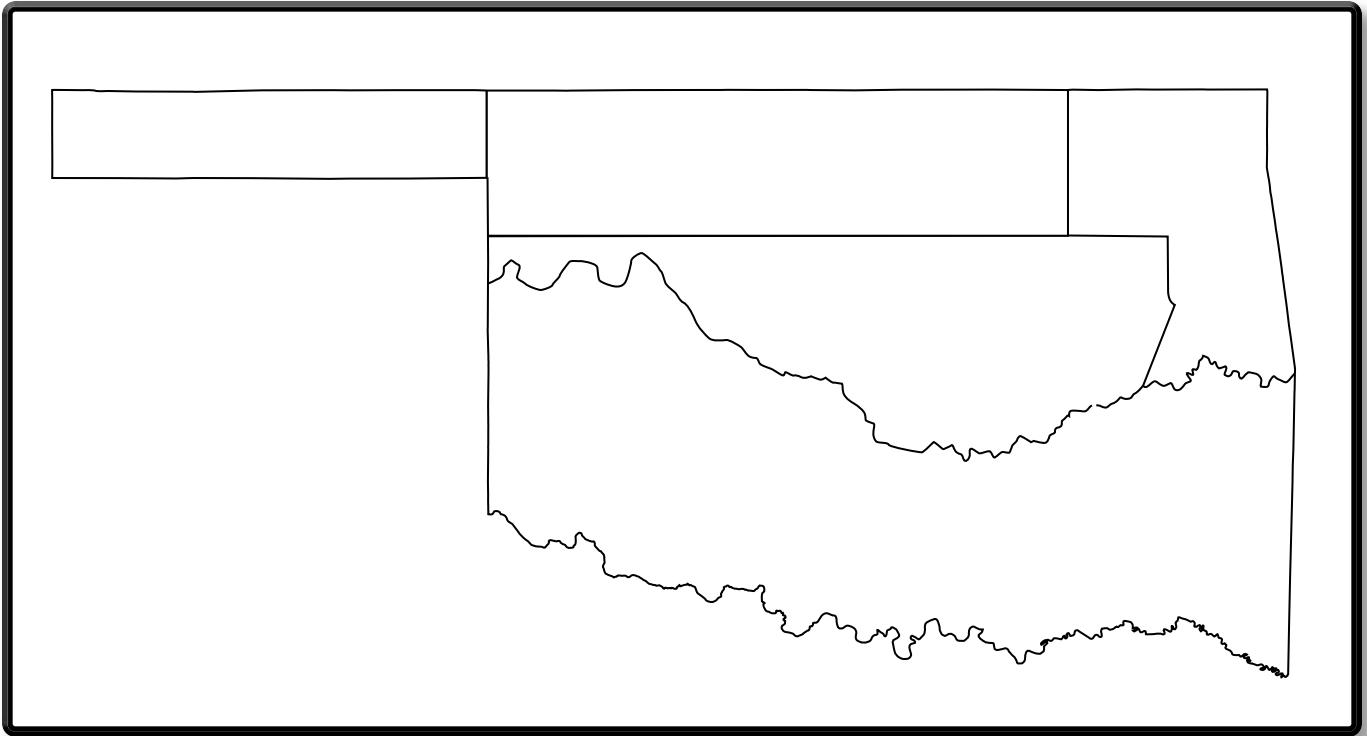
**Directions:** Fill in the blank with the word that the statement defines.

1. The practice of forcing U.S. sailors to serve in the British navy was known as \_\_\_\_\_.
2. The process of one group becoming part of another is known as \_\_\_\_\_.
3. \_\_\_\_\_ is the Choctaw word for money.
4. Syllabary is another name for \_\_\_\_\_.
5. \_\_\_\_\_ means "to move."
6. If a group is independent, they are said to be \_\_\_\_\_.
7. The word \_\_\_\_\_ is used to describe the minimum resources that are needed to support life.
8. A specific portion of something, e.g., land, is a(n) \_\_\_\_\_.
9. To \_\_\_\_\_ is to turn over something.
10. A(n) \_\_\_\_\_ is a contest whose winner is chosen by a drawing.

Name \_\_\_\_\_

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**Map It! The Five Civilized Tribes in Oklahoma—1830-1860**



**Directions:** Locate and label on the map above the following:

Cherokee Nation  
Cherokee Outlet  
Chickasaw Nation

Choctaw Nation  
Creek Nation

No Man's Land  
Seminole Nation

**Directions:** Then locate and label on the map above the following towns:

Talequah  
Fort Gibson  
Fort Towson

Tishomingo  
Fort Washita  
Fort Cobb

Creek Agency (Muskogee)  
Skullyville

Name \_\_\_\_\_

Date \_\_\_\_\_

## Essay/Oral Presentation—The Five Civilized Tribes

**Directions:** Choose one of the Five Civilized Tribes (Cherokee, Choctaw, Chickasaw, Creek or Seminole) about which you would like to write and speak to your class. Then, using your favorite search engine, find information about that tribe. All of the tribes have official web sites. Write an essay that briefly highlights the history of the removal of the tribe to Oklahoma, including the treaties that governed the removal. Also include three to five facts that you discovered about the tribe in the present day. List a bibliography at the end of the writing that gives the web addresses of the sites that you visited. Then give your oral presentation to the class and turn in your essay. Your essay and presentation will be graded using the rubric presented below.

### Oral Presentation—50%

- Clear presentation
- Covered important facts
- Mentioned treaties and history of the tribe

\_\_\_\_\_

### Written Presentation—50%

- Well written, added new insight and depth to subject
- Included a visual in the presentation, such as a picture, graph, map, or PowerPoint
- Mentioned specific events, names, dates, places, treaties
- Exhibited good research skills and historical significance
- Explained interesting facts from web site
- Added knowledge to the subject
- Typed or neatly written, no typos

\_\_\_\_\_

**NOTE:** No points will be awarded if a bibliography is not present.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Primary Source Document 2: Excerpts from the Indian Removal Act

**Directions:** Reading this primary source document helps you understand what happened during the Indian Removal period of Oklahoma history. On a separate page, explain what you learned from this document about the Indian Removal Act.

In the Indian Removal Act of 1830, Congress—with President Jackson’s blessing—offered Native American peoples east of the Mississippi federal land to the west, where the United States government had the authority to protect them. Many of them accepted.

An Act to provide for an exchange of lands with the Indians residing in any of the states or territories, and for their removal west of the river Mississippi.

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That it shall and may be lawful for the President of the United States to cause so much of any territory belonging to the United States, west of the river Mississippi, not included in any state or organized territory, and to which the Indian title has been extinguished, as he may judge necessary, to be divided into a suitable number of districts, for the reception of such tribes or nations of Indians as may choose to exchange the lands where they now reside, and remove there; and to cause each of said districts to be so described by natural or artificial marks, as to be easily distinguished from every other.

And be it further enacted, That it shall and may be lawful for the President to exchange any or all of such districts, . . . with any tribe or nation of Indians now residing within the limits of any of the states or territories, and with which the United States have existing treaties, for the whole or any part or portion of the territory claimed and occupied by such tribe or nation, within the bounds of any one or more of the states or territories, where the land claimed and occupied by the Indians, is owned by the United States, or the United States are bound to the state within which it lies to extinguish the Indian claim thereto.

And be it further enacted, That in the making of any such exchange or exchanges, it shall and may be lawful for the President solemnly to assure the tribe or nation with which the exchange is made, that the United States will forever secure and guaranty to them, and their heirs or successors, the country so exchanged with them; and if they prefer it, that the United States will cause a patent or grant to be made and executed to them for the same: Provided always, That such lands shall revert to the United States, if the Indians become extinct, or abandon the same. . . .

And be it further enacted, That upon the making of any such exchange as is contemplated by this act, it shall and may be lawful for the President to cause such aid and assistance to be furnished to the emigrants as may be necessary and proper to enable them to remove to, and settle in, the country for which they may have exchanged; and also, to give them such aid and assistance as may be necessary for their support and subsistence for the first year after their removal.

And be it further enacted, That it shall and may be lawful for the President to cause such tribe or nation to be protected, at their new residence, against all interruption or disturbance from any other tribe or nation of Indians, or from any other person or persons whatever.

And be it further enacted, That it shall and may be lawful for the President to have the same superintendence and care over any tribe or nation in the country to which they may remove, . . . that he is now authorized to have over them at their present places of residence: Provided, That nothing in this act contained shall be construed as authorizing or directing the violation of any existing treaty between the United States and any of the Indian tribes.

And be it further enacted, That . . . the sum of five hundred thousand dollars is hereby appropriated, to be paid out of any money in the treasury, not otherwise appropriated.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Chart It! Indian Removal

**Directions:** Find the information in your textbook needed to fill in the blanks of the chart below.

Tribe	Dates of Removal	Principal Chiefs	Dates/Names of Treaties
Cherokee			
Choctaw			
Chickasaw			
Creek			
Seminole			



Name \_\_\_\_\_

Date \_\_\_\_\_

### Internet Activity—The Seminole and Osceola

**Directions:** Using your favorite search engine, look for information about the Seminole tribe and one of their chiefs, Osceola. Use the words/phrases “Seminole Tribe History,” “Seminole Wars,” and “Osceola” in your search. Then, using the information that you have found, answer the following questions.

1. What was the origin of the tribe that came to be known as the Seminole tribe? What other groups joined together to make that tribe? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What was the relationship between the Seminole Indians and the free African Americans and escaped slaves? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Who was Osceola? What did his name mean in his native language? What was his role in the fighting between the U.S. Army and the Seminole? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. When did the Seminole finally surrender and allow themselves to be removed to Indian Territory? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## Indian Removal Timeline

**Directions:** Using the information in your textbook, determine the year in which the following events took place. Write those dates in the first column. Then place the events in the correct sequence by writing the numbers 1-12 in the second column.

**Date      Order**

- \_\_\_\_\_      \_\_\_\_\_      Secretary of war ordered establishment of Fort Smith on the Arkansas River.
- \_\_\_\_\_      \_\_\_\_\_      Choctaw signed the Treaty of Doak's Stand.
- \_\_\_\_\_      \_\_\_\_\_      Seminole signed Treaty of Payne's Landing.
- \_\_\_\_\_      \_\_\_\_\_      Oklahoma became part of the Arkansas Territory.
- \_\_\_\_\_      \_\_\_\_\_      George Catlin painted the Indians of the Plains. Osage and Kiowa Indians fought the Battle of Cutthroat Gap, wiping out the Kiowa.
- \_\_\_\_\_      \_\_\_\_\_      William McIntosh ceded Creek land in the Treaty of Indian Springs.
- \_\_\_\_\_      \_\_\_\_\_      Choctaw from Alabama and Mississippi were rounded up and moved west.
- \_\_\_\_\_      \_\_\_\_\_      Creek Indians first arrived in Indian Territory, by steamboat, then overland.
- \_\_\_\_\_      \_\_\_\_\_      Congress passed the Indian Removal Act.
- \_\_\_\_\_      \_\_\_\_\_      Chickasaw Indians relocated to Choctaw land. Seminole chief Osceola was captured by the U.S. Army.
- \_\_\_\_\_      \_\_\_\_\_      Cherokee signed a treaty giving up their lands for \$5 million.
- \_\_\_\_\_      \_\_\_\_\_      Cherokee adopted written constitution.